INTRODUCTION
CHAPTER- I

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With the changing scenario worldwide, the life has become more and more competitive. In India such changes are occurring at much faster speed. International businessmen are looking for potential markets in India. Many international companies have opened their outlets in India and many others have even established their manufacturing units in India due to availability of labour at much cheaper rates. Thus, India has become a focal point in the eyes of International Marketing System.

Easy access to advance information technology has made a great influence on the life of an average Indian, particularly the young city-dwellers. More and more job opportunities in the multinational companies and their lucrative pay packages are attracting youngsters including girls to join such jobs in the metropolis resulting in more and more nuclear families. As a result, on one hand, the gap between youngsters and parents is widening thereby decreasing affiliation and moral support in the event of sensitive issues. While on the other, the children of such young couples are ignored due to increased work pressure and hectic schedules of the duo. Furthermore, such husband and wives even do not have sufficient time to converse and share some pleasant moments with each other. Teen-ager girls find even more difficult time in adjusting themselves in such a disorderly environment without proper attention and guidance of their parents. Many a time, they feel ignored and fall in the mesh of boys of their age groups in the course of seeking answers to certain queries arising out of their changing physical and mental status.

Information regarding job avenues, living standards and culture of advance countries has made a deep impact on their mind. The very high expectation from life is putting an extra pressure on the mind of youth and particularly students. Teen-agers wish to achieve higher standards of life in shorter duration and in pursuing this path of shortcuts, they become entangled in various vicious cycles. In this environment, adolescents and teenagers learn
some bad habits in the abnormal course of their development. All this leads to disturbed family relations and in turn certain psychopathological problems, which needs to be addressed immediately. If not, such problems may affect academic achievements of adolescents in particular and career in general.

Like any adventure, the challenges are unique to each traveller. Even the same parent will experience different challenges as such child is guided through adolescence. Because, each journey is unique, there is no way to smoothen all the bumps, anticipate all the challenges, or detonate all the landmines beforehand. However, there are aspects of the journey that appear to be universal.

Although teenagers will make their own choices, a good home life can increase the odds that child can bypass many of the pitfalls of adolescence. Particularly, a kind, warm, solid relationship with parents who demonstrate respect for their children, an interest in their children's activities, and set firm boundaries for those activities may directly or indirectly deter criminal activity, illegal drug and alcohol use, negative peer pressure, delinquency, sexual promiscuity, and low self-esteem.

There are three major areas that are crucial to the parent-adolescent relationship – connection, monitoring, and psychological autonomy. If the parent-child connection is consistent, positive, and characterized by warmth, kindness, love and stability, children are more likely to flourish socially. They are more likely to be self-confident in their relationships with others and to be more cooperative with others.

Teenagers who report that their parents take a genuine interest in their activities are more likely to avoid trouble. Teens whose parents know who their friends are and what they do in their free time are less likely to get into trouble than their peers. Parents who concentrate on trying to control their child are going to have much more success and a lot less grief.
1.1 Adolescent Girls

The image of adolescence is a time of storm and stress, intense moodiness and preoccupation with the self has permeated both professional and lay perspectives on this developmental period. The families in general and parents in particular, have often been deemed to be the most important support system available to the child. The strongest factor in moulding a child's personality is his relationship with his parents. If his parents love him with a generous, even flowing, nonpossessive affection and if they treat him as a person who likes themselves, has both rights and responsibilities, then his chances of developing normally as well and good. But if they diverge from this, the child's development may be distorted (Cox & Cox, 1979).

Adolescents have a poor reputation of getting along poorly with their families. The teenage boy or girl may be faced with serious problems of adjustment when there is a difference of opinions, ideals and attitudes with their parents. Conflicts may arise between the adolescent and the parents that are difficult to resolve if neither is willing nor able to compromise. It takes all the tact and understanding of parents to handle their teenage son or daughter. (Coleman, 1974).

Families of delinquent or uncontrollable adolescents are characterized by poorer family relationships and less social connectedness. In general, these families are lower on cohesion and independence and higher on conflict and control (Fox et al., 1983). The family environment also affects the academic achievement, which is the product of maturational forces within the adolescent and the experiences provided by the environment (Bernard, 1971).

For a complex set of reasons, most of what is known about adolescent girls focuses on the problems they face. The fact that many adolescent girls are showing remarkable strength, resiliency, and "hardiness" during the stressful time of adolescence needs to be explored. Instead of focusing on the storm and stress of adolescence, a new understanding of adolescent girls that affirms their strength and resilience needs to be developed. Although the current day risks and stresses in the lives of adolescent girls must be
understood, they should not be the defining factors in discussions of adolescent girls. There must be a focus on what is working for adolescent girls, and why to assist adolescent girls in navigating these risks during their development.

To this end, the American Psychological Association's (APA's) Presidential Task Force on Adolescent Girls: Strengths and Stresses was created by Dorothy W. Cantor during her presidential year (1996). The mission of the APA Presidential Task Force on Adolescent Girls: Strengths and Stresses was to integrate current knowledge regarding adolescent girls in order to focus on the strengths, challenges, and choices of adolescent girls today. The task force also identified gaps and inconsistencies in research, education, practice, and public policy. In this endeavor, the task force included the voices and lives of a range of adolescent girls in terms of age, socioeconomic status, geographic area and sexual orientation.

A review of last 10 years was collected with special attention to strengths, challenges, and choices within the contexts of girls' lives. Challenged to consider and move beyond an exploration of girls' psychological losses and to focus on those aspects of relationship and culture that support and engage girls-as well as girls' collective attempts to resist the negative impact of the media and other powerful, societal forces-the an attempt was made to answer questions such as the following:

- What is important to help girls thrive during adolescence?
- Are there different positive influences at different developmental stages?
- What does the research say about girls with high self-esteem?
- Why is it important to include diversity in research?
- What are the roles of the educator, parent, psychologist, health care system, and policymakers in providing an environment that enriches the strengths adolescent girls bring to our society?
• How can adolescent girls best be prepared for the roles they will play in the future?

• How do adolescent girls influence the world around them?

Several cross-cutting themes: strengths, development, class, risks, resilience, and research implications were explored. To make the rich, diverse voices of actual girls in the United States heard above the statistics, questions from a research survey conducted by the task force on adolescent girls are included in this research agenda.

In view of the above, various issues of adolescent girls need special attention. Some most sensitive aspects are discussed as here-under:

1.1.1. Self Esteem

Many aspects of girls' self-perceptions and mental health do not decline during adolescence; on most measures, the variations among girls are much larger than the differences between girls and boys. Girls' with self-concepts of ability and self-esteem vary significantly across domains. Competence beliefs for both girls and boys are related to the gender stereotyping of the activity. Girls have higher expectations of success than boys in their general academic abilities across domains and in their social skills, whereas boys are more confident about their math and sports abilities.

High school senior girls and boys are equally confident of their success in business and law and in their leadership, independence, intellectual, and computer skills. Girls and boys are equally invested in future careers, but girls place less emphasis on money and job status. Their career preferences show differences related to traditional gender expectations. Many adolescent girls still believe there is an inherent conflict between feminine goals and values and competitive achievement activities. This belief does limit their future opportunities. For many adolescent girls, sensitivity to failure limits their willingness to take risks for higher rewards or more demanding opportunities.
Declines in self-esteem during adolescence are not inevitable consequences of either pubertal or school changes. Both girls' and boys' self-esteem decreases during the high school years; but girls' self-esteem tends to drop more over time. African American girls' self-esteem does not decrease over the high school years and tends to be higher than both White and African American boys.

It is important to note that these gendered patterns have been observed to decrease over-time. Young women today are more likely to aspire to traditional male-stereotyped fields. In addition, young women today are much more involved in athletic activities than both their mothers and grandmothers.

**Points to be explored in respect of Gender and Self-Esteem**

- What factors account for the cultural differences in patterns of adolescent girls' self-esteem?
- How can adolescent girls be encouraged to resist traditional gender role expectations in considering academic pursuits and future careers?
- How can adolescent girls be encouraged to attribute their academic success to their ability as well as to their effort and hard work?

**1.1.2. Negative Discriminating Treatment**

Gender is a psychological and cultural term that refers to the meanings attached to being female or male in a particular culture. It is distinct from sex, which refers to the biological aspects of being female or male. Across the United States, expectations for gender roles vary according to culture, socioeconomic class, and sexual orientation. These expectations present a variety of pressures for adolescent girls as they develop into womanhood.

Between the age-range of 8 and 11 years, girls tend to be androgynous. They view themselves as strong and confident and are not afraid to say what they think. However, as they cross over into adolescence, girls begin to experience
pressure toward more rigid conceptions of gender roles; they become more concerned with how women are "supposed to behave" and with their physical and sexual attractiveness. Although the research shows that self-esteem decreases for both sexes after elementary school, the drop is more dramatic for girls. Compared with boys of the same age, adolescent girls are more anxious and stressed, experience diminished academic achievement, suffer from increased depression and lower self-esteem, experience more body dissatisfaction and distress over their looks, suffer from greater numbers of eating disorders, and attempt suicide more frequently.

And yet, across cultural groups, adolescent girls hold more flexible and liberal attitudes than boys about the rights and roles of women. White adolescent girls who hold traditional attitudes toward women's roles tend to have lower self-esteem than do girls who hold more liberal views.

