**Study Material**

**B.A. 2nd Semester**

**Education (Regular)**

**Psychology of Adolescent**

**Unit-3**

**Social development**

**Q. What is social development of adolescents?**

**Ans:** Adolescents' Social Development defined as:

1. It is a process to attain maturity in social relationship
2. A learning process to confirm to a group standard, morals, traditions
3. A process where new types of behavior is learnt, change in interests occurs and new friendships are developed and
4. An adjustment to a new environment

The speed and nature of social development vary from age to age and mental abilities of students / persons. Social development is a learning process which must be very carefully monitored and guided by all those who are in charges or guardians of a child.

**Q**. **Mention the factors that affect social development.**

**Ans:** The Following are some agencies and factors that affect social development in adolescence:

1. Family and Home environment
2. School and Teacher Role
3. Parental Style
4. Peer Group
5. Media

**Q. What are the factors that affect social development? Discuss.**

**Ans:**

**1. Family and Home Environment**

The status of family has great impacts upon a child. You will see great variations in children. One of the causes of that will be of the family background. In order to have a balance personality' of a child, there must be great cooperation between parents and their children. As according to Franks: "Home & family is the only institution for child's socialization and transmission of cultural heritage which shapes the basic structure of child's personality".

**2. School and Teacher Role**

Next place where most of social development takes place is school and the influencing role of a teacher. The more good and cordial atmosphere is in the school and good relationship with teacher the more good social development will take place.

**3. Parental Style**

The parental style must be very democratic and involved one for the sack of children. Those children show greater social development and emotional maturity whose parental style is democratic and involved one.

**4. Peer Group**

In peer group a child gets social independence and makes some decisions to define his / her role. Here a child shares his /her feelings and emotions independently and get influenced by. The children start self-confidence and from time to time new habits are developed which shape a child personality. The guardians must help the children to be the part of good peer group.

**5. Media**

Now a day there is great information explosion. Every person has very easy access to all kinds of information. The most commonly available informational machines are internet, cable TV and Mobile phone system. All these means of information can be used in positive and negative ways. Now it is the responsibility of children's in charge(s) to guide them on the right path.

**Q. Write a short note on behavioural problem of adolescence.**

**Ans:** Adolescence is a time for developing independence. Typically, adolescents exercise their independence by questioning their parents' rules, which at times leads to rule breaking. Parents and health care practitioners must distinguish occasional errors of judgment from a degree of misbehavior that requires professional intervention. The severity and frequency of infractions are guides. For example, recurrent binge drinking and engaging in recurrent truancy or theft are much more significant than isolated episodes of the same activities. Warning signs that suggest disruptive behaviours are impairing functioning include deterioration of performance at school and running away from home. Of particular concern are adolescents who cause serious injury or use a weapon in a fight.

Because adolescents are much more independent and mobile than they were as children, they are often out of the direct physical control of adults. In these circumstances, adolescents' behaviour is determined by their own moral and behavioural code. Parents guide rather than directly control their children's actions. Adolescents who feel warmth and support from their parents are less likely to engage in risky behaviours, as are those whose parents convey clear expectations regarding their children's behaviour and show consistent limit setting and monitoring.

Authoritative parenting is a parenting style in which children participates in establishing family expectations and rules. This parenting style, as opposed to harsh or permissive parenting, is most likely to promote mature behaviors.

Authoritative parents typically use a system of graduated privileges, in which adolescents initially are given small bits of responsibility and freedom (e.g., caring for a pet, doing household chores, purchasing clothing, decorating their room, managing an allowance, going to social events with friends, driving). If adolescents handle this responsibility well over a period of time, more privileges are granted. By contrast, poor judgment or lack of responsibility leads to loss of privileges.

Adolescents whose behaviour is dangerous or otherwise unacceptable despite their parents' best efforts may need professional intervention. Substance use disorders are a common trigger of behavioral problems, and substance use disorders require specific treatment. Behavioral problems also may be a symptom of learning disabilities, depression, or other mental health disorders. Such disorders typically require treatment with drugs as well as counseling. If parents are not able to limit their child's dangerous behavior, they may request help from the court system and be assigned to a probation officer who can help enforce reasonable household rules.

