



HEALTH CARE AND SOCIAL SERVICES

SOCIAL RELATIONS IN ADOLESCENCE: ROLE OF
PARENT AND PEER RELATIONSHIPS IN
ADOLESCENT PSYCHOSOCIAL DEVELOPMENT

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<p>Parents and peers are the most determining factor in adolescent development. The purpose of this research is to explore social relations of adolescents, especially, the patterns of adolescent-parents relationship and peer relationship as well as to describe the roles played by parents and peers in adolescent psychosocial development. The aim of this thesis is to provide evidence for supporting the need for further research and studies in improving the adolescent's social relation mainly with parents and peers.</p> <p>The theoretical framework of this research consists of adolescent development, psychosocial adolescent development and significance of social relations in adolescent development. This thesis is a part of the Project ArctiChildren InNet (2012-2014), and the authors' have reviewed one research done by this project in their literature review. One of the goals of this thesis is to make material in this website concerning about improving social skills for adolescents.</p> <p>This thesis is done by narrative literature review method in two phases. In study I, the purpose of the research is explored. In study II, seven articles regarding parenting and peer relationships are reviewed and critically analyzed in order to support the authors' aim.</p> <p>The research reviewed in this thesis is from reliable databases, e-journals and reliable text books. The result of the literature showed that the parents and peers have important roles to play in adolescent development. The literature identified the fact that self competence and self esteem develop from these relationships.</p>
Keywords: Adolescent development, peer relationship, parent relationship, self competence

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1. INTRODUCTION

The study of adolescence has always been an interesting subject to explore. Adolescence is the vulnerable age group in the society. Growing up as a teenage is usually pretty stressful and exciting at the same time. It is because socially, the adolescents are no longer a child, yet the adult. In fact, it is considered that adolescent is a time of discovery; a time to try new things whether it is about self – identity or about choosing peers (Prinstein & Dodge 2008, 63).

The survey done in Europe in 2007 by World Health Organization (WHO) and Health Behavior in School-aged Children (HBSC) indicates that 10-20% of adolescence in Europe who were poor in social cohesion have one or more mental or behavioral problem. In addition, findings from HBSC research over the past 10 years confirm that the social environment which adolescence lives is important for their well being and development. Moreover, WHO/HBSC (2007) illustrate that good relationship in the home, school and neighborhood play a part in ensuring that adolescent can develop social competence and an ability to make the sort of relationship required for cohesive studies.

There are many factors which are required for adolescence development. Social relation is one of those factors needed for adolescent's development. This thesis takes an overview of adolescence and his social relation which are the central dimension in adolescents' life. The emphasis on social relationships and subsequently social network has been gaining increasing attention since 1970's (McDaniel 2004). This thesis is done in literature review method. The purpose of this research is to explore social relations of adolescent especially, the patterns of adolescent-parent relationship and peer relationship as well as to describe the roles played by parents and peers in adolescent psychosocial development. The goal of

this thesis is to provide evidence for supporting the need for further research and studies in improving adolescent's social relation mainly with parents and peers.

This thesis has been done by reviewing literature in two phases. In study I, the purpose of the research are explored; the patterns of adolescent-parent relationship and peer relationship as well as the roles played by parents and peer in adolescent psychosocial development and. In study II, seven articles are reviewed which supports the authors' aim. While talking about adolescent development, the authors' have focused on psychosocial dimensions of health. Authors would like to make clear that the term 'adolescent development' in this paper is focused to psychosocial aspects of health which are referred to a wide range of psychosocial development terms.

The reasons why we got interested in this particular subject is that in today's context, adolescence have their own world where social relations shape their future development. Adolescence is in the booming stage of making relationship. Therefore, the importance of social skills in adolescence is very crucial. Moreover, one of the factors for psychosocial disorder related to social cohesion is due to lack of the skills needed to develop social relations during adolescence. Good social relation is a major factor in social well being and positive adolescence development which helps in shaping the future of an individual. These are the reasons for our motivation to write this thesis.

In addition to above paragraph, as this thesis is a part of a project called ArtiChildren InNet (which will be described briefly below), the questionnaires which adolescents asked in the forum of the website of this project about being social and making friends, took our attention about the need and guidance in social relationship.

2. THE ARTCTICHILDREN PROJECT

ArctiChildren project, which is co-ordinated by the Rovaniemi University of Applied Sciences, is called ArtiChildren InNet (2012-2014). This is an ongoing project whose theme is empowering social e-health model in the Barents region. This project will be based on Cross- border ArrctiChildren development and research activities implemented during 2002-2008 and its network with new partners. New empowering e-health and e-learning approaches which are utilizing multimodality for example physical movement, nature, acting/theatre and different expressions of art in learning will be developed in the urban and rural schools. These will be developed together with teachers, pupils, parents, social and health care experts and the University/College network in the four countries of the Barents region. (ArctiChildren InNet.)

The four countries involved in this project are – Finland, Sweden, Norway and Russia. Empowerment is the leading theoretical approach in this project. This means that human beings participation in changing their life situation is crucial in health promotion activities. This project is mainly solution-focused with a starting point in experiences of the participants.

ArctiChildren InNnet (2012-2014) illustrate that the objective of the project is to improve the common challenges of the schoolchildren's physical, psychological, emotional, social and spiritual health and well-being, security and cultural identity through Information and Communication Technologies (ICT) applications in the Barents Region. The purpose of the project is to develop an Empowering School e-Health Model by implementing new approaches in every participating country. Approaches are developed in cross-border cooperation with schoolchildren, parents, teachers, social and health care experts and researchers in the ArtiChildren network.

The project has launched a new website which serves Lappish young people, parents and professionals for discussion of health and social issues. The interesting part of this website is that it has forum where children can discuss their problems which will be beneficial for them to develop their social skills. In addition, chat forum will be included from spring 2013 and website will be formulated in English and Russian version as well. (ArcticChildren InNet.)

In reviewing the articles which come below, the authors have reviewed one research done by this project in Barents region. Moreover, One of the goals of this thesis is to make a material in this website concerning about improving social skills for adolescents.

3. THEORITICAL FRAMEWORK

The theoretical framework below describes about adolescent developmental span, adolescent's psychosocial development and significance of social relations in adolescent's psychosocial development.

3.1 Adolescent development span

Adolescence is a developmental period characterized by physical, cognitive, socio-emotional, and contextual changes (Steinberg & Morris 2001, 55-87). Adolescence seems to be a time, at least in many technologically advanced western cultures, when one is confronted with the problem of self-definition (Kroger 1989, 1). It is taken as a period of adjustment or journey to adulthood. Its age limits are not clearly specified but it extends roughly from age 12 to the late teens, when physical growth is nearly complete. During this period, the young person acquires sexual maturity, hormonal change and searches and establishes an identity as an individual apart from the family. (Hilgard, 1996.) Basically, it is a period of personality development.

According to Erikson (1968), adolescents are often preoccupied with what they appear in the eyes of others rather than what they feel they are, and with the question of how to connect the roles and skills cultivated earlier. Both Winnicott (1989) and Erikson (1968) treat young people as an important category that requires attention. In their analysis, youth are seen as *socially significant and psychologically complex*. They both shared the concern on 'young people as an individual.' (Kehily 2007, 14-17.) G. Stanley Hall (1904) characterized adolescence as a period of storm and stress. It explains that adolescence is a turbulent period with conflicts and mood swings with the basic character of not being able to share feelings with adult and an impulse to experience adventure. (Santrock 2012, 5 & Kehily 2007, 12, 13.) Hall (1904) mentioned in Kehily (2007) "It is the age of natural

inebriation without the need of intoxicants". Thus, it is a period of fluctuation and a journey in an unidentified destination in search of 'self'.