Important sources of resistance to and liberation from negative cultural messages for adolescent girls include the following: a strong ethnic identity, close connections to family, learning positive messages about oneself, trusting oneself as a source of knowledge, speaking one's mind, participation in athletics, non-traditional sex typing, feminist ideas, and assertive female role models.

Important Points that Need Exploration

- What factors contribute to resilience in adolescent girls who resist stereotyped and negative cultural messages about women?
- What factors support adolescent girls' formation of positive and optimistic perspectives on their developing womanhood and future roles?
- In what ways are adolescent expectations about gender roles influenced by socioeconomic status, religious values, health, and sexual orientation?
• How do gender-related biological, psychological, and cultural factors interact during adolescence?

1.1.3. Body Image Consciousness

During adolescence, girls are challenged to come to terms with the physical changes of puberty, including considerable weight gain. As adolescent girls attempt to reconcile the reality of their bodies with the unrealistic and unattainable cultural demands for female thinness, large numbers of girls experience intense body image dissatisfaction. For a small group of girls, negative feelings about their bodies and their efforts to achieve or maintain thinness contribute to the development of disordered eating. This may include binge eating, restrictive dieting, or induced vomiting and over eating, leading to more serious disorders such as anorexia or bulimia.

Research efforts have neglected the fact that disordered eating typically begins during early adolescence. A complex set of cultural, social, familial, personal, and biological factors contribute to the development of disordered eating. The negative impacts of experiences that threaten a girl's healthy psychological development, such as physical or sexual abuse, increase her risk of disordered eating.

Although factors that protect adolescent girls from disordered eating have not been adequately researched, environments that enhance girls' self-esteem in general and body esteem specifically and that protect girls from risk factors such as physical and sexual abuse appear to increase resiliency against unhealthy eating patterns. In addition, certain cultural contexts and expectations that promote acceptance of a broad range of appearances provide support for individuality and healthy development and play an instrumental role in protecting adolescent girls from the development of eating and weight-related concerns.
Important Points Regarding Body Concerns and Disordered Eating

- What factors help adolescent girls resist cultural messages that lead them to be dissatisfied with their bodies and their appearance to others?

- How can prevention and health promotion programmes be developed that build personal resilience, interpersonal competence, and general self-valuing for adolescent girls?

- How can adolescent girls be assisted in defining themselves in positive terms, apart from their physical appearance?

1.1.4. Relationship with Adults

Although the research on resilience and protective factors suggests that connection to parents, significant adults, school and, perhaps, some greater sense of purpose or perspective fosters resilience or "odds-defying" behaviour, it is often precisely a dilemma of connection, a forced choice between competing loyalties, that faces girls. Girls' struggles are rooted in systemic problems—such as poverty, racism, and sexism— that require a collective, rather than an individual, response. This suggests a need for a new concept of health and stress resistance that locates the struggle between the girl and her world, not within the individual girl, and that holds the adults in girls' environments accountable for providing girls with experiences and opportunities for them to understand, engage with, and potentially transform what limits and harms them.

Within health psychology, the concept of "hardiness" describes the stance of an individual in relation to a stressful context and, thus, points to developmental experiences girls may need to resist the long-term harm of institutionalized racism and sexism. Considering relationships with significant adults in girls' lives as potential "hardiness zones"—that is, spaces of real engagement and opportunities for girls to experience control, commitment,
and challenge—one moves the focus from the individual girl to the network of relationships that create girls' social worlds and environments, allowing girls access to skills, relationships, and possibilities that enable them to experience power and meaning. Through this perspective, the relational and educational contexts, in both schools and other community organizations, in which girls find themselves, can be assessed in terms of their capacity to facilitate hardiness.

Mothers, women teachers, and "other-mothers" hold the possibility of providing relational hardiness zones for adolescent girls. Listening and fostering meaningful participation in school and community life, as well as providing the opportunity for self-development through effective socio-cultural critique, are means by which adults can support the strengths of girls. Schools and communities that engage girls in social critique and in activist experiences appear to be particularly effective, as do adults who demonstrate commitment, respect for youth, and a willingness to involve them in making change within their communities.

Highlights in Context with Relationships with Significant Adults

- What are the defining features of the individuals, institutions, and agencies that give rise to hardiness and strength in adolescent girls?

- What protective factors do "hardiness zones" offer to adolescent girls?

- How can significant adults in girls' lives provide relational and environmental contexts that foster adolescent girls' strengths, support them in ways that are health promoting, and allow them to experience their potency in the world around them?

- How can adults help adolescent girls—particularly those who struggle with the effects of poverty, and competing loyalties, especially in those cases in which they develop new possibilities and life choices different from their families and communities?
• What developmental and relational experiences do adolescent girls need to resist the long-term harm of institutionalized racism and sexism?

• What roles do "othermothers," such as aunts, grandmothers, adult friends, teachers, or community members, play in supporting adolescent girls and creating relational hardiness zones?

• What are the positive and protective aspects of mother-daughter relationships?

• What benefits and possibility for support exists within girls' relationship with their fathers or with other significant adult man in their lives?

1.1.5. Peer Relationship

For psychologists to understand the way in which adolescent girls develop in relation to the world around them, it is important to examine adolescent girls' friendship. Close friendships, considered by many social scientists to be the "most rewarding and satisfying of all human relationships" are clearly important for the social and emotional health of all adolescents, regardless of ethnicity, race, or socioeconomic status.

What is known about girls' friendships and peer relations is based primarily on studies comparing girls with boys. Although these studies provide important information, they offer little understanding of the diversity of experiences and perceptions of friendships among girls, including the important distinction girls make among types of friends and the nature and quality of these relationships. There has also been little attention given to the ways in which class, culture, race, ethnicity, and sexual identity shape adolescent girls' friendships groupings and even less attention to the ways in which racism, sexism, classism, and homophobia influence the environments in which girls' friendships are nurtured.
Early adolescence appears to be especially stressful on adolescent girls' friendships and peer relations, signified by a sharp increase in indirect relational aggression. More typical of girls and more distressful to girls than to boys, relational aggression, characterized by such behaviours as spreading rumors or threatening withdrawal of affiliation, appears to emerge as girls' attempt to negotiate current power relations and affirm or resist conventional constructions of femininity. More research is needed to understand the nature and quality of this negotiation and the role popularity and attractiveness play in the development and configuration of adolescent girls' peer groupings.

Friendships can be a source of both knowledge and strength for adolescent girls. They can also be a source of struggle, hurt, and confusion, particularly as girls move into adolescence and begin to negotiate dominant cultural views of sexual relationships, femininity, and appearance. Directly engaging adolescent girls in conversations about such issues and encouraging them to explore together how current power relations are played out in the context of their relationships with other girls and women can provide support as well as opportunities to resist social separations.

Important Points Regarding Friendships and Peer Relationship

- How do girls' friendships and peer relations mitigate or exacerbate the psychological and social struggles of adolescence? What possibilities for support and protective factors do exist within girls' friendships?

- How does social location—that is, class, race, ethnicity, and sexual identity— affect the nature of adolescent girls' friendships and peer groupings and influence the forms and meanings of communication among girls, including the formation of cliques, aggressive behaviour, bullying, and teasing?

- How do school environments and neighborhood contexts influence peer groupings and friendship patterns?

- How do changing relationships with boys affect relationships between girlfriends?
• How are expressions of closeness and intimacy between girls affected by conventional notions of femininity and codes of sexual and gender "normalcy"?

• What are the strengths and stresses of girls' friendships forged across lines of class and culture?

1.1.6 School, Community and Religious Aspects

1.1.6a. School Environment

For many students and for female students in particular, schools are not safe places. A high degree of sexual harassment has been reported by female students in high schools. In recent research, lesbian, gay, and bisexual adolescents reported a wide range of verbal and physical violence directed toward them in a variety of settings, such as home, school, work, and the general community.

In response to greater public awareness of harassment, there has been an increase in developing policies against sexual harassment in high schools. In addition, some schools are implementing programmes that address harassment as a serious matter, while focusing on building a school community that supports more appropriate and inclusive behaviour. Such initiatives are critically important and should continue.

1.1.6b. Adolescent a Part of Community Organizations

Adolescent girls today have access to an array of community-based youth organizations, despite the fact that there are a smaller number of these programmes serving young women than young men. Many of these programmes aimed at young women provide support for personal development and the development of social skills and encourage physical activity. Research findings recommend that organizations established to meet the needs of adolescent girls should practise the following:
• Provide positive, caring, and consistent adult role models of both sexes. Promote high, yet realistic, expectations in skill development.

• Promote the development of relationships across class, gender, race, and ethnicity.

• Offer a range of experiences and topics that are of interest to girls and foster equality for girls.

• Encourage community involvement.

• Involve the girls in settings in which they can be themselves, speak their truths, and find their own sources of power.

1.1.6c. Religious Organizations

Adolescent females, when compared with their male counterparts, are more actively religious. They participate in religious services and youth organizations and maintain their beliefs over longer periods of time. Such religiosity may have long-term benefits. Research has found that turning to religion and friends as a means of coping during adolescence is a significant indicator of healthy emotional development as a woman. Not surprising, much of the literature in the area of religiosity and female adolescents focuses on factors related to girls' sexual behaviours, coping, social competence, self-esteem, and identity issues.