**Q. What is the role of teachers in imparting adolescence education?**

**Ans:** The role of teacher may be discussed as follows

1. The teacher should establish a warm, friendly, open minded class-room climate free of embarrassment and self-consciousness in which students feel free to ask questions and expect to get sensible answers.
2. He should discuss matters relating to sex in a direct, unemotional and unembarrassed manner.
3. He should talk in an objective, matter-of-fact way as in dealing with the normal aspects of sex.
4. He should seek to build up healthy attitudes which will enable a student to make wise choices.
5. He should discuss problems with students and let them draw their own conclusions.
6. He should give appropriate facts to the students to participate in planning the lesson.
7. He should use a question box in which students may put questions anonymously, if they do not feel free enough to ask questions in class.

**Q. Give an account of the social development during adolescence. Discuss the importance of the peer group in the socialization process.**

**Ans.** Social development can be defined by E B. Hurlock as social development is the "attainment of maturity in social relationships".

Garret regards social development as the process whereby "the biological individual is converted into a human person." freeman and Showel write, "Social development is the process oncoming to conform to group standards".

L D. Crow and A Crow states, "Social development means acquisition or the ability to behave in accordance with social expectations".

Adolescence is a time of physical, cognitive, emotional and psychosocial growth Adolescence is a time when individual searches for their own identity Parental influences decrease during this time and peer influences increase Adolescence is a time of change, exploration, worries and problem. Between the ages of 11-17, there are many changes in social development. The major mission during this time is to establish one's own identity. If they are unable to create an identity, they become confused and become uncertain about where their future will lead them. They must assemble an identity out of their self perceptions and their relationship with other people.

Thus, during adolescence, boys and girls become active members of peer groups and development friendship. Social development is marked by a strong desire to follow the social pattern and style of life as approved, accepted and practiced by the peer group or the gang with which the adolescent boy or girl is associated. They create a flexible sense of self through their social interactions and increased perspective taking.

 The natures of social behavior of the adolescents are as follows —

* Adolescents are confused and frightened by new school settings that are large and impersonal.
* Adolescents are loyal to peer groups values and sometimes cruel and insensitive to those outside the peer groups.
* Adolescents use peers and media role models as sources for standards of behavior, dress and style.
* Adolescents are rebellious towards parents, but still strongly depend on parental values.
* Adolescents desire love and acceptance from significant adults.

There are five psycho-social issues that develop during adolescence.

1. The first issue is establishing one's own identity. They begin to form their own values, belief and goals. They begin to know they fit into the world.
2. Another task during this time is establishing autonomy. This means becoming an independent, self governing individual within relationships. Once they gain autonomy, they are able to make and carry out their own decision, have their own set of principles and are not as dependent on their parents.
3. This is also a time when an individual established intimacy. Intimacy is first learned in same sex friendship. Intimacy refers to relationship with others that are caring, honest, trusting and open. It is though close friendship that they learn the skill of beginning, maintaining and ending relationship.
4. The fourth issue that adolescents deal with during this time is learning to be comfortable with one's own sexuality. This is a time when they are physically capable of reproducing and cognitively aware enough to think about their sexuality.
5. The last issue that must be dealt with during adolescence is achievement. This is a time when they need to decide what they want to do with their life, assess their abilities and figure out how they attain their goals.

Thus, adolescence is a period of rapid change and adjustment. At this stage, the adolescent acquires many habits, attitudes, ideals and social skills. Psychologist Crow found that in the selection of friends both adolescent boys and girls place considerable emphasis on display of traits like sincerity, consideration for others, good manners, friendliness, modesty and self-control by members of the opposite sex. Identification with peer groups, hero-worship, of patriotic spirit, development of a sense of sacrifice and leadership are some of the common feature of the social development of the adolescent

**Importance of peer group in the socialization process**

The term peer group refers to an individual's small, relatively intimate group of peers who interact on a regular basis. Peer groups consist of individuals who share friendship, hand around and talk to each other as well as do activities together. As children develop into adolescents, they spend an increasing amount of time with their peers compared to their parents or other adults. The nature of peer groups also changes during adolescence.

