



Theoretical Perspectives On Adolescence And Influence In Hindu Family

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ABSTRACT:

The family has a significant part in determining a person's personality. The daily engagement between the members happens because they provide the primary framework for socialisation to take place, parent-child relationships are particularly crucial. It has been discovered that parenting practises have a significant impact on children's lives. A parent's personal traits and combination of child-rearing techniques are referred to as their parenting style. In this article, theoretical perspectives on adolescence and influence in Hindu family has been discussed.

Keywords: Perspectives, Adolescence, Influence, Hindu, Family.

INTRODUCTION:

The Latin verb *adolescere*, which means "to grow" or "to grow into maturity," is where the word "adolescence" originates. In past eras, only infancy and adulthood were recognised as stages of life. However, the Greek thinkers Aristotle and Rousseau spoke of a transitional age that was full of tremendous energy, potential, and rational action. The idea evolved over thousands of years, even though the "discovery of adolescence" as a social reality is a relatively recent social invention. Although the term "adolescence" is only now widely used in India, the ancient literature Dharamashastra contains a specific code of conduct for this crucial stage (UNFPA, 2003).

The first psychologist to recognise adolescence as a pivotal period in life was G. Stanely Hall, president of Clark University in America in the late 19th century. He claimed that adolescence was marked by "Sturm und Drang," which is German for "storm and stress." Hall suggested using scientific research methods to investigate them and emphasised the need for preparing adolescents for adulthood. [1]

Adolescence has been referred to in the twenty-first century as a "transition stage" between childhood and adulthood as well as a time for training and preparing for adult life. This understanding of adolescence is commonly accepted because it is a time when children go through considerable developmental changes. The start of puberty has

traditionally been seen as the beginning of adolescence. However, the definition of the adolescent age group given by various projects or organisations varies from 10 to 19 years. Furthermore, early adolescence (10–12 years), mid-adolescence (13–15 years), and late adolescence (16–19 years) are the three stages of adolescence according to contemporary adolescent psychology. As a result, adolescence is seen as a distinct stage of life that merits independent research. [2]

THEORIES ON ADOLESCENCE:

According to Gullota et al., (2000), there are mainly three theoretical perspectives on adolescence such as Psychological Theories, Sociological Theories and Genetic Theories.

1. Psychological Theories:

Three explanations are involved in psychological theories that concentrate on how internal drives and motivations affect behaviour: psychoanalytic theory, psycho-social theory, and social learning theory.

According to psychoanalytic theory, adolescent behaviour is a reflection of childhood events and unresolved concerns. The two Freuds, Sigmund and Anna, are the most prominent proponents of this idea. According to Sigmund Freud, adolescence is the last stage of the psychosexual development cycle, which includes the anal stage, phallic stage, latency phase, and other stages.

Albert Bandura and other social learning theorists contend that life's many learning opportunities combine to form a person's personality. The modification of experience leading to the mastery of abilities or activities (self-efficacy) has an impact on the learning experiences that mediate behavioural changes in adolescence. Increased efficacy expectations, in Bandura's view, boost the likelihood of desired behaviour. The four social factors that support the expectations of self-efficacy are self-education, role modelling, encouragement, and fear-inspiring thoughts.

2. Sociological Theories:

Sociological theories place more emphasis on how people interact with adolescents and are less concerned with internal psychological characteristics. It is important to consider how general cultural variables affect behaviour. This viewpoint includes Margaret Mead and Kingsley Davis. According to Davis, the upbringing of adolescents is very different from that of the preceding generation because of the various social circumstances that the quick changes of modern society have created. As a result, the current society's heightened adolescent frustration, parent-adolescent confrontations, etc., could be seen as expressions of these changes. Similar to this, Margaret Mead also emphasised how cultural types and adolescent behaviour are related.

3. Genetic Theories:

According to genetic theories, personality and behaviour are influenced by genetics. These elements, alone or in conjunction with different contextual elements, play a significant role in determining personality.

In addition, other theories, such as the Ecological Theory by Bronfenbrenner, suggest that the development of adolescents is influenced by a series of concentric, interdependent, outward expanding levels, ranging from close mother-child interactions to more distant cultural influences.