Important Questions in Relation to School and Community

• What do formal and informal mechanisms facilitate adolescent girls' opportunities to be heard regarding their experiences, wants, needs, and expectations in schools and communities?

• What barriers exist within these formal and informal mechanisms?

• How do we become more responsive to girls' expressed needs within the context of these institutions?
• What must be done in collaboration with, and on behalf of, young women to enhance already existing systems?

• What are the particular experiences of lesbian and female bisexual adolescents in school and community settings? What issues do they share with their heterosexual peers and which are different? How do we meet their needs? What are the experiences of lesbian and female bisexual adolescents across race and ethnicity? Which community resources are responsive to lesbian and bisexual adolescents?

• How do we work with adolescent girls in school and community settings over the long term as they construct norms and roles for themselves and as they find the source and strength of their own power?

• Across all of these questions, what are the ethnic, religious, ability, socioeconomic, and other contextual factors that need to be considered?

• How successful are sexual harassment programmes in schools?

• How do access to and function of social networks in schools and communities vary across social class and racial and ethnic lines?

• What is the impact of community youth programmes, both secular and religious, on girls' competence? Do these programmes perpetuate stereotypic socialization practices?

1.1.7. Sexuality and Sexual Decision Making

Much of the literature on female adolescent sexuality focuses exclusively on the problems or negative consequences associated with individual girl's sexual behaviour and narrowly defines sexual decision making as individual risk-taking behaviour. Unfortunately, these studies often use samples of adolescents who are considered most at risk for being "bad" sexual decision
makers; middle-class suburban girls or disabled girls, who are not considered at risk in part because their sexuality is less scrutinized or visible, are thus not often the focus of such studies. In addition, there exists a tendency to study girls primarily, even though sexual decisions, especially those that have negative consequences, are made by both partners.

The timeworn adage that "boys want sex, girls want relationships" has permeated beliefs about adolescent sexuality. Only recently, as psychologists began to challenge these previous assumptions about male and female adolescent sexuality and intimacy, has girls' sexual desire been acknowledged as a factor in their sexual decision making.

Recent research attempts focus on understanding how adolescent girls experience their sexuality to determine effective means for empowering girls to develop responsible sexual subjectivities. Such research has generated new avenues for exploration, such as understanding if and how girls from different social and material locations negotiate the following:

Make active and safe choices about sexual behaviours and about the relationships within which they engage in these expressions of their sexuality.

Develop a sense of entitlement to their own pleasure and desire.

Identify and learn to negotiate the often unequal power distribution typical of male-female relationships.

The centrality of relationships in girl's psychological development suggests the importance of relationships in girls' sexuality development, including girls' decisions about sexual behaviour. Taking girls' relational contexts seriously in both research and practice demands a focus on the meanings of sexuality and sexual decisions and the processes by which girls develop their sexuality beyond their choice to have sexual intercourse.

**Important Points which need Immediate Attention Regarding Sexuality and Sexual Decision Making**

- How do adolescent girls experience and voice sexual desire?
• How do girls negotiate and make decisions about the dangers, responsibilities, and pleasures of sexual activity?

• How do girls' relationships with their own bodies, with specific people in their lives, and with the larger cultural ideals regulating "normal" and "moral" female sexual identities shape their sexuality?

• How do a girl's different relationships with peers, close friends, intimate partners, and significant adults in her life inform her about the development of her sexuality and about the pleasures and risks of sexual exploration and sexual intercourse?

• How do positive relational possibilities associated with sexuality and desire, such as intensified intimacy with a loved partner, the sense of well-being that can come from connection with oneself through one's body, or the ability to experience pleasure in sexual relationships affect adolescent girls' decisions to engage in sexual behaviour?

• What effects do negative relational risks, such as being hurt, disappointed, or regretful about the choice to have sexual intercourse or to explore a range of sexual behaviours have on adolescent girls?

• How do White, middle-class suburban girls experience and express their sexuality?

• How do conventional notions of femininity and idealized relationships (i.e., compulsory heterosexuality or the traditional romance story) affect girls' sexual identities, sexual experiences, and expressions of desire?

1.1.8. Sexuality Education

Most American adolescents receive some form of sexuality education that includes information on sex and contraceptive use. Comprehensive reviews of studies examining the relationship between participation in sex education and early sexual activity conclude that the likelihood that an adolescent will
become sexually active is not affected positively or negatively by participation in sex education. During the last 16 years, there have been major conflicts between supporters of abstinence-only approaches to sexuality education and supporters of comprehensive sexuality education. The growth of federal support for abstinence-only programmes is remarkable when the amount of funds dedicated to these programmes is compared with the amount allocated for past federally supported adolescent pregnancy prevention efforts.

In Indian context there is a wide spread controversy on the sex education at school level. The issue is quite sensitive in view of increasing incidences in schools. The worsening teacher-student relationship due to involvement of teachers with their own pupils is catching fire for quite some time.

1.1.9. Dating Violence

Pervasive violence is affecting adolescent girls everywhere. Occurring in homes, schools, job settings, and on the streets, violence against girls is seen in verbal, physical, and sexual abuse. Girls may be assaulted by gangs, by friends, or by romantic partners or sexually exploited by family members, acquaintances, or strangers.

Adolescents are considered to be at a higher risk for sexual assault than any other group. Over half of these reported sexual assaults occurred in dating situations. Dating violence includes physical injuries, verbal assaults, and threats of violence in the context of a dating relationship. Dating violence has been reported to affect 10% of high school students and 22% of college students.

It is believed that the incidence of date rape is underreported because most victims of date rape do not think the assault fits the definition of rape, so they do not report the rape to the police. Because of the dating situation, a girl may also feel guilty or responsible for being in the company of the attacker and view the occurrence as normal or deserved. Other reasons that girls give for
not reporting date rape include fear of their parents' reactions to the rape and their peers' learning of the incident.

Dating violence has serious consequences. Young women are three times more likely to report severe emotional trauma when a violent episode occurs in a dating situation. Women raped by someone they know have more severe psychological problems than women raped by a stranger. Girls and women can suffer long-term effects from date rape, including sexual dysfunction, flashbacks, a delayed stress reaction, and other symptoms of post-traumatic stress disorder. A young woman may also have to deal with sexually transmitted diseases (STDs), pregnancy, and, in some groups, the social stigma of the loss of virginity.

Victims of dating violence must receive immediate intervention to counteract the traumatic effects of experiencing a breach in trust by someone they know. Counselling services at high schools and colleges should be made more widely available to these young women to minimize immediate and long-term consequences. Programmes emphasizing prevention are extremely important. Teaching skills such as negotiation, interpersonal communication, anger management, problem solving, and coping strategies to girls and boys would be useful.

1.1.10. Health Care

Although adolescent girls can be considered healthy relative to other populations, they are indeed affected by numerous health problems. Adolescent girls do use health services; however, these health services need to be improved.

The health problems of adolescent girls range from common illnesses and injuries of childhood and adolescence (e.g., colds, flu, and sports and play-related injuries) to concerns about the changes accompanying puberty (e.g., breast development and menstruation) to living with chronic disorders (e.g., cancer) and disabilities (e.g., learning disabilities and cerebral palsy) to
behavioural or psychosocial problems (e.g., depression, suicide attempts, substance abuse, conduct disorder, violent victimization, and premature and unsafe sexuality).

Adolescents and providers often have different perceptions of what should be discussed in a health care visit. Most studies report unsatisfactory communication between providers and adolescent patients. The fear that confidentiality will be breached has been found to be the leading reason why adolescents do not seek health care. Training for providers of adolescent medical services must be improved. A growing body of research supports the idea that a communicative patient-provider relationship is essential for patient satisfaction, adherence to prescribed health regimens, and even health outcomes.

Parents can be integral partners in adolescent girls' health and health care. A number of factors that may interfere with the involvement of parents in adolescent girls' health issues must be addressed: adolescents' desire for privacy, fear of parents' reactions to certain health issues, and lack of parental knowledge and parental fears. The health services for adolescents need to be not only accessible in the traditional sense but also visible within the adolescent community as well, so that adolescents know which services are available to them and how to access these services.

**Points to be Explored Regarding Health**

- To what extent do clinical services (i.e., anticipatory guidance, counselling, or screening for behavioural problems or disease) make a difference in terms of adolescent health?

- Which services that could be or are being provided now to adolescent girls are effective for which girls and under what conditions?

- Are current methods of screening and counselling for development, reproductive health issues, mental health issues (including, but beyond, depression and suicide), violence (victimization and perpetration), and substance abuse working for adolescent girls?
• What overall preventive strategies or combinations of strategies work best for adolescent girls—when and why?

• How effective is the health care received by adolescent girls in real world settings, such as offices of all kinds of practitioners, school-based health centers, family planning and STD clinics, and emergency rooms and hospitals?

• Which new technologies and techniques for prevention and treatment of current problems (e.g., teen pregnancy, drug use, violence, certain chronic illnesses, and disabilities) look promising for the future?

• How can research be developed that employs new models of thinking (i.e., an emphasis on health rather than pathology)?