D.W. Winnicott (1968), a psychotherapist emphasized adolescence as a period of psychological growth. He emphasized on the need of continues care which he termed as 'facilitating environment' in the early years so as to give children and young people a sense of continuity in their own lives. In the children's game 'I'm the king of castle' accompanied with rhyme 'I'm the king of the castle, and you are the dirty rascal. The king kills all rivals and establishes dominance. He suggested translating this game into the language of the unconscious motivation. In psychological terms, adulthood is achieved over the dead body of an adult. From this perspective, in the psychological drama adolescents kill their parents to emerge as an independent adult. He concluded that being rebellious, immature and irresponsible are normal and healthy features of adolescence which will pass over time. (Kehily 2007, 14.) Havighurst et al (1972) identified that developmental task of life based on Piagetian and neo – Freudian principles including social contexts of school and family. He defined developmental task as:

“a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks.”

The developmental tasks of adolescence comprise (1) achieving new and more mature relations with age-mates of both sexes, (2) achieving a masculine or feminine social role, (3) accepting one's physique and using the body effectively, (4) achieving emotional independence from parents and other adults (5) preparing for marriage and family life, (6) preparing for an economic career (7) acquiring a set of values and an ethical system as a

guide to behavior, (8) desiring and achieving socially responsible behavior. (Havighurst 1972.) However, Havighurst (1972) states that developmental task remain the elementary descriptive cataloguing of human development, and they can be refined in different ethnic and cultural context.

3.2 Adolescent psychosocial development

Adolescents Erik Erikson's theory of psychosocial development is one of the best known theories in psychology. The word 'psychosocial' is Erikson's model of term, effectively from the words psychological which refers to mind and social which refers to relationships. Psychological development is how a person's mind, emotions, and maturity level develop psychosocially at different speeds depending on biological process and environmental interactions. (Santrock 2004, 406.) In table 1 Erikson's psychosocial development in adolescent has been given

Table 1 – Erikson's psychosocial development in adolescents (Aboutcom.Psychology).

Stage	Basic Conflict	Important Events	Outcome
Adolescents	Identity vs. Role Confusions.	Social Relationships	Adolescents need to develop a sense of self and personal identity. Success leads to an ability to stay true to oneself and failure leads to role confusion and a weak sense of self.

Erikson (1968) mentioned in Kroger (1989)

“It is only during the adolescent phase of life that he sees opportunities for identity resolution through a process which includes and also goes beyond all previous identifications to produce a new whole. The final identity, then as fixed at the end of adolescence, directed to any single identification, with individuals of the past including all significant identifications, but it also alters them in order to make a unique and reasonably coherent whole of them.”

According to Erikson’s theory of psychosocial development, adolescent goes through a phase of crisis in the process of self defining (Hilgard 1996, 106-107). Crisis is a period of identity development during which the adolescent is choosing among meaningful alternatives. It is an integral part of healthy psychosocial development. (Santrock 2004, 406.) Those who successfully pass this crisis period they emerge with a clear understanding of their ‘self’ evaluating their worth, gain feeling of independence, self control, and equipped with confidence. They don’t only develop a strong sense of identity but also able to be associated with others preserving their self. They arrive at a coherent sense of one’s sexual identity, vocational direction, and ideological worldview even though this can and should remain open to change in subsequent development. (Hilgard 1996, 106-107.)

In contrast, if they fail to resolve the crisis they are left to ‘find themselves’, they can become socially disconnected, can develop exaggerated sense of own importance, and unable to make define choices in future (Santrock 2010, 407). In the crisis period of adolescents, the encouragement and reinforcement of parents and teachers are very crucial for adolescence. It helps by developing consistent values, shaping personality traits and developing a direction in passing the crisis period successfully. Most developmental psychologists believed that adolescence should be a period of ‘role examination’ in which young people can explore alternative behaviors, interests, and ideologies. Thus, the roles

and ways of behaving may be 'tried on', modified, or discarded in order to shape the concept of 'self'. Adolescent synthesizes the values and appraisals into a consistent picture. (Hilgard 1996, 106-107.)

Self esteem and self competence are the major factors in evolving identity in adolescents. These are the psychosocial attributes which emerge in adolescent and are central in fostering identity and personality development. Self esteem refers to global self evaluation also taken as self-worth, or self image. Positive self esteem encourages adolescence to be in their own, believe in own values and beliefs, and make right decision in pressure times. It doesn't guarantee for academic achievement but it helps to accept the situation and move on. Self esteem acts as a protector while exploring the world, also act as a back force while emerging as an adult. (Santrock, 133-142.) Harter (1982) mentioned in Wilkinson (2004) that self competence refers to perceived ability in subject area, it is similar to self concept but self competence is focused on perceptions related to success. Self competence, self esteem are based upon social roles, relationships, and ethnic and cultural background. Studies have been showing, social contexts such as family, peers, and schools contribute to the development of an adolescent's self esteem. (Santrock 2011, 133-142.)

Low self esteem can develop problems like depression, delinquency, and adjustment problems. In a study, self esteem of 11, 13, and 15 years of age and adjustment and competence of the same individual when they were 26 were assessed. Adults characterized by poor mental and physical health, and higher levels of criminal behavior were more likely to have low self-esteem in adolescence rather than their better adjusted, more competent adult counterparts. (Santrock 2011, 133-142.)

Similarly, Adolescent is a time when individuals acquire new cognitive skills and become more mature in their reasoning and problem solving abilities. Moral reasoning is one area

of social domain which arises as an impact of cognitive development, the process of thinking and making judgments about the right and good course of action. It has been recognized that adolescent cognitive development needs both cognitive stimulating interaction and emotional support. (Powers et al., 1983; Bronfenbrenner, 1986.) Several studies showed that social relationship such as family, peer and school provides the medium for such interaction and support (Dunn, J 2011, 120).

3.3 Significance of social relation in adolescent psychosocial development

Social relation comes in the central dimension of adolescent psychosocial development. It is crucial in development of self esteem and self competence in adolescents. Several researches have shown clear link between social interaction and longevity, social relationship and well being. (Nef, 2012.) Similarly, the transition to healthy adulthood is dependent on the social environment in which adolescent live, learn and earn (WHO, 2007). Studies have recognized the role of social group and peer relationships in the establishment & maintenance of social perceptions and social values, including concept about self and trait of others (Fletcher, C et al., 2012). Similarly, different kinds of social relationships is said to play different role in influencing the development of social understanding (Dunn, J 2011, 120).

Researchers influenced by Bronfenbrenner (1979, 1986) have emphasized the importance of various level of environment that influence individual growth and behavior. Mainly, they focused on the influence on children by the level of environment which he termed *micro system*, it includes family, peers, teachers, and neighbors (the immediate surroundings of a child). Relationship need of emerging adolescent differs or changes in comparison to younger children and adult which may be reshaped and redefined several times before they are fully matured. For instance, shift in attachment may occur from parents to peer relation

and dating. School and other relationships start to become increasingly important. (Santrock 2011, 171-173.)

In today's world adolescents are viewed as active participants rather than as passive receivers, forming and influencing their own situations (Olsson 2011, 2). In addition, it is recent that researchers have extended the map of children's social worlds to include the larger influences in their lives, including their social networks outside the family. Although many developmentalists believe that social networks are an important influence on the development of children, little theoretical work exists that might explain how these networks actually exert their influence. (Fletcher, C et al., 2012.) Despite this, Coleman & Hoffer (1987) suggested that community norms are maintained and enforced when unrelated adults within the community communicate with one another, and that children's socialization is facilitated when closure exists within the social network that encompasses the child and his or her parents.