Typically, in early adolescence peer groups are single sex but by middle adolescence mixed-sex peer groups are more prevalent. During late adolescence peer groups stand to disintegrate as individuals spend more time as part of romantic couple. (Brown, 2005)

Adolescence is a time when peers play an increasingly important role in the lives of youth. Adolescents begin to develop friendships that are more intimate, exclusive and more constant than in earlier years. In many ways these friendships are an essential component of development.

During this period, the peer group begins to take the place of the family. Peer groups are formed because of similarities in appearance, dress, hobbies, interest attitudes and other similar characteristics. Adolescents who don’t have a particular peer group often feel alienated. When adolescents are rejected by then peers they are vulnerable to loneliness, low self-esteem and depression. The approval of peers is extremely important during the adolescent’s years.

They provide safe awareness when young can explore their identities, where they can feel accepted and where they can develop a sense of belongingness. Friendships also allow youth to practice and foster social skills necessary for future success.

Nonetheless, parents and other adults can become concerned when they see their teens becoming preoccupied with their friends. Many parents worry that their might fall under negative peer influence or reject their families values and beliefs, as well be pressured to engage in high-risk and other negative behaviors.

In actuality, peer influence is more complex than our stereotype of the negative; influences from friends First, peer influence can be both positive and negative while we tend to think that peer influence leads teens to engage in unhealthy and unsafe behaviors, it can actually motivate youth to study harder in school, volunteer for community and social services, and participate in sports and other productive endeavors In fact, most teens report that peers pressure them not to engage in drug use and sexual activity. Second, peer influence is not a simple process where youth are passive recipients of influence from others. In fact, peers who become friends tend to already have a lot of things in common. Peers with similar interests, similar academic standing, and enjoy doing the same things tend to gravitate towards each other. So while it seems that teens and their friends become very similar to each of other through peer influence, much of that similarity was present to begin with.

**Q. Explain the influence of family and peer group in social development of adolescents.**

**Ans.** At the early adolescence period of children an unfavorable relationship grows between parents and their children due to 'generation gap'. This gap arises as a result of immediate changes in values and standard of behaviour. The reason is that young adults of to-days societies are getting educational, social and cultural opportunities than most of their parents had enjoyed when they were adolescents. Sexual behaviour was under control during the time of their parents. Due to various restrain young adults do not like to communicate with their parents and when that type of situation linger for times, this helps in widening the gaps between them.

Many adolescents develop misunderstanding about their parents and say that — their parents do not understand them and that their ways of living is of old fashion. This happens due to the cultural gap-between the parents and the children. Improvement of family relationship can be seen gradually along with the progress of adolescence. Pleasant and affectionate relationship can be visualized as a result of realization of attainment of maturity of their children and their (parents) adjustment to new cultural values.

1. Improvement of adolescent — parent relationship starts emerging when parents consider their sons and daughters not as children but as mature adults. With this idea in mind parents started behaving with them, they give children more privileges and start expecting more helps from them considering them as responsible member of the family.
2. Parents try to adjust themselves with new cultural values of the peer group with some confusion and disagreement in their heart. This adjustment makes the parent-adult relationship pleasant. Adults start feeling pleasant to live with their family members at home. The young adults need to face same situations with their siblings, grandparents and other relatives. Older adolescents change their attitude toward grandparents and other relatives also start behaving more gracefully with them than they did several years earlier. This is due to the more mature concept of their grandparent and other relatives regarding young adults.

The relationship of the adults with female sex family member is not so favorable as it is with male family members. Mothers tend to be more gently tolerant with: their sons than their daughters because mothers are more strict with their daughters than their fathers.

Poor family relationships are psychological hazards at any age but hamper the development of adolescents, in their mature patterns of behavior. Adolescence boys and girls are immature in their thinking and problem. They, at that period depend on their families for a feeling of security. This is which require guidance and help in mastering the developmental task of Adolescents who suffer from unfavorable family relationship may adolescence.