• What is the importance of a participatory patient-provider relationship to patient satisfaction, adherence to prescribed health regimens, and health outcomes for adolescent patients?

1.1.11. Public Policy and Adolescent Sexuality

It is interesting to note that most of the policymaking action that relates to adolescent girls has focused on issues directly or tangentially related to their sexual behaviour. The focus has been on such policies as those intended (a) to provide reproductive health services and prevent teen pregnancy, (b) to provide children and youth with sexuality education, (c) to promote sexual abstinence among adolescents, (d) to limit adolescents’ autonomy regarding reproductive health decisions, and (e) to create disincentives for teen pregnancy and childbearing.

Even in the most advanced countries policy makers are in a state of confusion as to what should be given the top priority while dealing with the adolescents. If, as many observers argue, Americans have extremely ambivalent or conflicting feelings about human sexuality, this holds especially true for attitudes regarding the emerging sexuality and sexual behaviour of adolescent
girls. Clearly, policymaking in the United States has embodied a primarily hostile approach to sexuality and sexual expression among the young, and this is particularly so for adolescent girls. Rather than attempt to restrict adolescent's access to information and services, policymakers should pursue policy mechanisms to enhance adolescents' sexual health. The failure of existing policies is evident in the persistently high rates of teen pregnancies and STDs among adolescents.

1.1.12. Psychologist Education and Practice Issues

For adolescent girls to thrive, they must be assisted in navigating the challenges that face them by mental health professionals who can both protect and strengthen them. Psychology, as a discipline and as a profession, is in an excellent position to respond on both counts, using research, practice, teaching, and consulting expertise. Indeed, given this broad base of knowledge and understanding, psychologists have a responsibility to respond to the needs of adolescent girls. Specifically, they can support the acquisition and maintenance of girls' strengths and can address the many stresses and related problems adolescent girls face. Because competent practice relies on relevant and comprehensive education and training, educators of psychologists must offer training programmes with specially designed curricula, covering courses as well as applied trainings that address these special needs and problems. The sheer range of problems is challenging, and the number of adolescents needing mental health treatment plus those who require some support in their journey through "normal" adolescence is large.

Each year thousands of teen girls find themselves in psychological distress associated with problems so pervasive in our society that they have come to be known as public health issues. The types of psychological problems reflecting the greatest distress among today's adolescent girls include the following:

- Major adjustment and developmental problems, including personal identity and family issues, such as separation from parents and family,
sexual identity issues, or concerns about one’s sexual orientation and behaviours are attracting attention to a greater degree.

- Major psychological disorders, such as schizophrenia, eating disorders and mood disorders also need attention.

- Major psychosocially and culturally induced problems, includes reactions to violence, drug use, and other abuse.

These have psychological as well as physical health ramifications. To focus on the psychological needs and problems of adolescent girls, psychologists have to develop a wide array of different treatment approaches and services that have emerged in recent years; yet, there is an urgent need for greater understanding and more effective support of girls’ strengths and interventions to address their emotional distress and disorders. The complexity of the world in which today’s adolescent girl lives challenges psychology to devote its best efforts in their behalf in practice and in preparation for practice.

What needs to be done? Past arguments and current demands for education and training specifically focused on adolescent girls or on adolescents in general remain largely unheeded. The value of thorough assessment and appropriate intervention must be emphasized. Mental health care professionals must be prepared to provide competent service for adolescent girls. Comprehensive programmes must be established. The profession needs to guide the education and training of psychologists specifically to advance competencies in providing services for adolescent girls.

**Points that Need Immediate Attention**

- What are the psychological needs and problems of adolescent girls? How successful are current treatment approaches and services?

- How successful are current adolescent addiction treatments?

- How effective are mental health and substance abuse treatment services, including the talking therapies, psycho-pharmacotherapies, and milieu therapies?
1.1.13. Vision for the Future

As demonstrated, adolescence represents a significant transition in a young woman's life, a time of exploration with greater freedom to try new things, and a growing independence and increasing self-awareness. For many adolescents, this period poses some challenges and difficulties. Today's adolescents appear to be better off than past cohorts in many ways, yet they are not in other ways. Although not enough is known, increased research and knowledge has provided society with a greater understanding of the adolescent experience.

Adolescent girls today are faced with a unique predicament. Although progress related to gaining equal rights for women and girls has considerably broadened the range of choices girls have in living their lives, adolescent girls lack precise rules and expectations as they consider the variety of roles now open to them in contrast with more generally accepted expectations for girls in the past. Although these girls are expected to "have it all," few role models or guidelines exist. Interventions with adolescent girls must address this predicament, for it is an important factor of adolescent girls' transition.

Historically, every society has generally lacked an appreciation or respect for female development. With dramatic social, economic, and technological changes reshaping the world, adolescents shape an unknown future replete with possibilities for improvement. Any view of the future world of today's adolescent girls must be a realistic yet hopeful one, not necessarily idealistic. The social, economic, and technological changes reshaping the world offer great possibilities for improvement.

In the past and present, adolescent girls have learned that their needs for closeness and relatedness conflict with the competitive attitudes that drive success, yet they are expected to achieve in this society, in effect, being...
forced to choose between being true to themselves or realizing their goals. The increasing political interest for adolescent girls is a positive sign for the future. The advent of women into politics is a step that can improve their situation, and encouragement to do this must take place at the formative adolescent level.

The Carnegie Council on Adolescent Development concluded in its final report *Great Transitions: Preparing Adolescents for a New Century* that the American institutions of family, schools, youth-serving social organizations, and the media "have fallen behind in their vital functions and must now be strengthened in their respective roles and linked in a mutually reinforcing system of support for adolescents" (Carnegie Council on Adolescent Development). Although disheartening to see that the myriad of policies and programmes often do not meet the needs of adolescent girls, there is always hope that new developments and new looks can produce positive change. Psychology has a great deal to contribute in fostering such change through its theoretical and applied conceptualizations, research methodology, service delivery system and development, content knowledge base, and potentially large cadre of active and involved professionals.

**Points to be Explored: Overall Questions**

- How do race, ethnicity, culture, class, and sexual orientation affect the experiences of adolescent girls?

- What helps adolescent girls of different ethnicities, races, cultures, classes, and sexual orientations to build strengths during different developmental stages of adolescence?

- How can we develop relational and community "hardiness zones" for girls (i.e., places within kinship networks and families and in schools, churches, and neighborhoods where there are opportunities for control, commitment, and challenge)?
• What would adolescent girls of different ethnicities, races, cultures, classes, and sexual orientations define as strengths they would like to possess?

1.2 Teen-agers and Impulsivity

The teenage brain, Laurence Steinberg says, is like a car with a good accelerator but a weak brake. With powerful impulses under poor control, the likely result is a crash.

Most recent research on the adolescent brain indicates that the juvenile brain is still maturing in the teen years and reasoning and judgment are developing well into the early to mid 20s.

From different perspectives of personality theory, impulsiveness has been identified as a personality trait (Barratt, 1965). A number of factor analytic studies have demonstrated the multi-faceted characteristics of impulsiveness as a personality trait. Twain (1957) suggested four factors that reflect impulsiveness. These are flexible motor control, positive progressiveness, action oriented on self-rating scale i.e. aggressive instability and tenacious self-control.

Barratt (1965) identified six factors of impulsiveness. These are represented by sub-sets of items on the 'Barratt Impulsiveness Scale'. They include motor control, intra-individual, variability impulse interest, risk taking, impulsive interpersonal relationship and cognitive impulsive control. Shapiro (1965) discussed impulsive style and included various kinds of personality disorders such as the psychopathic, alcoholic and other drug addicts. Eysenck and Eysenck (1977) contented that extra-version has two major components with impulsiveness being one and sociability the other.

1.2.1. Lacking Maturity

"As any parent knows," wrote Justice Anthony Kennedy for the 5-4 majority, youths are more likely to show "a lack of maturity and an underdeveloped..."
sense of responsibility" than adults. "These qualities often result in impetuous and ill-considered actions and decisions." He also noted that "juveniles are more vulnerable or susceptible to negative influences and outside pressures, including peer pressure," causing them to have less control over their environment.

Some child-advocates have pointed to the Supreme Court decision and the research as evidence that teens — even those accused of serious crimes — should not be regarded in the same way as adults in the criminal justice system.

Dr. David Fassler, a psychiatry professor at the University of Vermont, College of Medicine who has testified before legislative committees on brain development, says the research doesn't absolve teens but offers some explanation for their behaviour. "It doesn't mean adolescents can't make a rational decision or appreciate the difference between right and wrong," he said. "It does mean, particularly when confronted with stressful or emotional decisions, they are more likely to act impulsively, on instinct, without fully understanding or analyzing the consequences of their actions."

Experts say that even at ages 16 and 17, when compared to adults, juveniles on average are more impulsive, aggressive, emotionally volatile, likely to take risks, reactive to stress, vulnerable to peer pressure, prone to focus on and overestimate short-term payoffs and underplay longer-term consequences of what they do and likely to overlook alternative courses of action.

Violence toward others also tends to peak in adolescent years, says psychiatrist Dr. Peter Ash of Emory University. It's mostly likely to start around age 16, and people who haven't committed a violent crime by age 19 only, rarely start doing it later, he said. The good news here, he said, is that a violent adolescent doesn't necessarily become a violent adult. Some two-thirds to three-quarters of violent youth grow out of it, he said. "They get more self-controlled."