Thus, contact among parents in a community, and between adolescents and non familial adults, is presumed benefit children through the increased prevalence of norm consensus within the community. It is likely that the increased freedom from parental supervision that occurs with age may result in adolescents having more opportunities to interact with adults in the community. (Coleman & Hoffer, 1987.) Cochran and Bo (1989) reported that having larger numbers of non related adults within social networks is associated with better school performance and attendance and more positive social behavior among adolescent boys. (Fletcher, C et al. edit in Killip et al. 2012.) The role that parents and peer relations have in adolescent development will be discussed in more detail in study I.

4. LITERATURE REVIEW

This thesis is a literature review method. Literature review is an evaluation of research published till date on a specific topic for various purposes like justify a research, support a proposal for research, provide an overview on a topic drawing attention for further needs of research and in some cases as a thesis like this paper. It can be exploratory, descriptive, or evaluative according to the target question. It can be a part of a research proposal, a section in a completed research study report, and can also be a part of a journal article where it is sometimes called the introduction. (Moule & Goodman 2009, 138.)

There are two types of literature review: one is “Narrative literature review” and the other is “systematic literature review”. One example of the difference between these two reviews is focus: Narrative review attempt to provide an overview in wide range of issues within a topic and the research question is descriptive which aims to gather information that highlights relationships, patterns & links between variables for e. g, association between teaching style and student’s academic outcome. In contrast, systematic review provides clear and concise information focusing on a single specific question but do not allow a comprehensive coverage of a topic and the research question is explanatory which aims to show why relationships, patterns and links occur, for e. g, how teaching styles can enhance academic achievement of students, and does this depend on other factors? (Moule & Goodman 2009, 13.)

Literature review mainly deals with three things; summarizing, critical appraisal, and synthesis. After when the articles are summarized they are critically appraised and synthesized. The individual articles are summarized including the issues like literature framework, methodology, sample selection, context, results, & relevance of the literature. The retrieved information is then critically appraised. Critical appraisal is an important

assessing tool of a literature review for producing; it is about analyzing the retrieved information and producing an evidenced based work. Critical appraisal seeks to find out answer on some target questions like: Are the concepts mentioned in the article well defined? Is relationship between those concepts well defined? Does the theoretical framework of the research support the claims and findings of the research? How has the topic being studied?, What are the strengths and weaknesses of the article?, What has been criteria for choosing participants, sample size, location and type of study? After when the articles are summarized, they are synthesized. Synthesizing means identifying issues highlighted and show how the literatures are linked to each other and to authors' own work and concluding finally what the literature says. (Massey University 2012.)

5. PURPOSE AND TASK OF THE RESEARCH

The purpose of narrative literature review is to explore what is known about the topic, the knowledge and ideas established until the date and to state the main questions and problems that have been addressed before. The main idea is to convince the reader that the research study is necessary and represents the next step in knowledge-building and to draw attention demanding for further research in a particular topic. (Moule & Goodman, 2009.) The purpose of this research is to explore social relations of adolescent especially, the patterns of adolescent-parent relationship and peer relationship as well as to show the roles played by parents and peers in adolescent psychosocial development. Similarly, the goal of a research should be projected towards the benefit of the target group (Moule & Goodman, 2009). Our study contributes to the field of adolescent & adolescent development by providing evidence that the role played by parents and peers contribute to adolescent psychosocial development. Thus, it aims to bring a call for further studies in improving adolescent parent relationship and peer relationship.

The research question for this thesis is:

What kind of roles do parents and peers play in adolescent psychosocial development?

To find the answers of the research questions above, the authors have done review from two methods. In study one; the authors have used different reputed books and e-journals which explore the authors' research purpose. In study two; the authors have reviewed different articles from reputed databases and e-journals and have done critical analysis of those articles to provide supportive evidence that the roles played by parents and teachers lead to adolescent psychosocial development.

6. IMPLEMENTATION OF THE RESEARCH

According to Moule and Goodman the purpose of a narrative review is to simply convince the reader that the research study is necessary and that it represents next stage in building up knowledge about the topic. In editorial by Edna Teresina (2007) states that narrative review uses a qualitative approach to research and do not provide answers to specific quantitative research questions. A narrative review provides neither a list of databases or methodological approaches used to conduct the research, nor knowledge of the inclusion or exclusion criteria used when selecting research articles or material. Narrative review will discuss findings, comment on the methods used, and highlight the strengths and weaknesses. (Moule P & Goodman 2009, 146-147.)

This thesis is a narrative review because it provides an overview of association between parental roles, peer relationship and adolescent psychosocial development. It aims to bring a demand in improving the social relation of an adolescent mainly, with parents and peers by providing evidence that parenting and peer relationship lead to adolescent psychosocial development. The method in evaluating the selected articles is a qualitative approach. No any explicit inclusion and exclusion criteria are used besides the purpose of the article matching to the author's thesis purpose. There are no criteria in selecting articles based on methodologies and specific databases except reputed databases. A narrative review includes a summary and critical analysis and doesn't have any specific analysis method (Moule & Goodman 2009, 146-147). Therefore, the articles included in this thesis are just summarized and critically analyzed.

Before doing a literature review the authors need to go through hundreds of articles in order to select the articles which match to the purpose of the thesis that they are doing. It is crucial to begin by understanding articles in terms of their respective purpose. The concluding points of the review should therefore refer back to the purpose and focus of the

literature review. (Price bob 2009, 43.) The material should be taken from a reliable source because literature review research is based on other's research so that the work produced is trustworthy. Theoretical source can be taken from reputed books, chapter in edited books, organization's websites, PhD dissertation and research to be reviewed from international e-journals, library database, and conference and research reports. (Massey University 2012.)

The thesis is done in two phases: In study one, the purpose of the research are explored: the patterns of adolescent-parent relationship and peer relationship, the roles played by parents and peers in adolescent psychosocial development. In study II, seven articles are reviewed and analyzed targeting to the aim of the thesis.

Study I is done by referring to different reputed books, PhD dissertations, and organization's project report. For study II, hundreds of articles have been read, also the reference source were considered and decided for inclusion. Among those articles seven were decided for inclusion. They were taken from Ebsco, child trend, and Eric databases published from reputed e-journals with the search terms 'parent-adolescent development', 'adolescent parent interaction', 'peer relations', 'self competence' and 'adolescent psychosocial development'. Four articles were carried on the theme adolescent parent relationship and two articles were carried in peer relationship and one was taken from the project's research implemented on the pilot school in barent's region of Finland, Sweden, Norway, and Russia which has the theme of both parent and peer relationship. The articles have been chosen in reference to the purpose of authors' thesis. Articles have been thoroughly studied, critically appraised and synthesized. The questions regarding critical analysis as mentioned earlier were considered in summarizing the review and evaluating its reliability.

7. STUDY I

Study I explores the pattern of parent- adolescent relationship and peer relationship. Furthermore, the roles played by parents and peers in adolescent psychosocial development have been described.

7.1 Parent-adolescent relationship

A number of researchers have focused on the parent as an agent in the parent adolescent relationship in an attempt to associate parenting with various adolescent emotional and behavioral outcomes. Positive pattern of adolescent-parent relationship are linked to adolescent development in many aspects. (Santrock 2010, 149.) Below we have described the role played by parent in adolescent psychosocial development through parent adolescent attachment bond, parenting style, negotiations, and family support.