ADOLESCENTS AND PARENTAL INFLUENCE IN HINDU FAMILY:

Throughout adolescence, parents continue to have a significant impact on their kids. Teenagers see a change in the parent-child relationship from a unilateral attitude of power to one that is more negotiated. As a result, compared to childhood, the parent-child connection during adolescence involves more open communication and emotional interchange. As a result, adolescent friendships and parent-child interactions resemble each other more than they did in childhood. [3]

Numerous studies have demonstrated the significance of parent-child relationships in shaping a child's sense of self. Once more, studies claim that a child's social environment has an impact on how their temperamental traits develop and emphasise the significance of exploring the interactions between temperament and parenting. Achieving life satisfaction is more strongly correlated with having good relationships with parents. This finding is true in all societies. The study also found that seeing a parent-child connection devoid of affection may be more harmful to children's wellbeing than divorce.

PARENTING STYLE & ADOLESCENT WELL BEING IN HINDU FAMILY:

Authoritarian, permissive, rejecting-neglectful, and authoritative parenting styles as four parenting philosophies that differ on the dimensions of parental warmth, control, and willingness to grant autonomy. Through their parenting style, parents' socioeconomic status, family structure, and educational level have an impact on teenagers' behaviour. The first study to establish a connection between authoritative parenting and a healthful measure of adolescent wellbeing, i.e., overall, this study revealed a robust relationship between measures of authoritative parenting and adolescent life satisfaction. [4]

A variety of affective, nurturing, or companionate types of parental behaviour define the supportive component of parenting, while a variety of regulating, disciplinary behaviours define the controlling component. Together, these two components define the relationship between parents and children.

POWER RELATIONS BETWEEN PARENTS AND ADOLESCENTS IN HINDU FAMILY:

As the parent-child relationship develops during adolescence, it has been suggested that the family renegotiate its power structures. Power in the family changes as family relationships are renegotiated. An indication of this renegotiation of power relations is

the rise in parent-child conflict and disagreement over unimportant matters between early and mid-adolescence. Additionally, it has been discovered that the power gap between parents and children is narrowing as adolescents get older. Through the course of adolescence, parental unilateral power decreased and children's and parents' use of mutual power methods increased, according to the examination of the tactics or styles of power. [5]

ADOLESCENTS AND INFLUENCE OF FRIENDSHIP IN HINDU FAMILY:

Human growth takes place inside a network of interpersonal connections. Friendships are an essential part of this ecology throughout life, but they become even more crucial during adolescence, a stage marked by a shift towards peer control and a gradual increase in peer orientation. Peers are the older age group, whereas friends are voluntary associates with close bonds to one another. Social learning theory predicts that the former will have a greater impact since friendships are marked by more powerful emotions, frequent encounters, and interactions that last longer. During adolescence, friends are particularly important to youngsters. Some academics contend that at this developmental time, peers have a greater effect than parents, despite other data suggesting otherwise. [6]

The egalitarian friendship provides a greater developmental advantage on adolescence than the hierarchical parent-child relationship, according to the Sullivan-Piaget perspective. This intimacy is extremely important for individuating the self and growing a sense of connectedness with others.

According to Berndt (1992), who drew his conclusions from a study titled "Friendship and Friends' Influence in Adolescence," friends can have either positive or harmful effects on children and adults. The quality of friendships is also indirectly related to how friends affect adolescents' attitudes and behaviours. High-quality friendships did not, however, appear to increase the influence of friends. Although the behaviour of best friends continued to have the greatest influence, friends of friends did have a significant impact on behaviour. The attitudes, actions, and development of adolescents are significantly influenced by their friendships. Friendships had a higher influence when people felt good about their friends and communicated with them frequently. As a result, close friends may be more likely to have shared behaviours, beliefs, and values.

Friendship among teenagers has a significant impact on both their academic achievement and self-perceptions.