Some of the changes found in behavioural studies are paralleled by changes in the brain itself as youths become adults. In fact, in just the past few years,
Steinberg said, brain scans have given biological backing to commonsense notions about teen behaviour, like their impulsiveness and vulnerability to peer pressure.

It’s one thing to say teens don’t control their impulses as well as adults, but another to show that they can’t, he said. As for peer pressure, the new brain research “gives credence to the idea that this isn’t a choice that kids are making to give in to their friends, that biologically, they’re more vulnerable to that,” he said.

Consider the lobes at the front of the brain. The nerve circuitry here ties together inputs from other parts of the brain, said Dr. Jay Giedd of the National Institute of Mental Health. This circuitry weighs how much priority to give incoming messages like “Do this now” versus “Wait! What about the consequences?” In short, the frontal lobes are key for making good decisions and controlling impulses. Brain scans show that the frontal lobes don’t mature until age 25, and their connections to other parts of the brain continue to improve to at least that age, Giedd said.

1.2.2. Problems in Teenagers Owing to Emotional Imbalance

Reigning negative emotions over a period of time can badly hamper the psyche of teenagers or adolescents. Persistent emotional imbalance displays many common symptoms in them viz.

- Persistent mental tension, excessive concern of loved ones, fear or worry about a person or situation, may bring abnormal heartbeats or abnormal respiration, fluctuating body temperature, irregular working of pituitary glands etc.
- Auto erotic tendencies, lack of adolescence symptoms even at proper age, easily increased proneness to exertion even after doing a trifle work, tendency to confining problems to themselves.
- Habit of displaying abnormal body language for no apparent reason thereof, like constant blinking and winking, gesticulation, nodding,
hiccups, itching, rheumatism, habit of frequent urination, may be a result of persistent 'emotional imbalance'.

- Despondency owing to guilty feeling or inferiority complex, often due to considering ourselves to be the worst person in the world. E.g. adultery happened in past may develop self-reproaching or guilty feeling approach towards life.
- Find difficulty in getting adjusted with new occupation, residence, country, religion etc.
- Find difficulty in adjusting with changing weathers, seasons, foods etc.
- Inclined towards doubting their capabilities.
- Electra complex.
- Relying unnecessarily upon artificial memory enhancing or body building techniques like brain tonic, memory pills, capsules etc.
- Excessive stress and strain on mind and eyes due to uncontrolled habit of netsurfing, chatting.
- Uncontrolled desire of chatting on net.
- Excessive concern of dearer one, lover. Think of them, at all the time.
- Fatigue as a result of mental and physical exhaustion.
- Fear of known origin - such as fear of father, teacher or professor, fear of examinations etc.
- Feeling lethargic, shilly-shallying tendencies.
- Forgetfulness, habit of repeating mistakes, Sharp in dilatory tactics, dawdling, dodging, finding excuses and often try to avoid the assigned work, jobs - very slow in grasping, escapism, absentmindedness etc.
- Loquacious prattler.
- Homesickness / nostalgia while staying away from parent and that may affect concentration in studies and work.
- Impediments during puberty.
- Irregular routines such as waking up late or at odd times, taking meals at irregular timings, etc.
- Often their confidence crumples at the performance stage.
- Lack of confidence due to anticipation of failure that may result in despondency. E.g. even after preparing thoroughly for competition
examinations, live competitions or stage shows, anticipation of failure spoils the performance finally.

- Lack of interest in present circumstances, sleepy-headed, habit of building castles in air or daydreamer type of personality.
- Melancholia owing to terminally ill member in family.
- Exertion at both the mental and physical level.
- Mind occupied with the memory of lost friend(s), past lover(s) pets etc.
- Narcissistic tendencies at teen ages.
- Getting nervous over trivial issues coming ahead.
- Fear of unknown origin -often occurs in girls- at their puberty or adolescent stage, which may result in palpitations, nightmares etc.
- Oedipus complex.
- Over excited state of mind often results in confusion and forgetfulness at performance stage
- Paranoid tendencies at adolescence.
- Physical ailment or ill-health condition as a result of envy, spite, malice, jealousy, rivalry, suspicion, comparison or unhealthy competition etc. e.g. frustration may be a result of unhealthy contest, comparing results with competitors etc.
- Physical ailments may trigger owing to negative approach, bitterness towards life.
- Exertion as a result of long and grievous illness.
- Prolongation of puberty than expected normally.
- Reluctance in getting out of bed, brushing tooth, taking bath or all irregular habits of taking food, passing stools etc.
- Suicidal tendencies, Frivolous nature and never serious about the future.
- Frustration owing to failure even after working at level best and delivering the finest service.
- Uncontrolled, delayed or irregular menses.
- Uncontrolled desire of bad habits -such as smoking, masturbating, drinking, drugs addiction, adultery, incest at adolescence in teenagers.
- Uncontrolled desire of stealing money or things.
- Unhealthy competition OR hostile surrounding may increase the level of emotional imbalances.
- Weak or delayed decision making, indecisiveness, avaricious tendencies. Flirting and dating with no. of partners at a time.

1.3 Adolescence and Career Aspirations

Adolescence, the transitional stage of development between childhood and adulthood, represents the period of time during which a person experiences a variety of biological changes and encounters a number of emotional issues. The ages which are considered to be part of adolescence vary by culture, and ranges from preteens to nineteen years. According to the World Health Organization (WHO), adolescence covers the period of life between 10 and 20 years of age. Adolescence is often divided by psychologists into three distinct phases: early, mid and late adolescence.

Adolescence can be a specifically turbulent as well as a dynamic period of one's life. It has been identified as a period in which young people develop abstract thinking abilities, become more aware of their sexuality, develop a clearer sense of psychological identity, and increase their independence from parents (Viner, Russell and Christie, Deborah ,2005). G. Stanley Hall denoted this period as one of "Storm and Stress" and, according to him, conflict at this developmental stage is normal and not unusual. Margaret Mead, on the other hand, attributed the behaviour of adolescents to their culture and upbringing.

Several developmental stage models have placed adolescence in a period of human development (Viner, Russell & Christie, Deborah (2005). Sigmund Freud saw it as the "genital phase" of psycho-sexual development, where the child recaptures the sexual awareness of infancy. Jean Piaget focused on cognitive development, seeing adolescence as the "formal operative stage" where the young person develops the ability to think abstractly and draw conclusions from the information available. Erickson's theory of psychosocial development identified the identity crisis as central to the notion of adolescence. Adolescent psychology addresses the issues associated with adolescence, such as whether or not the aforementioned "storm and stress" is
a normal part of this period. One issue in adolescent psychology discusses whether adolescence is in fact a discrete developmental period, a point along a continuum of human development, or a social construction.

Searching for a unique identity is one of the problems that adolescents often face. At this age, role models such as sports players, rock stars and movie and television performers are very popular, and adolescents often express a desire to be like their chosen role model.

Adolescents may be prone to recklessness and risk-taking behaviours, which can lead to substance abuse, car accidents, unsafe sex and youth crime (Lightfoot, Cynthia 1997). There is some evidence that this risk-taking is biologically driven, caused by the social and emotional part of the brain developing faster than the cognitive-control part of the brain (Moretz, Preston, 2007).

Although most teenagers are psychologically healthy, they can (like adults) exhibit signs of mental illness. Late adolescence and early adulthood are peak years for the onset of schizophrenia (Addington et. al, 2007). Mood disorders such as clinical depression and bipolar disorder can initially show in adolescence (Bhatia & Bhatia, 2007). Girls aged between 15 and 19 make up 40% of anorexia nervosa cases Bulik et.al. (2005) and Hoek (2006).

Hudspeth and Pribram (1992), in their studies, revealed that so far little account has been taken of the special problems of the youths. The problems of the youth were seen associated simply with their age. However, the numbers of youths are affected by psychological problems. Such problems are of special nature that requires careful consideration. Disorders in young people need to be understood along with developmental changes they are undergoing in the normal process of growing up. Psychological maturity is related to growth of the brain, which matures in stages with growth occurring even in late adolescence. Similarly, Kazdin (1992) recorded that many problematic behaviour and threats to adjustment emerge over the course of normal development.

Young children do not have as complex and realistic a view of themselves and their world as they have at a later stage. They have less self-
understanding and they have not yet developed a stable sense of identity or a clear understanding of what is expected out of them and what resources they might have to deal with them. As a result children and adolescents often have more difficulties in coping with stressful events than do adults (Compas and Epping, 1993; Keppel-Benson and Ollendick, 1993).

Brain et al. (1994) studied that psychological control of children was conceptually and empirically distinguished from behavioural control. Further, it was demonstrated as hypothesized that psychological control was more predictive of adolescent-internalized problems, and that behavioural control was more predictive of externalized problems.