7.1.1 Parent adolescent bond

Family provides significant support to adolescents, & connectedness with the family was found to be favorable for adolescent development (Santrock 2010, 149). While talking about adolescent parent relationship, there always comes at first parent –adolescent attachment bond. According to Bowlby's (1980) attachment theory a child has to develop attachment bond with his caregiver for social and emotional development to occur normally. The theory states that in times of stress, infants and adolescents will seek comfort from their caregivers, and parents will give their children a sense of security a feeling that 'all is well'. The need to be close to parents in times of distress and for parents to respond to their children's has been thought to be biologically based to promote survival of the species. The attachment system draws parents & children together, therefore to protect children from harm. The positive emotions driven from closeness such as sense of security,

rewards the attachment behavior of both parent and children. The emotional availability of the attachment figure rather than physical proximity becomes the more frequent goal of the attachment system. Attachment experiences not only provide a secure base for adolescents to explore their talents and experiences in a variety of contexts, but such experience also prepare adolescents to become socially connected with others and to learn how to be caregivers for others. (Kerr et al. 2003, 400.)

Not all attachment relationship provides a true secure base. The theory predicts that parents of securely attached children respond consistently and sensitively. Secure attachments are characterized by open, flexible communication, between parents and children around emotion signals, promoting a balance and range of positive and negative emotions. In contrast, insecure attachment reveals problematic ways of communicating emotions. Parents of insecurely attached children, for example, may respond inconsistently to expressions of distress or ignore them. (Kerr et al. 2003, 400.)

In addition, the theory suggests that the quality of individuals' interactions with caregivers over time create a model of how relationships work and of their own value in relationships. These cognition models are thought to guide feelings, behaviors, and how information about the world is processed. Bowlby (1980) described these representations of attachment relationships as *working models* because he viewed them as being open to new input and modifications as relationships and context changes. Individuals are believed to learn from attachment relationship, and children are motivated to adapt their attachment relationships with peers, teachers, and others. Children learn for instance, whether important people in their lives will come to help them when they need help and ways of responding to the distress of others. The aspect of attachment theory offers a perspective to understand relations among relationships with parents, peers, and other significant people. (Kerr et al. 2003, 400.)

“As attachment figures parents provide unique resources not provided by peers or other adults” for e.g. parents act as information sources. Thus, for the development of positive emotions and positive perceptions one of the tasks that adolescent and their parents must achieve through the teenage years is the maintenance of bond attachment. This comes at the central in adolescent parent relationship. (Collisions & Laurson 2000, 63.)

7.1.2 Parental style

Parents are influential figures in adolescent’s search for identity. Enright & others (1980) studies that relate identity development on parenting styles have showed that democratic parents, who encourage adolescents to participate in family decision making, foster identity achievement. Autocratic parents, who control the adolescent’s behavior without giving the adolescent an opportunity to express opinions, encourage identity foreclosure and discourage identity exploration. Permissive parents, who provide little guidance to adolescents and allow them to make their own decisions, promote identity diffusion. (Santrock 2010, 149.)

Baumrind (1971) identified four parenting styles based on two aspects of parenting behavior issues: *control* and *warmth*. Parental control refers to degree to which parent control their children behavior from being very controlling to setting few rules. Warmth refers to the degree to which parents are accepting and responsive of their children’s behavior, opposing being unresponsive and rejecting. (Kopko, 2007.) Among them, ‘authoritative parenting’ was taken as having the profound effect. Baumrind (1967, 1971) work on the dimensions of parenting style found that authoritative parenting was strongly associated with child competence. (Fletcher, C et al. 2011.) Authoritative parents are warm but firm (Kopko 2007). They encourage children to be independent but still places limits and controls on their actions. An authoritative parent might put his arm around the child in a comforting way and say, “You know you should not have done that. Let’s talk how you

can handle the situation better next time.” The adolescents demand logical explanations for comments and discipline and the authoritative style of parenting focuses on logical explaining to child. In 1950s, a distinction was made between psychological and physical discipline, reasoning under psychological discipline was emphasized as the best way to rear child. (Santrock 2004, 411.)

Authoritative parents engage in discussions and debates with their adolescent. Research demonstrates adolescents of authoritative parents learn how to negotiate and engage in discussions. Parents are willing to entertain, listen, and take account of their teens’ viewpoint which develops the perspective that their opinions are valued making them more socially competent, responsible, and autonomous. (Kopko, 2007.) More recently, authoritative parenting has been shown to have beneficial effects on adolescent competence and adjustment across wide array of domains like academic achievement, mental health, behavior problems, and psychosocial competence (Fletcher, C et al., 2011).

7.1.3 Dimension of transmission and negotiation

Theorists on adolescence have recognized the importance of both autonomy & attachment for psychosocial adjustment (William 2003, 60). Baltes & Silver berg (1994) stated that “the developmental task of adolescence seems to be a complicated one that calls for a negotiated balance between emerging sense of self as a competent individual on the one hand, and transformed, but continued, feeling of connection with signification others on the other hand” Thus, theorists suggest that the best model for good adjustment is one where the adolescent feels autonomy but is embedded in a relational attachment system. A parent who encourages autonomy within the context of affective support and connectedness provide the best environment for development of social skills, psychological, and so forth. (Santrock 2010, 149.) Consistent with this perspective, Cooper & Grotevant (1989) examined the role of individuality and connectedness in identity development; family

interaction styles that give adolescents the right to question and to be different within a context of support and mutuality foster healthy patterns of identity development.

Adolescent period poses unique challenges to the parent-child relationship because of the adolescent's increase need of autonomy, independence, and the influence of peers (Killen & Coplan 2011, 458). Also, the pressure by youngsters on parents for more autonomy causes a push and pull in adolescent parent relationship (Noller, 1995). In order that adolescent gain autonomy; parents must abandon control by degrees. This abandonment of control must be very difficult because parents must move from a state of fairly close monitoring & authority to a much more equitable relationship with the child. One of the factors that may influence whether parents feel comfortable granting more autonomy is 'trust' that they can do in their teenager or not. It is said that spontaneous disclosure by adolescents about their daily activities facilitates in building trust which helps for healthy adjustment. In the same way, interrogative monitoring is seen not being helpful in the development of trust. (William 2003, 61.)

One of the most important fact is, parents who let their children know that they have confidence in them build self esteem and personal efficacy, leading to more spontaneous disclosure & a cycle of positive patterns (William 2003, 61). Mistrust on either side can lead to a decrease communication. It has been reported that the emotional withdrawl of some parents who feel they cannot trust their youngsters may promote dependence on peers, more emotionally unsupported autonomy, stress and so forth. (Kerr et al., 1999.)

Another, fundamental issue in adolescent parent relationship is on communication, the open and close communication. It is said that open disclosure communication between parents and children where children are likely to foster parents trust, leads to further positive outcome. On the other hand, high monitoring, where the parents are demanding more

disclosure then the child wants to volunteer. It represents as another struggle during the adolescence when privacy & personal boundaries are more important. Parents want to honor their youngsters' privacy but in the same way they also want the disclosure and openness that builds trust. Parents feel compelled to monitor children in various ways, but it is likely that as monitoring increases so does interference in privacy. Thus, such situation may precipitate evasive action by youngsters. (William 2003, 61.)

7.1.4 Parent-adolescent conflict

When there comes parent adolescent relationship, conflict is an unavoidable issue. During adolescence, young people need to re-define their relationships with their family and with significant other social entities & to initiate contacts with peers which can lead to conflict. Conflict increases between adolescent & parents because of a number of reasons. The adolescent compares her parents to an ideal standard and then criticizes their flaws in the same way; parents see their adolescent changing from an obeying compliant child to noncompliant, oppositional, and resistant. Most of the conflicts involve everyday events of family life like making bedroom tidy, getting home at certain time, not talking for long on the phone. Conflicts are reduced and remain stable when they move to late adolescents, especially during high school years and lessen as they reach 17 to 20 years of age. (Santrock 2004, 411.)