Studies indicate that as adolescents advance in age, the nature of friendships changes. The size of friendship networks varies by sex and age. According to the paper's conclusion, a person's friendships and ties with them largely determine whether they are considered social capital. With age, the actual conversations that take place between friends alter significantly. [7]

Teenage guys and girls have different types of friendships. According to research, teenage girls have more close friendships with people who are very supportive of them than do teenage guys. Boys exhibit a more aggressive behavioural approach. According to numerous studies, girls consistently report higher levels of positive friendship quality in their same-sex friendships than do guys. Adolescent girls only experience the negative impacts of over-integration at low levels of network coherence. In contrast, boys only experience the negative impacts of over-integration at high degrees of network cohesion.

FRIENDSHIP AND ADOLESCENT DEVIANT BEHAVIOUR IN HINDU FAMILY:

Adolescent deviance and behavioural issues may be influenced by the type and quality of friendships they have. In contrast to adolescent-onset and normative adolescents, persistently antisocial adolescents displayed lower levels of dyadic mutuality. Compared to normative adolescents, chronically antisocial and adolescent-onset adolescents were shown to engage in more deviant conversation. Less abnormal talk was heard from girls than from boys. Additionally, friendship dyads that engaged in a lot of deviant conversation and reciprocal behaviour had high levels of anti-social behaviour. [8]

IMPACT OF PARENT-CHILD RELATIONS ON ADOLESCENT FRIENDSHIP IN HINDU FAMILY:

Friendship network makeup may be indirectly influenced by the quality of parent-child relationships. A youngster may choose companions they know their parents will enjoy if their parent-child relationships are good.

In their study of the connection between parental behaviour and the quality of adolescent friendship, it also discovered that the effectiveness of family interactions, as measured by the social-economic context of the family and inter-generational relationships, significantly affects the strength of adolescent friendships. A youngster who has not learned pro-social skills at home may find it difficult to make friends with other kids and may wind up in a delinquent friendship group.

The quantity of time available to be alone with friend's decreases as more time is spent under parental supervision. According to some research, parental supervision is favourably correlated with belonging to a friendship group that is focused on academics and negatively correlated with belonging to a delinquent friendship group. The quality of parent-child relationships can be negatively impacted by ineffective parenting techniques like harsh discipline, low levels of involvement, family conflict, and a lack of nurturing. [9]

ADOLESCENTS AND INFLUENCE OF PEER GROUP:

Individuals have a relationship with their greater peer group in addition to their dyadic bonds. The peer group offers a sense of inclusion and belonging, whereas friendships are a special source of affection, intimacy, and nurturing. As children get older, it makes sense that they would spend more time with their peers and value such relationships more.

A crucial background for young children's and adolescents' social development. Children learn the social skills and information necessary to establish and uphold social order, in a sense governing their life environments, through peer culture and interaction. Peer group ideas undergo significant modification during adolescence. In other words, when teenagers place more emphasis on group norms, peer influence may become more attitude-based (and less behaviour-based), and they may use peer groups as social reference groups that alter how they view themselves. Peers play a bigger role as time goes on, especially when it comes to contemporary themes like deviant behaviour and adolescent culture and lifestyle. [10]

High-achieving groups strengthened the positive relations between academic achievement and social competence, while low-achieving groups facilitated the negative relations between academic achievement and social problems, according to a longitudinal analysis of peer group effects on social functioning and academic achievement and their associations. [11]

A longitudinal study found that lower levels of peer acceptability among children were associated with increased internalising and externalising symptoms as well as worse levels of overall self-worth. Peer groups may have both advantageous and harmful impacts. They are able to curb or encourage disruptive behaviour. The social norms of a peer group can play a significant role in encouraging deviant behaviour. Although "best friend" impact remained the most significant, adolescents' risky behaviour was linked to both their peer clique and their social group. A longitudinal analysis revealed that popular adolescents were more likely to increase behaviours that receive approval in the peer group (such as minor levels of drug use and delinquency) and decrease behaviours unlikely to be well received by peers (such as hostile behaviour with peers). [12]

Moms and fathers both spend more time with same-sex adolescents and their peers, who also claimed that moms were more knowledgeable about the peer relationships of adolescents than fathers. It was also discovered that the gender of the parents and the teenagers significantly influenced this aspect of family life in adolescence. However, it has also been discovered that in the event of poor family ties, peer impact would be significant. [13]