Adolescence is an ideal time to study the career development of young women. It is during adolescence that many changes occur that strongly influence the development of career preferences and aspirations. Puberty and emerging sexuality, including a growing interest in hetero-social relationships, create an intensification of gender role identity. Greater autonomy and independence contribute to the process of identity development. Career options and choices become more realistic as the adolescent gains a greater awareness of her skills and interests (Monks & Van Boxtel, 1985). Poole and Low (1985) pointed out that career preferences are formed early in adolescence and, for both girls and boys, are heavily influenced by gender role socialization, one of the earliest and thus most powerful forms of socialization. The strength of this socialization often creates a narrow, gender-based range of career options (McMahon & Patton, 1997). Gender, achievement level, age, and school environment are all factors that may influence an adolescent girl's career choice and, as such, have been of interest to researchers.

1.3.1. Influence of Gender on Career Aspirations

Past research has revealed significantly different patterns of vocational development at work in adolescent boys versus adolescent girls (Corder & Stephan, 1984; Gottfredson, 1981; Grotevant & Thorbecke, 1982). In an early study, Hawley (1971) found that girls who are choosing a career are influenced by what they believe boys think is appropriate female behaviour,
and that girls don't feel rewarded by their peer groups for intelligence and achievement. Gottfredson (1981) presented a "circumscription" model of career development, and suggested that by adolescence, one's choices have already been narrowed to those that are "gender-appropriate," and that one's sense of options "available with reasonable effort" thus becomes circumscribed over time. Grotevant and Thorbecke (1982) found that adolescent girls and boys use different styles to achieve their vocational or career identities; by the end of high school, occupational identity has become most salient to boys, whereas relational identity has become most salient for girls. According to Danziger (1983), the career expectations of adolescent boys are strongly influenced by ability, academic achievement, and opportunity, whereas those of adolescent girls are influenced mainly by class background and parental expectations.

In contrast to boys, girls are faced with a conflict between their future careers and a commitment to marriage and family (Archer, 1985; Card et al., 1980). Corder and Stephan (1984) stated that girls make decisions about how they will combine family and work before choosing a career. Because of these conflicts, adolescent girls have historically tended to aspire to lower prestige (and usually more stereotypically feminine) careers than have boys (Danziger, 1983; Eccles, 1985; Shapiro & Crowley, 1982). During the 1980s, Shapiro and Crowley (1982) reported that women were still under-represented in the most prestigious careers, and Reis (1987) asserted that in almost all occupations, men surpassed women in both professional accomplishment and financial reward.

More recently, however, researchers have documented a trend in the direction of more equalized career aspirations between adolescent boys and girls (Stevens et al., 1992); some have even shown girls' aspirations exceeding boys' (Dunnell & Bakken, 1991; Farmer, 1983). Farmer (1983), in a study of 9th and 12th graders, found that the girls not only aspired to higher level careers than the boys, but they also believed, more so than did the boys, that their career roles would be central to their future adult lives. Dunnell and Bakken (1991) also found girls' career aspirations to be significantly higher than boys'. In addition, their analysis of 9th, 11th, and 12th grade girls' career
aspirations showed less traditional or gender-stereotypical choices than those of the boys. Lastly, Stevens et al. (1992), in a survey of 1000 9th graders, found no differences in attitudes toward achievement or future work between girls and boys.

1.3.2. The Influence of Achievement on Career Aspirations

One group of girls in particular, high-achieving adolescent girls (sometimes identified as "gifted", has been found to have higher career aspirations than their lower achieving counterparts (Fox & Zimmerman, 1985; Hay & Bakken, 1991). Results of a research on "gifted" adolescent girls show great interest in professional and scientific careers, which are regarded as prestigious (Fox & Zimmerman, 1985), whereas, average-achieving girls demonstrate more gender-stereotypical attitudes toward education and career achievement (Hay & Bakken, 1991). Although girls are in general more influenced by social pressures in vocational development than are boys, academic achievement tends to elevate the confidence of girls and motivate them toward higher career aspirations (Danziger, 1983).

When high-achieving girls are compared to high-achieving boys, the research results are somewhat mixed. Gassin et al. (1993) found that gifted adolescent boys and girls do not differ in their certainty regarding career-related aspirations and abilities, but that gifted girls' career aspirations themselves, unlike those of the boys, dropped precipitously around grade 10. Dunnell and Bakken (1991) found that gifted boys reported more "traditional" and gender-stereotypical attitudes toward careers than did gifted girls. Other researchers have shown that gifted girls do not have career aspirations as high as those of gifted boys (Kerr, 1983, 1985), nor do they achieve as well in their chosen careers as do gifted boys (Eccles, 1985; Hollinger & Fleming, 1992).

This group of high-achieving adolescent girls occupies a unique psychological position with respect to career aspirations (Gassin et al., 1993; Hollinger, 1991; Kerr, 1983; Walker et al., 1992). Unlike their average-achieving female peers, these girls must contend with their own internal identifications as high achievers, the pressures those identifications exert, and others' expectations that their high achievement will continue. Unlike adolescent boys, these girls
must also deal with the pressures of gender identity and socialization that have historically discouraged the achievement motivation of women. A high-achieving or "gifted" girl is challenged in the realm of career aspirations perhaps more so than other adolescents, as she is forced to reconcile the conflict between her gender-stereotyped role as a woman and her role as a potential contributor to society as a high achiever (Kramer, 1986; Walker et al., 1992).

1.3.3. Influence of Maturity on Career Aspirations

Age or maturity in adolescence is clearly an influential factor in any examination of career development. Leung et al. (1994) found that high-achieving female adolescents (like their high achieving male peers) are affected uniquely by the coming of age and maturity with respect to career aspirations. The normal pattern in adolescence, according to Gottfredson (1981), is that career choices are narrowed as one's sense of what is realistically available as a future career becomes more "accurate" with age (Shapiro & Crowley, 1982). Over the course of adolescence, young persons' "ideal" career choices gradually yield to the forces of reality; they resign themselves to more "realistic" career choices, which reflect the adolescent's degree of personal uncertainty as well as his or her perception of barriers to career choices (Sandberg et al., 1991).

For girls, the onset of puberty and hetero-social interests contribute extra impetus to the narrowing of career aspirations. Unlike boys, girls have historically modulated their needs for achievement in order to accommodate their needs for intimacy (Gottfredson, 1981; Gross, 1989; Hollinger, 1991; Shapiro & Crowley, 1982). One more recent study, however, documented a slightly different age-related trend; Leung et al. (1994) found that the career aspirations of girls identified as "gifted" (like those of gifted boys) actually go up with age.

1.3.4. Influence of School Environment on Career Aspirations

In addition to gender, achievement level, and age level, other factors that may influence the career aspirations of adolescent girls, particularly high-achieving ones, are the kind of school environment they experience and the kind of role
modeling and attention they receive from their teachers. One type of environment that has received particular attention is the all-girls school setting. According to Monaco and Gaier (1992), single-sex schools provide adolescent girls with an "enriched moratorium period with respect to vocational development". These authors observed that in single-sex schools, high-achieving girls are encouraged to achieve beyond the stereotypical roles of women, are exposed to more leadership opportunities, observe women of higher status and female role models, and demonstrate higher self-confidence and higher levels of career aspiration (Monaco & Gaier, 1992). Lawrie and Brown (1992) found that although there were no differences in career choices of boys based on school environment, girls from a single-sex school chose more high prestige careers than girls from a coeducational environment. Within the all-girls environment, O'Brien and Fassinger (1993) found that the girls who chose the highest prestige careers tended to have higher ability and stronger agentic characteristics than their classmates.

The foregoing review points to a certain and steady shifting of the factors that contribute to the formation of career aspirations for adolescent girls. Although there continue to be gender differences in career aspirations, achievement level seems to alter the picture.

1.4 Home Environment and Family Relationship

Home is the first and most important school for individual's character and carrier. Before the teacher steps in, the first guidance of the child begins at home. The parents have to assume the role of a harmonizer where the child can adjust to the environment within and outside the home. The influence of parents on the training and development of personality and behavioural pattern is remarkable. It is at the childhood stage that the mind is most open to impressions, and ready to be kindled by the first spark that touches it. Parents have all the more significant role to play for the education of the children. In a developing country like ours, home, by and large, is an important agency of education. Along with the teachers and educational
administrators, the home environment is an important component of the machinery which moulds the quality of education.

The frequently reported finding of a correlation between physical punishment, rejection, and inconsistent discipline in parents, and aggression or delinquency in children does not necessarily mean that these discipline practices lead to the deviant behaviour in the child. Temperamentally difficult, noncompliant, antisocial behaviours in children also tend to evoke these punitive responses in parents. It is an interaction involving a feedback loop of mutual coercion. Parental punishment leads to antisocial behaviour in children that in turn leads to rejecting and punitive responses from parents.

A home environment that is characterized by quarrelling and disagreement has deleterious effects both on parents and children (Dix, 1991). High conflict between parents is associated with negative feelings and behaviour directed toward their children, and in turn with disruptions in social and cognitive competence and increased antisocial behaviour in children (Emery, 1982; Hetherington et al. 1982; Cowan et al., 1991; Hetherington & Clingempeel, 1992).

1.4.1 Home Environment and Psychological Problems

Socialization is the process whereby an individual's standards, skills, motives, attitudes, and behaviours are influenced to conform to those standards regarded as desirable and appropriate for his or her present or future role in society. Although many social factors and groups affect the process of socialization, the family is frequently regarded as the most influential agency in the socialization of the child. Socialization has been thought of as a complex process of family members influencing each other rather than as a process whereby parents shape the behaviour of the children. Children play an active role in their own socialization. They elicit, interpret, and respond to the behaviour of others in a unique fashion on the basis of their abilities, temperament, personality and past experiences.