It is said that though dispute in family is an odd event, minor disputes and negotiations facilitate the adolescent from being dependent on parents to becoming an autonomous individual. For instance, in one study of Cooper & others (1982), adolescents who expressed disagreement with their parents explored identity development more actively than did adolescents who did not express disagreement with their parents. The new model of parent-adolescent relationship showed that the everyday negotiations and minor disputes are normal and can serve the positive developmental function in helping the adolescent

make transition from childhood to independent adulthood. Theorists suggest that it is not enough for parents to understand children; they must let the children to understand them. So, one way for parents to cope with the adolescent's push for independence and identity is to recognize that adolescence is a 10-to-15 year transitional period, rather than an overnight accomplishment and understand the positive affect of minor disputes. (Santrock 2004, 411.)

Moreover, adopting authoritative style of parenting is wiser to foster child parent relationship leading to child positive development. According to Holubec et al. (1995) mentioned in William (2003, 60), for the autonomy of adolescent parents must abandon control with time but warmth and love should not be changed. Parents remain important to adolescents and adults throughout their lives. Hence, in this way the dynamic of parent-adolescent development would be revealed.

7.2 Roles of peer and other relationships in adolescent psychosocial development

Relation with peers is significant in adolescence as comparisons and identity formation is intense during this period. Their living way is determined to some extent with the people they are associated with. (Ollison 2009, 3.) Peer relations are widely believed to be important for different aspects of adolescent development. Among them, psychosocial development is the main area where peers have vital role to play. (Dekovic, 2002.)

7.2.1 Peer Relations

Relationships with peers are very significant aspects of the social environment for adolescents. Adolescents have strong needs to be liked and accepted by friends and the larger peer group, which can result in pleasurable feelings when they are accepted or extreme stress and anxiety when they are excluded and disparaged by peers (Santrock

2010, 313). These things are also one of the factors which help in maintaining well being of adolescence. While talking about well-being, it is not only absence of diseases or illness but it is a complex combination of physical, mental and social health factors. Well being from social point of view, social well being is a sense of involvement with other people. Many researchers believe that well being is not just about being happy or content, but also about being actively engaged with life and with other people. (Kehily 2007, 187.)

Who actually are peers? What roles do they have? The answers to these questions are briefly described below. According to Santrock (2010), Peers are the individuals who are about the same age or maturity level. Same-age peer interaction serves a unique role in culture of developed countries. One of the most important functions of the peer is to provide a source of information about the world outside the family. From the peer group, adolescents receive feedback about their abilities. Adolescents learn whether what they do is better than, as good as, or worse than what other adolescents do. Learning this at the home is difficult because siblings are usually older or younger, and sibling rivalry can cloud the accuracy of comparison. (Rubin et al. 2009, 295.)

Peers are the one with whom adolescents identify, learn, fight, discover new enterprises and learn about themselves. Through the years, peer group become more significant in adolescent's social development. Peers along are important aspects of well being. Understanding how this important influence in adolescent's behavior and emotional health is crucial in developing accurate assessment and is appropriate intervention. (Kerns 2000, 195.) Some of the Successful coping with developmental tasks often has been perceived as being mainly dependent on personality traits of the individual. In an edited by Jackson et al. (1993) stated that besides depending on personality characteristics adaptability to new requirements depends upon youngsters' interpersonal activities. Participation in social and interpersonal relationships helps to provide the resources for successful coping with

developmental tasks. From a social-psychological approach they stressed on the importance of peer-groups as sources of support.

Talking about Peer relations, positive relations are necessary for normal social development in adolescents. Social isolation, or the inability to be included in a social network, is linked with many different forms of problems and disorders, ranging from delinquency and problem drinking to depression. Theorists like Jean Piaget (1932) and Harry Stack Sullivan (1953) stressed that it is through peer interaction that children and adolescents learn the symmetrical reciprocity mode of relationships. (Santrock 2010, 315.) Adolescents explore the principles of fairness and justice by working through disagreements with peers. They also learn observers of peers' interests and perspectives in order to smoothly integrate themselves into ongoing peer activities (Santrock 2010, 314). It is easier for adolescents to search for identity if they have peers support (Hilgards 1996, 104). Peer group is the testing grounds for new values and behaviors. Close peers help the adolescent work out his or her identity. In order to accept this identity formation, the adolescent must feel accepted and liked by others. Additionally, the "status" of friends during adolescence provides a sense of reflective – self-esteem. Being in the "popular" groups in adolescence elevates self-esteem into young adult life. (Schwartz, 2009.)

7.2.2 Friendship

The term "Friendship" is very crucial terms in adolescent's life. The above stated paragraphs noted that peers are individuals who are about the same age or maturity level. Friends, on the other hand are a subset of peers who engage in mutual companionship, support, and intimacy. Therefore, relationships with friends are much closer and more involved than are relationships with peer group. Some adolescents have several close friends, others one, and yet others none. (Santrock 2010, 321.) The role of friendship play throughout life is important, multifaceted and profound. Addressing Nigerian Proverb here

“Hold a true friend with both hands”, this overview shows how these wonderful friendships which are cherished in adult life evolves through the developmental stages of childhood and adolescents (Schwartz, 2009).

There are six different ways to categorize the function of friendship in adolescent’s life. They are *Companionship*, *stimulation*, *Physical support*, *Ego support*, *Social comparison* and *Intimacy/Affection*. Stating about *companionship*, friendship provides adolescents with a familiar partner, someone who is willing to spend time with them and joining in collaborative activities. The other function *stimulation* has its crucial role too as friendship provides adolescents with interesting information, excitement and amusement. On the other hand, Friendship provides resources and assistance as *physical support*. The next function which is as important as others is *ego support* where friendship provides the expectation of support, encouragement, and feedback that helps adolescents to maintain impression of themselves as competent, attractive, and worthwhile individuals. *Social comparison* is necessary because friendship provides information about other where adolescents stands. The last function is *intimacy* where friendship provides adolescents with a warm, close, trusting relationship with another individual, a relationship that involves self-disclosure. (Gottman & Parker, 1987; Santrock 2010,322.)

7.2.3 Gender and social relation

Gender has its influence in social relation. Gender and social relations are closely related to each other. Many social scientists do not locate the cause of physiological gender differences in biological dispositions. Rather, they argue that these differences are due mainly to social experiences (Santrock 2010, 171). Talking about adolescence, parents have been seen as a major agent behind gender socialization. Parents, by action and example influence their children’s and adolescents’ gender development (Maccoby 2002, 15).

During the transition from childhood to adolescence, parents allow boys more independence than girls, and concern about sexual vulnerability may cause parents to monitor their behavior more closely and ensure that they are chaperoned. On the other hand, parents may also have different achievement expectations for their adolescence sons and daughters, especially in academic areas such as mathematics and science. It is a kind of fact that many parents believe that math is more important to their sons' future than their daughters'. Those beliefs value that adolescents place on mathematics achievement (Santrock, 2010, 171).

Though parents provide the first models of gender behavior, but before long peers also are responding to and modeling masculine and feminine behavior. However, the focus on socialization and dominance of parents has been questioned. Instead adolescence own actions and relation to peers have been emphasized (Maccoby 2002, 14; Santrock 2010, 171). Adolescence spend time increasing amounts of time with peers. In adolescents, peer approval and disapproval is a powerful influence on gender attitudes and behavior. Peer groups in adolescence are more likely to be a mix of boys and girls than in childhood. Peers can socialize gender behavior partly by accepting or rejecting others on the basis of their gender-related attributes. (Santock 2010, 171.)

7.2.4 Adolescence Romantic relationship

There is another relationship which has blossomed in the last few decades which is "romantic relationships" (Crouter &Booth, 2006). Furman and Collins (2009) define romantic relationships as mutually acknowledged, ongoing voluntary interactions; in comparison to most other peer relationships, romantic ones typically have a distinctive intensity that is usually marked by expressions of affection and current or anticipated sexual behavior. Today, in adolescents' life love is often fascinating and captivating.