ADOLESCENTS AND COMMUNICATION TECHNOLOGY:

Children's lives in the twenty-first century include a significant amount of media technology. But the world of electronic media is rapidly evolving. Currently, cell phones, iPods, video games, instant messaging, interactive multiplayer video games, virtual reality websites, Web social networks, and e-mail compete with television, which dominated the media landscape through the middle of the 1990s. Teenagers employ new communication technologies frequently. [14]

Youth can now access the same source from several, frequently portable media platforms because of technological convergence. Teenagers could therefore access media at any

time without adult supervision. Additionally, they could use multiple media at once, which is the current craze. This indicates that teenagers use other media while watching television or that a cell phone can function as a radio, television, and Internet portal all at once. Home computers are used to play games (56%), complete schoolwork (47%), and connect to the Internet (45%). Due to the multitasking nature of most online communication, it is challenging for subjects to give a realistic estimate of the amount of time they spend on various activities. Time-use studies are further made more challenging by how quickly teenage online behaviour changes. According to recent media reports, Facebook has superseded the once-popular Friendster and MySpace websites among teenagers. Data on time utilisation fast becomes out of date as a result of these changes in popular culture. [15]

According to a national poll by the Kaiser Family Foundation, kids between the ages of 8 and 18 spend more time using new media like computers, the Internet, and video games than they do using traditional media like TV, print, and music.

Teenagers interact with friends, connections, and total strangers, utilising these many forms of communication for a wide variety of goals. For instance, instant messaging is primarily used to connect with offline friends, social networking sites are used to connect with peers from their offline lives, and blogs are used to discuss details of daily life events. Adolescents mostly use these communication methods to deepen existing friendships and romantic relationships as well as to assess the viability of potential newcomers to their offline environment. Teenagers use instant messaging in particular for face-to-face communication with peers from their real lives, particularly for unrestricted communication with people of the opposite gender. Teenagers may be less interested in speaking to their friends in person due to the convenience of electronic communication, which has the consequence of somewhat depersonalising interpersonal connection. It is evident that teenagers' social networks are widened by technological communication and may now include complete strangers. Additionally, this might lessen the detrimental effects of social rejection in the real world. Because it allows adolescents to join offline cliques or crowds without adhering to their more formal rules, electronic communication, despite its perceived limitations, satisfies two crucial developmental needs of adolescents: connecting with peers and enhancing their sense of group identity. [16]

Additionally, social networking sites alter peer relationships by making friends communication open and visible. However, it was discovered that disturbed teenagers, such as females who had a lot of parental conflict and boys who had poor communication skills, were more likely to build intimate relationships, frequent chat rooms, and generally interact with strangers than with friends or family. [17] Additionally, younger teenagers, particularly those who communicated online for extended periods of time as well as those who communicated to combat boredom and make up for a lack of social skills, were particularly likely to communicate with strangers. However, participants

were less likely to approach strangers when they interacted more regularly, and those who used online communication to maintain ties were less likely. [18]

CONCLUSION:

It has also been claimed that the internet encourages teenagers to have less fulfilling online relationships with strangers than their real-life ones. A gender-based analysis of the pattern of use of online media revealed that girls use such sites to strengthen pre-existing friendships, whereas boys use them to flirt and make new friends. Furthermore, time spent with online strangers occurs at the expense of time with existing relationships, so that adolescents' social connectedness and well-being are reduced. [19]

Online self-disclosure may strengthen an already-existing friendship, but it can also lead to flaming—hostile and derogatory interactions between Internet users—online harassment, and cyberbullying. These criticisms about media harassment and bullying among adolescents often point out that negative behaviour is simply being transferred to a new stage from offline to online. It also analysed the influence of electronic media on the five risk behaviours of obesity, smoking, drinking, taking sexual risks, and violence among adolescents. [20] They discovered weak to moderate evidence that media usage increases drinking and smoking, as well as strong evidence that it increases aggression. They also discovered weak to moderate evidence that it increases obesity. In-depth media exposure and the onset of early sexual activity were not shown to be related in the study.

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