The disturbed social relationship is at the root of anxiety, whether this social relationship is between mother and child or father and child or sibling and sibling within the family, and between peers, class friends and teachers, and
significant others outside the family unit. Initially, anxiety develops within the
family when parents are not able to provide normal social milieu to the child.
This is special because the family is the first social unit. If it fails to bestow
love, affection and warmth to the child, the child feels insecure and it is this
sense of insecurity which generates a feeling of anxiety in the child. Jain
(1992) reported mother's acceptance and positivity to be highly related to
anxiety. She found less accepted girls to be more worrying, tenser and more
anxiety ridden in comparison to the more accepted girls.

Jain (1993) found that parental avoidance is to be closely related to anxiety,
tension and depression. Mother's attitude to rejection or avoidance towards
the child has drastic but negative impact on him. The rejecting attitude may
vary in degree and kind, ranging from mild to severe, or from severe to
absolute avoidance, and even rejection. The parental avoidance reaches the
climax when the daughter is given the feeling that she is a burden to them.

Satisfactory familial relationship including such components as love,
closeness, belongingness, emotional security, free communication and
autonomy are considered to be related to normal and healthy relationship
development. On the other hand, unsatisfactory intra-familial relationship
undemocratic child rearing practices lead to hampered growth and have high
correlation with anxiety.

1.5 Youth Problems and Teen-agers

While the government spends billions of dollars on educational and prevention
programmes to persuade teens not to do things like smoke, drink or do drugs,
a Temple University psychologist suggests that competing systems within the
brain make adolescents more susceptible to engaging in risky or dangerous
behaviour, and that educational interventions alone are unlikely to be
effective.

Laurence Steinberg, Distinguished University Professor and the Laura H.
Carnell Professor of Psychology at Temple, outlines his argument in, "Risk
Taking in Adolescence: New Perspectives from Brain and Behavioural
Science". Steinberg says that over the past 10 years there has been a great
deal of new research on adolescent brain development that he believes sheds light on why kids engage in risky and dangerous behaviour, and why the educational programmes or interventions that have been developed have not been especially effective. According to Steinberg, heightened risk taking in adolescence is the result of competition between two very different brain systems, the socio-emotional and cognitive-control networks that are undergoing maturation during adolescence, but along very different timetables.

During the adolescence, the socio-emotional system becomes more assertive during puberty, while the cognitive-control system gains strength only gradually and over a longer period of time. The socio-emotional system, which processes social and emotional information, becomes very active during puberty allowing adolescents to become more easily aroused and experience more intense emotion, and to become more sensitive to social influence. Conversely, says Steinberg, the cognitive-control system is the part of the brain that regulates behaviour and makes the ultimate decisions, but is still maturing during adolescence and into a person's mid-20s at least. The socio-emotional network is not in a state of constantly high activation during adolescence. When individuals are not emotionally excited or are alone -- the cognitive-control network is strong enough to impose regulatory control over impulsive and risky behaviour, even in early adolescence.

In the presence of peers, however, or in situations where emotions run high, the socio-emotional network becomes sufficiently activated to diminish the regulatory effectiveness of the cognitive-control network. "The presence of peers increases risk taking substantially among teenagers," writes Steinberg in his article. "In one of our lab's studies, for instance, the presence of peers more than doubled the number of risks teenagers took in a video driving game. Adolescence, then, not only is merrier -- it is also riskier."

"There is a window of vulnerability in teens between puberty and mid-to-late adolescence in which kids have already started to experience the increased arousal of the socio-emotional system, but they don't yet have a fully mature cognitive control system,". "Because their cognitive-control system is still not
fully mature, it is more easily disrupted, especially when the socio-emotional system is quite excited. And it gets excited by the presence of other people."

Steinberg advocates stricter laws and policies that would limit opportunities for immature judgment that often have harmful consequences. For example, strategies such as raising the price of cigarettes, more vigilantly enforcing laws governing the sale of alcohol, expanding adolescents' access to mental-health and contraceptive services, or raising the driving age would likely be more effective than education in limiting adolescent smoking, substance abuse, pregnancy, and automobile fatalities. "I don't want people to think that education should not continue," he says. "I just think that it alone is not going to make much of a difference in deterring risky behaviour. Some things just take time to develop, and, like it or not, mature judgment is probably one of them."

1.6 Academic Achievement

In this era it is performance of the student which decides their fate. So it becomes increasingly important to perform better in all aspects of life particularly, in examination to progress in life. Achievement is something gained by some person in his field of endeavour. Nowadays, tests on achievement have gained significant importance in measuring one's ability. An achievement test is used to measure nature and extent of students learning in a particular subject. Various factors and conditions affect the achievement of a particular student in a particular field. Out of which intelligence is one which affects the most but, it is not the sole factor determining the academic achievement of the student. Some times quite deserving students may not achieve as can be expected on the basis of their abilities. Students' interest in the field of endeavour, teachers' methodology of teaching, socio-economic conditions and family setup also affect student's performance directly or indirectly.

The blind race to achieve more and more result in anxiety and stress. Das (1975) while studying the effect of anxiety on academic achievement has recorded a deep and serious effect on different categories of students.
Anxiety factors affect the students with different levels of educable capacity, learning and achievement. Intelligence and anxiety are important factors which influence achievement. Sometimes it is seen that some children at very low level of anxiety may work in the direction of higher achievement, where as in the case of other students higher level of anxiety may work in the direction of lower achievement.

All the human beings are not alike and perform variously on a similar test. There are several factors like interest, attitude, desired knowledge and skill which count toward this difference but still there is something that contributes significantly towards this difference. In psychology it is called intelligence. It is a multifactor concept. It means intellect up to use.

The very question as to what factors promote academic or scholastic achievement in students has exhorted educational researches. Along with conceptual learning and understanding, it further depends upon numerous factors like child's interest, motivation, method of teaching, family setup, study habits etc. It is pertinent to mention that economic, social and cultural factor do make an inroad in the academic achievement, high or low, of the students. Besides the mental make up, personality factors and surroundings do play an important role in shaping the performance of achievement of the boys and girls.

### 1.7 Importance of Achievement

Academic achievement, being the key to success, is playing a pivotal role in life. Parents desire that their children climb the ladder of achievement to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students and in general the educational system itself. The achievement in our country is measured in terms of students' performance in the examinations. This is not at all a very desirable permutation but there can not be any running away from this standard formula of achievement's measurement.
1.8 Factors affecting Academic Achievement

The importance of scholastic or academic achievement has raised several questions for educational researchers. What factors promote academic achievement in students? How far do the different factors contribute toward academic achievement? The academic achievement of a child depends indeed on his conceptual learning and understanding in the class. It further depends on numerous factors like interest and motivation and teaching methods adopted by the teachers in the class. It is pertinent to mention here that economic, social and cultural factors do make an inroad in the academic achievement, high or low, of the student.

Besides, the mental make up, personality factors like impulsiveness do play an important role in shaping the performance or achievement of the students. The factors enumerated above do have a direct or indirect effect on performance at different stages of education.

Young children and adolescents are more dependent on other people than are adults. Though in some ways this dependency serve as a buffer against other dangers because the adults around might ‘protect’ them against stressors in the environment. Sometimes, it also makes them highly vulnerable to experiences of rejection and disappointment as these adults either fail, because of their own problems, or ignore the children. This lack of experience at dealing adversity can make manageable problems seem insurmountable.

There are so many youth problems like parental indifference, lack of freedom, demand by family, interference, parental dominance, rejection from parents, fear of parents, projection by parents, lack of affiliation, intergeneration gap in ideology etc.

Individuals who possess a college degree are still at a greater advantage than those who do not in terms of earnings (Hecker, 1998) and employment rates (Bureau of Labor Statistics, 1999). Therefore, understanding the factors related to increased academic expectations (aspiring to obtain more education) and academic achievement among adolescents should be of great interest to educators. One objective of National Educational Goals 2000 was
to increase parental involvement in order to promote the social, emotional, and academic growth of children (Patrikakou, 1997). Past research suggests that parents' academic expectations for their children influence their children's own academic expectations (Hanson, 1994; Hossler & Stage, 1992; Patrikakou, 1997; Trusty, 1998).

Parent-adolescent congruence in academic expectations was found to be stronger in mother-child comparisons than in father-child comparisons (Bornholt & Goodnow, 1999). A study by Smith (1991) further revealed that adolescent expectations were related to perceived parental expectations, especially so for the mothers' expectations.

'Academic achievement in adolescents is also related to quality of relationship with parents and parent involvement (Christenson et al. 1992). Approximately 75% of eighth graders surveyed in the National Education Longitudinal Study of 1988 expected to achieve a college degree, yet less than 30% planned to take college preparatory classes. In contrast, increased academic expectations appeared to significantly benefit adolescents in one study on college freshman showing that academic expectations were predictive of academic achievement in a calculus course (House, 1995). In addition, a longitudinal study of Belgian children found that academic self-concept and academic achievement were highly related (Muijs, 1997).