Falling in love can be powerful emotional whirlwind that outturns' everyday life. It can be magic of joy, happiness, excitement and pleasure (Määttä & Uusuautti, 2013, 3-4).

When it comes to romantic relationship, there is another term which is very crucial in this phase which is known as “dating”. Dating is a relatively recent phenomenon. It wasn't until the 1920s that dating as we know it became a reality, and even then, its primary role was to select and win a mate. Prior to this period, mate selection was the sole purpose of dating, and “dates” were carefully monitored by parents, who completely controlled the nature of any heterosexual companionship. In recent times, of course, adolescents have gained much more control over dating process and whom they go out with. Furthermore, dating has evolved into something far more than just courtship for marriage. (Collin & Furman 2009, 342.)

Today in this modern world, dating has several functions. Dating can be a form of recreation. Adolescents who date seem to have fun and it is source of enjoyment and recreation. Dating is a part of socialization process in adolescence: it helps the adolescent to learn how to get along with others and assists in learning manners and sociable behavior. It involves learning about intimacy and serves as an opportunity to establish a unique, meaningful relationship with a person of the opposite sex. In addition to, it can be a context for sexual experimentation and exploration. Moreover, dating experiences contribute to identity formation and development; dating helps adolescents to clarify their identity and to separate from their families of origin. (Santrock, 2010.)

Many researchers have linked dating and romantic relationships with various measures of how well adjusted adolescents are. One research study of 200 tenth-graders revealed that the more romantic experiences they had, the more they reported higher levels of social acceptance, friendship competence, and romantic competence; however having more

romantic experience also was linked to a higher level of substance use, delinquency, and sexual behavior. (Furman & Collins 2009, 341.)

Peer relations and friendships also provide the opportunity to learn modes of relating that are carried over into romantic relationship. A longitudinal study revealed that friendship in middle childhood was linked with security in dating, as well as intimacy in dating. Research done by Furman & Collins (2009) documents the role of peers in the emergence of romantic involvement in adolescence. They describe that having a larger number of other - sex friends in one's network is linked to dating both currently and in the future. Those who are liked by many of their peers date more frequently. Social competence with friends and peers is also a reliable forerunner of romantic relationship involvement quality in early adulthood. (Furman & Collins 2009, 341.)

8. STUDY II

In study II, the authors have reviewed seven articles where they have done summary and analysis of those articles. In Table 2, the analysis of those seven articles regarding parent and peers has been done in order to support authors' aim.

8.1 Summary and Analysis of materials

Research I - The research was done in Iowa, USA by Schofield, J et al. (2012). The research proposes that higher parental alpha personality trait (main factors of personality dimension associated with competent functioning and successful socialization); agreeableness, emotional stability, and conscientiousness will be associated with greater warmth & lower hostility in parenting behavior leading to higher level of adolescent alpha personality traits. Data was collected from questionnaires and videotape. Questionnaires were focused on family processes, individual family member characteristics, and socioeconomic circumstances, for the parents; belief about parenting and the plans for future, issues that prompted disagreements within the family. Videotape was done on task1; a family discussion, & task2; a family problem solving task. Parents' personality was assessed in 1990 (adolescents in 8th grade). The adolescent's personality was assessed in 10th grade and in 12th grade. Observed parenting was evaluated (video tape) at two times: 8th grade (1990) and 10th grade (1992). Observers rated each parent's warmth toward the target. The warmth and harshness were loaded onto common factor positive parenting. (Schofield et al., 2012.)

Research II - The research was done by Willemen, M et al. (2010) in Netherland. It justified that supportive parent adolescent relationship is characterized by supportive parent child interaction which provides a protective effect against the effects of stress. Supportive

parent child interaction promotes the autonomy and relatedness of the child. Thus, the thesis hypothesized that autonomy and relatedness may protect against the deleterious effect of stressful life events on the course of internalizing (including withdrawn, anxious, depressed behaviors and somatic complaints) and externalizing (including aggressive and delinquent behaviors) problems. The participants had externalizing or internalizing problems and some of them were under medicine or psychosocial therapy. The data was collected by two ways. Psychopathology form was filled in referral and follow up. The family interaction task was done which was a 30 minute semi structured observational paradigm in which parents and adolescents collaborate. (Willemen et al., 2010.)

Research III - This research was done by Moree et al. (2004) based on data from interviews conducted as part of the National Longitudinal Survey of Youth in U. S, 1997 cohort (NLSY97). The research brings together results of a National survey of U.S teens about the nature of their relationship with their parents and shows the link between quality of parent child relationships & wide range of positive outcomes for teens. They were asked whether they agree or disagree with several statements about their mother and father. It has claimed that the research is reinforced by similar findings in industrialized countries elsewhere in the world by analyzing several other researches regarding the benefits of quality adolescent-parent relationship on adolescent are various aspects. (Moree et al., 2004.)

Research IV - Child trend brief journal (2004) examined the relationship between five types of parent-youth interaction and student literacy across 21 industrialized countries: Australia, Belgium, Canada, Czech republic, Denmark, Finland, France, Germany, Great Britain, Greece, Hungary, Ireland, Italy, Norway, New Zealand, Portugal, the Russian Federation, Spain, Sweden, and the U. S. Students who participated were asked about interactions with their parents like: How often do their parents discuss with them on political and social issues?, How often do they talk about films, books, television

programs?, how often they ask, how well they are doing at school?, how often do they eat together? (Child trend 2004.)

Research V - The fifth article was done in Amsterdam, Netherland and Tokyo, Japan. The study was carried out by Dekovic, Engels, Shirai, Kort and Anker (2002). This study is about the role of peer relations in adolescent's development in both countries. The method was quantitative. The Dutch data collection took place in the participants' homes, where questionnaires were administered individually to the adolescents along with their parents. While in Japanese sample collections, the adolescents filled out the questionnaires during regular class. The purpose of this research was to find out the roles of peers in adolescence development in both countries. The questionnaires were based on peer elations; developmental expectations; self perceived competence and well being in both Dutch and Japanese adolescents. The result for studies in the both countries showed that adolescence that have more intimate and satisfying peer relations tend to be more confident regarding their own competence. (Dekovic et al., 2002.)

Research VI - The sixth literature review was done in Philadelphia, United states by Shin, Daly and Vera. The study was about positive peer norm related to school engagement. The method used was survey packet which included the demographic section, a school engagement scale, the Vaux Social support record and the friend's delinquent behavior Adolescent Attitude Survey. The participants were provided with informed consent forms after the purpose and method of study were explained to them. The finding in this study was that students who indicated having higher level of positive norms tended to report higher school engagement compared to those students who indicated having lower levels of positive peer norms. The researchers concluded that adolescents with positive peer support

were more engaged in school than students who didn't have positive peer support. (Shin et al., 2009.)

Research VII - The seventh research is from the project the ArctiChildren InNet (2012-2014). This research is done in Barents region. The country involved it were Finland, Norway and Russia. The participants were from pilot school aged from 11-17. The key words of the questions were – friends, parents, teachers, and social media. The higher number of students was living with their parents. The findings related to peers, were Russia leading high in involvement with friends in both face-face and internet friends whereas in the question of being lonely, Russian students reported “No” in higher percentage compared to Finland and Norway. Findings related to parent's involvement in schooling, Russia and Norway were almost in same percentage with 72 and 75% respectively whereas Finland was with 52%. The conclusion was based on the current life situation and Russia was leading high with the best possible and Finland was the lowest. This aims of the authors' ‘that it is very important for the growing age of children to have support from parents and friends for their development are defined. (ArctiChildren InNet.)