Adolescents who suffers from poor relationship with people outside home .When a person always face difficulties in getting along with others is generally regarded as immature and unpleasant. This is considered drawback against good social adjustment.

**Peer group influence:**

Peer group of adolescent contains a certain number of friends who can accept him and upon whom he can depend. Adolescents like to spend most of their time outside home with their peer group. Peer group membership assumes more importance during adolescence than at any other period of life. A peer group can provide support for youngsters when they are in conflict with their families. They get answer to some burning questions like "Who am I?" from their peer group.

Peer groups have great influence on adolescent's attitude, speech, and interest and on their behavior and character. They even feel that if they wear the some type of clothes as the peer groups enjoy this will increase their intimacy with the peer group. Peer group's influence on adolescents has been explained by Horrocks and Benimoff as — "The peer group is the adolescent's real world providing him a stage upon which to try out himself and others. It is in the peer group that he continues to formulate and revise his concept of self, "Within the peer group the adolescent find a world in which he can socialize himself, where the values are set by others of his own age, a world that enable him to assume leadership if he possesses the worth of leadership.

The size of the peer group changes along with their progressive stage. Around the age of 13 or so, the peer group is consisting of half a dozen or few younger adults of the same sex which can be named as clique. They started interacting with cliques that include members of opposite sex. A number of young adolescents during their high school years form a mixed sex clique by interacting with members of opposite sex group.

With the progress of adolescence the influence of the peer group on adults starts decreasing. This happens with mature adults due to two reasons–

1. Many adolescents want to bear independent identity and to live according to their own choice without the influence of the peer group. They do not like to live in large group as they were in their childhood days.
2. Gradually their desire started changing and they incline to narrow down peer group circle to smaller members because they are interested in close personal friendship. But most adolescents want to belong to large social group for social activities. But for the other group of adults influence of the large social group become\_ less important than the influence of friends.

**Q. How education can help the young adolescents in the process of social development? Explain.**

**Ans.** For socializing the children/adults educational institutions can make arrangement for activities having social characteristics. Provision for self-expression of young children should be taken by school as one of the objective of co curricular activities. Participation with others in the group project teaches them to work well with others. Children's interests need to get chance to express in their own direction through varied activity programmes in schools. In the classroom situation education can provide knowledge and skill in specific subjects, some other activities like productive classroom projects among children of same age group to encourage group activities among them.

At the college and higher secondary school stage `self government' among the students should be organized under teacher's guidance. The teacher needs to have sympathetic feelings and a keen desire to deal with the students with that attitude as how really they should deal with the, students. Community school where the problems of society become the centre of school project should be encouraged. Every student should be able to find in the school some form of social activity that will meet his particular interests and that will challenge him to successfully participate in the activity. All subjects’ areas should be open to the adults so that they can understand the people of other region and can know their custom.

Social problems of students need to be considered carefully. The influence of teacher during secondary school and college years has great importance in developing children's adjustment capabilities to varied situations they need to face. When the teacher see children's/adult's problems with sympathetic attitude, and with a prompt, alert and unhesitating devotion to share pupil's sorrow, social success and failure, the teacher can become tower of strength to eager for young adults who are in a progressing stage.

**Arrange for camping experiences:**

Camping experiences develop varied type of social attitude and behavior within growing adults. Numbers of programmes such as road developing project in a remote place, camping for bringing awareness of health and hygiene among people of slum areas, mobile camping for introducing literature among old people, for popularising `yoga' among the villagers, etc. can be organized by school and college authorities. Except these some short-time camping programmes for activities like boating, swimming, hiking and nature study, horse riding, for practicing drama, music and other socially desirable areas of activity can be organized by schools and colleges.