Alves-Martins et al. (2002) showed that there are significant differences between the self-esteem enjoyed by successful and unsuccessful students in the seventh grade; such differences disappear in the eighth and ninth grades. They also revealed success-related differences in domain-specific self-evaluation. They also found that students with low levels of academic achievement attribute less importance to school-related areas and reveal less favourable attitudes towards school. They discussed these results in terms of Harter's self-esteem model and Robinson and Tayler's self-esteem protection model.
1.9 Home Environment and Achievement

A number of research studies have revealed that there is close correlation between the home environment and the intelligence of the children. Because of changed economic scenario and social customs in recent years, the school has gradually taken over more and more of the functions of the home, though one can say that there is not just sharing of responsibility between the home and the school. A problem parent is responsible for a problem child.

Specific aspects of family interaction have been found to relate to I.Q. differences across social classes. A supportive and warm home environment that encourages exploration, curiosity and self-reliance leads to high achievement (Gottfried & Gottfried, 1984; Estrada et. al., 1987). In homes, characterized by extreme punitive ness and rejection or in homes where the father is overly authoritarian and enmeshes the child in rigid rules and regulations, low achievement results (Bradley et. al., 1977; Radin, 1976).

1.10 Impulsiveness and Academic Achievement

As everyone recognizes, personality characteristics do have some influence on individual behaviour. Persons possessing different types of personality behave in a totally different manner. In the case of impulsive trait also, people who are highly impulsive may behave differently as compared to non-impulsive and moderately impulsive subjects.

1.11 Justification of the Study

Due to economic boom and fast changing scenario in respect of family set up the mind of youngsters is disturbed. The teen aged girls are facing even more problems in adjusting themselves as social liberation of females is at the peak, nowadays, in India. By now, they were not allowed to expose themselves to the outer world and now they have to explore various aspects of their life which were rather hidden by this time. The increase on nuclear families is another aspect adding to the burden in terms of non availability of elders' advice in case of any emotional chaos. This way the gap between
parents and children is widening day by day, and children feel rather less secured, thereby, facing more and more youth problems and developing various psychological complications. Even further, they are lured by the glamorous world due to excessive house hold approach by multimedia and television. This increasing complexity in their life is causing a major problem in their 'Academic Achievement' and propagation of higher studies.

Therefore, it becomes rather imperative to study their 'Parental Relations', various 'Youth Problems' and certain psychological aspects in relation to their 'Academic Achievement'. And hence, it was decided to conduct the present study on school and college 'Teen-aged Girls'.

1.12 Statement of the Problem

The problem discussed above leads us to examine the impact of 'Youth Problems', 'Family Relationship', and certain psychological factors on 'Academic Achievement' of 'Teen-aged Girls'. In the nutshell our topic of investigation will be "a study of 'Youth Problems', 'Family Relationship', and 'Impulsiveness' in relation to 'Academic Achievement' of 'Teen-aged Girls'. Hence the present research would be focused on the following objectives.

1.13 Objectives of the Study

In view of the available literature and importance of the topic, the following objectives were set:

1. To study the 'Youth Problems' in relation to 'Academic Achievement' of 'Teen-aged Girls'.

1.1 To study the 'Family Problems' in relation to 'Academic Achievement' of 'Teen-aged Girls'.

1.2 To study the 'School-college Problems' in relation to 'Academic Achievement' of 'Teen-aged Girls'.
1.3 To study the 'Social Problems' in relation to 'Academic Achievement' of 'Teen-aged Girls'.

1.4 To study the 'Personal Problems' in relation to 'Academic Achievement' of 'Teen-aged Girls'.

2. To study the effect of 'Family Relationship' on 'Academic Achievement' of 'Teen-aged Girls'.

2.1 To study the effect of 'Family Acceptance' on 'Academic Achievement' of 'Teen-aged Girls'.

2.2 To study the effect of 'Family Concentration' on 'Academic Achievement' of 'Teen-aged Girls'.

2.3 To study the effect of 'Family Avoidance' on 'Academic Achievement' of 'Teen-aged Girls'.

3. To study the effect of 'Impulsiveness' on 'Academic Achievement' of 'Teen-aged Girls'.

4. To study the relationship between 'Youth Problems' and 'Family Relationship' of 'Teen-aged Girls'.

4.1 To study the relationship between 'Family Problems' and 'Family Relationship' of 'Teen-aged Girls'.

4.2 To study the relationship between 'School-College Problems' and 'Family Relationship' of 'Teen-aged Girls'.

4.3 To study the relationship between 'Social Problems' and 'Family Relationship' of 'Teen-aged Girls'.

4.4 To study the relationship between 'Personal Problems' and 'Family Relationship' of 'Teen-aged Girls'.

5. To study the relationship between 'Youth Problems' and 'Impulsiveness' of 'Teen-aged Girls'.

6. To study the relationship between 'Family Relationship' and 'Impulsiveness' of 'Teen-aged Girls'.

1.14 Hypotheses of the Study

To give the present research a momentum in proper direction in the light of available literature, the following hypotheses have been formulated.

1. There will be no effect of ‘Youth Problems’ on ‘Academic Achievement’ of ‘Teen-aged Girls’.
   1.1 There will be no effect of ‘Family Problems’ on ‘Academic Achievement’ of ‘Teen-aged Girls’.
   1.2 There will be no effect of ‘School-college Problems’ on ‘Academic Achievement’ of ‘Teen-aged Girls’.
   1.3 There will be no effect of ‘Social Problems’ on ‘Academic Achievement’ of ‘Teen-aged Girls’.
   1.4 There will be no effect of ‘Personal Problems’ on ‘Academic Achievement’ of ‘Teen-aged Girls’.

2. ‘High Achievers’ ‘Teen-aged Girls’ would score lower on ‘Family Relationship Inventory’.
   2.1 ‘High Achievers’ ‘Teen-aged Girls’ would score higher on ‘Family Acceptance’.
   2.2 ‘High Achievers’ ‘Teen-aged Girls’ would score lower on ‘Family Concentration’.
   2.3 ‘Higher Achievers’ ‘Teen-aged Girls’ would score lower on ‘Family Avoidance’.

3. ‘Low Achievers’ ‘Teen-aged Girls’ would score higher on ‘Impulsiveness Scale’.

4. There will be negative relationship between ‘Youth Problems’ and ‘Family Relationship’ in ‘Teen-aged Girls’.
   4.1 There will be negative relationship between ‘Family Problems’ and ‘Family Relationship’ in ‘Teen-aged Girls’.
   4.2 There will be negative relationship between ‘School-college Problems’ and ‘Family Relationship’ in ‘Teen-aged Girls’.
4.3 There will be negative relationship between 'Social Problems' and 'Family Relationship' in 'Teen-aged Girls'.

4.4 There will be negative relationship between 'Personal Problems' and 'Family Relationship' in 'Teen-aged Girls'.

5. There will be positive relationship between 'Youth Problems' and 'Impulsiveness' in 'Teen-aged Girls'.

6. There will be negative relationship between 'Family Relationship' and 'Impulsiveness' in 'Teen-aged Girls'.

1.15 Operational Definitions of Key Words

**Family Relationship:** It includes acceptance, concentrations and avoidance of a child by parents.

**Acceptance:** Parents having attitude of acceptance neither concentrate nor overlook their children; they encourage them to fulfill their potentialities as best they can.

**Concentration:** It refers to over protection, direction and control of the children by the parents.

**Avoidance:** It refers to the withdrawal by the parents when child approaches them for affection and love.

**Youth Problems:** Refers to various social, personal and academic problems faced by the youths due to physiological and psychological changes and difficulty in social adjustment.

**Family Problems:** Such problems pertain to parental indifference, parental strict supervision and lack of freedom, criticism and lack of recognition by parents, demands by family, interference, parental dominance, negative discrimination between sons and daughters, rejection from parents, fear of parents, projection by parents, lack of affiliation, over dependence over parents, inter-generation gap in ideology and sibling relations.

**School-college Problems:** These problems refer to fear of college activities; fear of teachers; rejection and indifference by teachers; incompetence of teachers;
harsh, rude and sarcastic behaviour of teachers; isolation; difficulties in teaching subjects and other handicaps at school/college.

Social Problems: The area pertains to social inferiorities and social isolation.

Personal Problems and Over Sensitivity: Illogical fears; depression; health and constitution; beauty consciousness; manners and habits; present and future career; personal handicap; frustrations; feelings of failures, and inferiorities are covered under this area.

Impulsiveness: It is a personality trait which includes quick behaviour, risk taking activities, lack of emotional control.

Emotions: Song feeling accompanied by physiological changes.

Teen-age: The period of a person's life from the ages of thirteen to nineteen.

Academic Achievement: It pertains to the scores of a student achieved in some formal examination.

1.16 Delimitation of the Study

1. The present study covers a small sample and there is a stern requirement to conduct such study on a larger group from various parts of Haryana or rather India.

2. The 'Teen-aged Girls' having a raw brain are very easily influenced by rosy picturization of certain items by the rosy world and get trapped into various bad habits like drug abuse; drug trafficking on the cost of their studies, hence, they need to be studied in respect of certain other psycho-social dimensions/parameters.

3. Only 300 girls have been screened in the present study a big sample can indicate better results.

4. The variables under study are naturally existing and can not be induced thereby impact of certain intermixing demographic variables could not be controlled.