8.2 Table 2 – Summary and Analysis of the articles

ARTICLES	PARTICIPANTS	DATA SOURCES	RESULTS	RESULT SUPPORTING AUTHORS' AIM
<p>Article – I Parent personality and positive parenting as predictors of positive adolescent personality development</p> <p>Merrill-Palmer Quarterly 2012, Vol 58(2), p255-283 Ebsco database</p>	<p>A sample of 451 two parent families, seventh grade students (ages 12-13), male and female were taken from eight counties in North Iowa, USA. Grade).</p>	<p>Each family had visit two times a year. Families were assessed in 1990 (adolescent in 8th grade), in 1992 (adolescents in 10th grade), in 1994 (adolescents in 12th grade). Data was collected from questionnaires and videotape.</p>	<p>Alpha linked personality of parents is associated with relative increases in positive parenting over time. Higher alpha linked personalities of parents were associated with higher alpha linked personality in adolescents.</p>	<p>Positive parenting develops positive personality of adolescent.</p>
<p>Article – II Observed Interactions indicate Protective Effects of Relationships With Parents for Referred Adolescents</p> <p>Journal of Research on adolescence 2010, 21(3), 569-575 Ebsco database</p>	<p>A sample of 310 adolescents and their parents were recruited. These adolescents had been referred to two child psychiatric outpatient clinics in Netherland. Four years later 257 families were followed up, 101 adolescents (65 boys) mean age of 13.41 years were included in the study with their primary care givers (10 fathers).</p>	<p>In time1 and Time2, questionnaires on psychopathology were filled. The child behavior checklist (CBCL) and Youth self-report (YSR) were used to obtain information adolescent's behavior and emotional problem from both parents and adolescents After four years family, Time2, family interaction</p>	<p>Internalizing and externalizing problems increased among adolescents exposed to higher numbers of live events, but only when autonomy and relatedness in the interaction is low When AR was high, internalizing and externalizing problems remained stable (p4.05), despite high levels of Stressful life</p>	<p>Supportive parent child interaction promotes the autonomy and relatedness of an adolescent which provides a protective effect and can stabilize externalizing and internalizing problems even in stressful life events.</p>

		task was done and was observed	events.	
ARTICLES	PARTICIPANTS	DATA SOURCES	RESULTS	RESULTS SUPPORTING AUTHORS' AIM
<p>Article – III Parent –Teen Relationships and Interactions: Far more Positive than not</p> <p>Child Trend (2004)</p>	<p>Adolescents who were between the ages of 12 and 14 in 1997 and approx 16 to 18 at the time of the 2001 were interviewed.</p>	<p>Each year between 1997 and 2001, adolescents were interviewed whether they agreed or disagreed with several statements about their mother and father. (interviews was about their residential parents, those who live with them)</p>	<p>In general US adolescents feel close to their parents. High quality adolescent parent relationship tend bring better academic outcomes, lessen the likelihood of behavioral problems, and developmental, social and emotional well being in adolescents, also develop self esteem of the child in adulthood.</p>	<p>High quality parent child relationships are linked to positive outcomes such as mental and emotional well being, adjustment, social competence, and develop self esteem.</p>
<p>Article – IV Child trend 2003</p>	<p>Adolescents of 15 years of age.</p>	<p>data from the Program for International student Assessment (PISA), a survey conducted by the Organization for Economic Cooperation and Development (OECD)</p>	<p>Youth benefit from increased parental involvement. Children who eat meal with parents more frequently, and who discuss with parents on political and social issues were associated with higher levels of reading scientific and mathematics literacy as directly assessed by PISA.</p>	<p>Parental interaction increase reading social and political literacy in child.</p>

ARTICLES	PARTICIPANTS	DATA SOURCES	RESULTS	RESULTS SUPPORTING AUTHORS' AIM
<p>Article – V The role of peer relations in adolescence development in two cultures (Netherland and Japan) Journal Cross Culture of Psychology 2002 Vol 33 (6)</p> <p>ERIC databases</p>	<p>Age groups were 15-18 in both countries. Dutch sample- 253 adolescence;128 female & 125 male Japan sample- 308 Female were 142 & males were 166</p>	<p>A battery of questionnaires distributed among participants. A data were collected as a part of a larger national program of research titled “Child Rearing in the Netherlands in the 1990s”. In Japan, questionnaires were translated in Japanese and results were translated back to Dutch</p>	<p>Dutch adolescents have more involvement with peers and they reported more confidence about self competent and more satisfactory with lives in general while compared to Japanese adolescence.</p>	<p>Peer relations have a vital role in adolescence development</p>
<p>Article – VI The Relationships of peer norms, ethnic identity and peer support to School engagement in Urban youth</p> <p>Journal – Professional School Counseling 2007 vol 10 (4)</p> <p>EBSCO databases</p>	<p>Age group between 12-15 years in Philadelphia, United States. 132 students. Among them, 68 girls and 64 boys of seventh and eighth grades</p>	<p>The method used was survey packet which included the demographic section, a school engagement scale, the Vaux Social support record and the friend’s delinquent behavior Adolescent Attitude Survey</p>	<p>Students who indicated having higher level of positive norms tended to report higher school engagement compared to those students who indicated having lower levels of positive peer norms. Researchers concluded that adolescents with positive peer support were more engaged in school.</p>	<p>Positive peer norm and peer support helps in adolescents’ schooling as a result which contribute in adolescence development.</p>

ARTICLES	PARTICIPANTS	DATA SOURCES	RESULTS	RESULTS SUPPORTING AUTHORS' AIM
<p>Article – VII The ArctiChildren InNet Project (2012-2014)</p> <p>Research done by Mikeal Kojo</p>	<p>Age group were 11-17 from pilot school in Barents region from Finland, Norway and Russia</p>	<p>Questionnaires were distributed among adolescences. The questions were in their own native languages and later on translated in English</p>	<p>The findings related to peers, Russian students leading high with involvement with peers compared to Norway and Finland. Similarly findings related to parents, Russia and Norway leading higher with almost same percentages in regarding involvement of parents in adolescences' schooling as a result Russian students ranked higher in best possible current life situation.</p>	<p>The support from parents and friends to the growing age of children necessary for their psychosocial development.</p>

9. RESULTS AND CONCLUSIONS

The results from the seven articles in study II, show fairly that the roles played by parents and peers contribute to adolescent psychosocial development. Adolescent-parent relationship and peer relationship lead to the development of identity, self-esteem, and social competence. These factors are in the central for adolescent psychosocial development as mentioned earlier. The articles reviewed regarding parent-adolescent relationship states that positive parent-adolescent relationships develop positive personality and positive outcomes such as mental and emotional well being, adjustment, develop self competence and self esteem. Similarly, supportive parental interaction encourages autonomy and connectedness which protect against stress from life events and can stabilize externalizing and internalizing problems. In addition, all those articles reviewed regarding peer relations show similar findings. The self esteem, self competence and confidence develop from their peer support. Therefore, the satisfaction in their life in general and also the academic achievements are closely related with the relations they have with their peers.

Findings from study II is supported by study I. In context of parent-adolescent relationship from study I, parenting has positive effect in adolescent development in multidimensional ways. Also, we can get the answer on the research question regarding the role of parenting in adolescent psychosocial development from study I. Firstly, the attachment figure helps adolescent in completing the developmental task, prepare adolescent to be socially connected as well as develop cognition models in perceiving the world and understanding relationship. Secondly, autonomy and connectedness provided by supportive parents fosters positive pattern of identity development. Thirdly, Trust, when parents let their children know that their parents believe on them boost up their self esteem and healthy adjustment. Finally, family interaction styles where the adolescents are heard, their opinions are considered develop their social competence, social skills, and adjustment in wide domains. Thus, by providing attachment, autonomy, connectedness, trust and

supportive family interaction parents play an important role in adolescent psychosocial development. (From p21-26.)