1. Camp life provides excellent training for group living,
2. When the child stay away from home for some days their tensional relationship that exits for some times within their parents also get relax by this period of separation, camp life helps in building excellent character. They learn to adjust themselves with the group and also to strive to meet the group's standard.
3. Individual rights and responsibilities are distinctly mentioned and strictly utilized in the camp.
4. Camps recognize the value of young people of communal living which affords many opportunities for healthful peer group activities under trained supervision.

**Influence of other socializing media:**

Various social media provide greater help in the development of social attitude and ideas within adults. By witnessing, listening and by reading the ideal life values the young adults can modify their behavior and character and can follow the attitude and interest to become an adult of prominent character and a well adjust and constructive member of his home, school and society.

**Q. Discuss the factors affecting social adjustment during adolescence.**

**Ans. Factors affecting social adjustment during adolescence:**

Young adults find to make personal and social adjustment difficult due to their failure to attain over some of the important task of that age. That type of adult, seem immature as compared with other young adults. That type of immaturity can be seen within man and women of about thirty years of age. But at the same time others may reveal maturity over these areas. Gradually with their adjustment to the social group they start attaining maturity over these previous immature areas.

Attaining mastery over the development tasks, at any age is not an easy task. When some obstacles or hindrance stand in the way of attaining maturity it becomes more difficult to overcome. Failure to master the developmental task of early adulthood follows failure in achieving social expectations in varied areas of behavior in adulthood. This creates problem in personal and social adjustment of the individual. The commonly appear blockages in the way of effective social adjustment may be of the following types –

1. **Incomplete foundation:** If the adults cannot attain fully mature development in their early developmental task, this makes the adjustment of the young adults with the adulthood task more difficult.
2. **Physical defects:** Physically handicap children cannot attain mastery over developmental tasks of adulthood as other can. So for them adjustment problem certainly exist.
3. **Irrelevant training:** If the training imparted at home or at school to young adults has no utility in their life cannot prepare the children to meet their demand a adulthood.
4. **Over protection of guardians:** Children who are over protected by their elders during childhood, they find it difficult to adjust themselves properly in their adult life.
5. **Long time peer-group company :** If the adults continue to stay more time in colleges or in some training school, their peer-group influence also become longer as they become accustomed with the behavior of the peer group. If later on adjustment requires changes of these behaviors, adults find it difficult to do.
6. **Illusory aspiration:** Adults who were good in their school life academically, socially and athletically may develop unrealistic concept of their abilities. They therefore develop the conception being equally successful in their adult life. Sometimes parental unrealistic aspirations also create blockage in the adjustment situation of the adults.
7. **Religious hazards:** Religious factors that create adjustment problem for adults may occur in two ways. First, problem arises when young adults like to accept some new religious faith in place of their traditional family faith. Second difficulty related to religion arises from mixed marriage. When some other person indirectly forces them to accept new religion they are in a dilemma what to do. Whatever may be the cause the young adults fall in a conflicting situation and there arise the adjustment problem.
8. **Social difficulties:** Adjustment problem of the young adults first arise with the social group to which they belongs that time. There are three types of social hazards in young adult's social environment which they find difficult to overcome successfully.
9. Due to the progressive transition of young adults to adulthood their likes and, dislikes undergo changes and they find it difficult to associate with a congenial social group. Specially the women, when they need to bear more social responsibilities they cannot manage both time and money for social activities which they formerly used to shared and enjoyed.
10. The 'second hazard—to social adjustment is disqualification to meet the expectation of the social group. The adults who were leaders in their later childhood stage get difficult to play the role of followers in adolescence. Generally, in business, industry or community affair’s leadership role is given to people of high socio-economic status or people possessing greater prestige in community.
11. The third social hazard arises from the fact of social mobility. Adults find it difficult to adjust to new social group with new values and standard of behavior. Vertical social mobility of the family leads the members of the family to some higher social status. Under such situation they need to give up old association and values which they enjoyed with their neighbor and to join with new organization. There they feel loneliness which is almost a popular characteristic among the young adolescents and often they suffer from depression.
12. **Sex-role hazard:** The treatment given by men to women make them feel inferior and develop a typical ‘minority group complex’ women are always stimulated to doubt their success in activities where men are involved.