In context of peer relations, in study one, it has defined that the roles played by peers including friendship, romantic relationship help in adolescent's psychosocial development. The research question regarding the roles of peer has been answered in study I. The positive peer support helps adolescent in achieving their goals. Peers are the one with whom adolescents identify, learn, fight, discover new enterprises and learn about themselves. Friendship on the other hand, is also emphasized in the above study. Friends are the support system for adolescence by which they develop self competence which enhances their development. Peer relations and friendships also provide the opportunity to learn modes of relating that are carried over into romantic relationship for adolescence. (From p27-32.) Hence, it is concluded that peers have the major role in adolescent psychosocial development.

In respect to the conclusion, we can say that the roles played by parents, ranging from offering love and affection to doing interactions with adolescents which promote autonomy as well as connectedness. Furthermore, peer relations, provide positive peer support which help in achieving goal and self competence. Hence, we can clearly see how parenting & peer relations enhance adolescent development. These all significant roles played by parents and peers are leading to adolescent development. In fact, every single aspect of positive adolescent-parent relationship and peer relationship lead to adolescent psychosocial development. Peers and parents have the highest influence in adolescents. In other words, they are the inseparable and most valuable part of adolescents' lives.

10. ETHICAL EVALUATION

Ethical consideration should be contemplated during the researching process. Resnik (2011) writes in his article that ethics in research is very important in order to protect research participants as well as ensuring the integrity and honesty of research. In addition to, he states that ethical norms promote the aim of research, such as knowledge, truth and avoidance of error – for example, prohibitions against fabricating, falsifying, or misrepresenting research data prove the truth and avoid error. As the importance of ethics for the conduct of research, many organizations have adopted specific codes, rules and policies relating to research ethics.

The principles which should be followed in regarding ethics in research are – honesty, objectivity, integrity, carefulness, openness and respect for intellectual property. The data results, methods and procedures, and publication status should be written honestly. The researcher should avoid carelessness, errors and negligence; critically and carefully examine own work. Resnik (2011) states that researchers should never commit plagiarism. He emphasized on honor patents, copyrights and other forms of intellectual property and give proper acknowledgement or credit for all contributions to research.

The authors have followed the principles mentioned above in their literature review. In authors' opinion, they have avoided carelessness and bias. The materials used by the authors' in this thesis have clearly been referenced in text as well as bibliography. The articles reviewed in this thesis have gone through critically analysis process. The outcomes of this research are reported truthfully and honestly.

11. REVIEW OF REALIBILITY

Finding a specific reliability measure in literature review, especially in narrative review is very difficult and vague but still reliability of a literature review depends on the reliability of the researches reviewed. The research should be done without using authors' own opinion; the information need to be impartial and should consists international knowledge. Furthermore, reliability of a research is secured by using diversified scientific material. (Denise et al. 2010.) All the studies and the articles used in this thesis are scientific articles from academic databases, e-journals and reputed books. Most of the articles employed similar methodology and arrived at similar conclusions. The different articles that authors have used in this literature review come from different countries but findings were similar.

The researches that authors' reviewed have well explained the concepts and association between the concepts by using the theories as well as previous studies. Those researches have justified their hypothesis based on previous researches. Findings, the measures, instruments, and analysis method they used to prove the hypotheses were scientifically based which has provided an evidence based results. The researchers also have been measured its trustworthiness by using the measures according to the methodology.

The thesis have been supervised by two supervisors, one who is working on social department and who have a long working experience as a social worker and the other is a nursing teacher who has been a psychiatric nurse and teaching mental health. They are also member of the current project of which this thesis is a part of. Authors believe that this is a strength which can make the thesis more reliable as guided by their experiences of working with children, and the project theme and objectives.

While talking about limitations, the area of authors' topic is a vast area that has been investigated extensively by previous researchers. Hence, it was not easy for authors to select from the many articles to meet the criteria for the study. Though authors wanted to target one specific result but due to lack of access to research articles in one specific topic, authors had to choose a variety of articles which stated the role of parents and peers in adolescent's development in multi diverse aspects. It might be a confusion to take this method as a strength or weakness, but authors' believe that , the positive point is, reviewed articles have shown adolescent's development in the diverse dimensions contributed by positive adolescent parent relationship and peer relationship.

12. DISCUSSION

As it is said that adolescents are a clay mud, they can be developed and shaped in different ways. Looking back to our own adolescent period, we realize that adolescent is a very delicate phase of human life. When we reflect to our own adolescent period, we value our parents' support, guidance and love for us. Now, when we are adults we came to know how important the guidance and support were. Similarly, we never realize but we are groomed and develop our characters in accordance to our friends. These are the reasons why we wanted to highlight the importance of parents and peer relationship in adolescent's development.

Another reason for choosing this topic is because of the project. We wanted to be involved in some kind of project so that we have the opportunity to know people from different countries, attend seminars and explore in such environment. While participating on this project, we got a chance to attend seminar in Luleo, Sweden on 6th and 7th February where we attended many researches' presentations done in Sweden, Russia, Norway and Finland. For both of us, it was the first time that we attended such cross border project seminar. Different country had different themes of adolescent's development. It was an opportunity to have interaction with high expertise and professionals; we came to know different methods of doing research and also findings of the researches.

We have to admit that this was a new experience for us unlike our regular basis of classes and hospital practices. Among those researches we took one as a reference too. We are an indirect member of the project; we will make a material for the project which somehow contributes in meeting its objective. We are planning to make the material aiming to help adolescent getting along with group and making friends and some adolescent's issues and how to deal with those. By providing a theory and research based knowledge on the significant roles of parents and peers in adolescent's development this thesis aimed to

contribute to the Arctic project in meeting its objective. We believe that it will be a tool mainly for the parents in making them aware about the importance of their own and peer roles in adolescent's development thus, motivates them for achieving positive adolescent-parent relationship and peer relationship.

Talking about the methodology, at first we decided to do quantitative method so we designed questionnaires to send to the children of the pilot school of the project. But, the questions we designed matched a lot to the research questions that the project did then literature review became the choice for us also it favored our short time period. In our experience, doing a literature review is very difficult as it demands an aggressive study and analysis. Authors must say that authors have been obligated to do a lot of critical analysis while reviewing literature from research articles. While searching for the methods of doing literature review, authors came to know that literature review can be done in a variety of ways and different style of thesis template can be used. We must admit that if we were familiar about this before, we could have done better than this. It was difficult to formulate a constructive literature review thesis as there is no specific template of literature review. One of the limitations of the study is we didn't get access to any exact template of literature review which was quite frustrating in constructing the thesis according to thesis template.

Short time period can be taken as another limitation for this thesis but there is a saying "*Nothing is impossible*", this proverb is somehow related to this thesis. We must say, it was like a miracle when we came to an end of our thesis. The time we had for this thesis was just four weeks and within these four weeks to finish the thesis with this vast topic was almost impossible. But still, we didn't lose our hope and just focused, gave our whole time just for this thesis which helped us to finish it on time. We succeeded in getting answers for our research questions but also somehow, we felt that if we had made our topic narrower by focusing on either parents or peer relationship, thesis would have been more standardized.

Hence, we have succeeded in providing evidence that parents and peers have crucial role in adolescent psychosocial development. Therefore, for further research and development in the field of adolescent focus should be on improving adolescent-parent relationship and peer relationship facilitating more positive interactions and developing social skills of the adolescent. While doing this thesis we came to be familiar with specific terms which represents adolescent's development in psychosocial dimension. They are: social skills, social competent, self competent, self esteem. It would be a contribution in the field of adolescent development if one do research on 'how can we improve social skills in adolescents?', 'how can we develop social competence, self competence, and self esteem in adolescents?'

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