Research Methodology
Chapter –III

Research Methodology

Connotation of Research study:

"To an adolescent, there is nothing in the world more embarrassing than a parent"

Dave Barry

Significance of the Study

Families are vital to raising socially, mentally and physically healthy and well-adjusted children and preventing later adolescent problems. The challenges faced by many parents around the world as they try to provide for their families include balancing family and work life, juggling financial commitments, ensuring adequate support and social contacts and finding time for the family to be together. Sometimes parents struggle with substance abuse problems, which affect their parenting skills. Factors such as a lack of security, trust and warmth in parent-child relationships, a lack of structure in family life and inappropriate discipline practices and insufficient limit-setting can render children at greater risk of problem behaviors and subsequent substance abuse and mental health disorders. (UNODC)

Parents are a child’s first educator. As process socialization child’s parents are the first people with whom he identifies, and they remain the strongest influence in his development. A child’s family and home environment has a sturdy impact on his/her language and literacy development and educational achievement.

Parents shape their values and aspiration in life. Being a parent is one of the most incredible, rewarding and astonishing life experience. But without a doubt it can also be one of the most multifaceted. Almost all parents will come across to a phase in life where they worry about their children and whilst concerned about their own ability to support and guide their child. This is certainly the case with parents having teens.

Knowing how to act in response to their needs isn’t always easy and there are no right answers. Given the importance of parents in adolescents’ worlds, what are the specific ways that they influence adolescent overall development? In addition, how can one translate that knowledge into actions? Because each individual is different, same as every teenager and every family is different from the next.
Adolescence is a time of rapid change. Change in their physical, psychological and social environment. Early adolescence and entry into middle school reflect change on multiple levels. In adolescence (ages 11–17), youth experience puberty, develop abstract thinking abilities, and transition into and out of middle school and then high school. Adolescents are at a greater risk of school dropout, arrest, drug use, and some psychological disorders than other age groups. To be successful in school and in life, adolescents need trusting and caring relationships. James E. Marcia elucidate the identity of adolescence is a period of transition in approach to cognitive tasks - from concrete to formal operations; in approach to moral issues -- from law-and order ("duty ") reasoning to transcendent human values; in approach to psychosocial concerns - from others' expectations and directives to one's own unique organization of one's history, skills, shortcomings, and goals.( 1980 handbook of adolescent psychology).They also need opportunities to form their own identities, engage in autonomous self-expression, and take part in challenging experiences that will develop their competence and self-esteem. Adolescents desire autonomy, independence, and time with peers, but at the same time, they continue to rely on guidance from parents and other adults. Many authors' define the image of adolescence is a time of storm and stress. 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. 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). The results of Whitehead and Deborah (1991) study indicated that best predictor of grade point average was the intellectual cultural orientation of the family environment. In India, several investigations have assessed the differential effects of family interactions on psychiatric disorders. Preet (1992) studies of family environment of psychiatric patients in comparison to a control group resulted in significant differences in the psychiatric group and the control group. A study by Nihiral et
al., (1985) has revealed significant influences of changes in home environment on social adjustment in adolescent. In promoting achievement across elementary and secondary school levels, theories, research, and policies have identified the significant role of families, family-school relations, and parental involvement in education (Fan & Chen, 2001; Hill & Chao, 2009; Seginer, 2006). Indeed, family-school relations and parental involvement in education have been identified as a way to close demographic gaps in achievement and maximize students' potential (Dearing, Kreider, Simpkins, & Weiss, 2006; Hampton, Mumford, & Bond, 1998; Hara, 1998).

The problems of adolescents are multi-dimensional in nature and require a holistic approach. Adolescents aged between 10-19 years account for more than one-fifth of the world's population. From the analysis of the status of adolescents in India, In India, this age group form 21.4 percent of the total population (National Youth Policy 2000). According to UNFPA report based on secondary analysis confirms that there is need for a separate focus on the health, education, employment and protection of human rights of adolescents. In India there is a resistance to the concept of 'adolescence', if it is understood, as in the West, as an extended period of education and training for adult roles. The experience of such a phase is limited in the Indian context. It provides certain pointers to possible interventions and programming activities. Yet, there is a striking dearth of reliable data and information on adolescents. Furthermore an increasing Body of literature reviewed by researcher it was pragmatic that most of the study was associated with family role, parent child relationship and school environment but still intervention was not much lay emphasis on. There has been an encouraging trend to reverse this in recent years, with a growing awareness of adolescent needs, particularly in the voluntary sector, and an increase in the number of innovative programmes on adolescents.

As student of Social Work the subject of child has been always an area of interest of researcher. Researcher has been always persuading a study related to child needs, behavior and how child respond to internal and external environment according to their needs. Even as being parent and discussion with other parents it was apparent that there is a great need to intervene parent because they are found to be more vulnerable when it comes academic, motivation, and behavior of children. Furthermore, researcher reviewed reputed abstract and came to the conclusion that much of the evidence of the impact of connections between family environment and intervention with parents is "hidden"; that is, results are not
published or widely distributed. Some of these unpublished evaluations inspired the researcher to undertake the current study. The researcher's personal experiences influenced remarkably in focusing on such a topic. It is not only the family who hope for their children to make excellent achievement in their studies, but the whole society needs it members to be educated as well. Such studies help educators as well as family in overcoming learning difficulties amongst the students or adolescents. The teachers would help to create a learning surrounding that covers aspects which likely will enhance the motivation level of the students, intrinsically or extrinsically. Family members must know their role in the education of their children so that they do not put the blame or depend entirely on teachers when their children do not perform well in school. And there is dire need to employed a school social worker for student as well as organizational growth.

Sellström E, Bremberg S. (2006) in a systematic review of 17 cross sectional and longitudinal studies found that having a health policy or antismoking policy, a good school climate, high average socioeconomic status, and urban location had a positive effect on pupil achievement motivation. Every educator needs to be concerned about motivation. It is a quality that students, teachers, parents, school administrators, and other members of the community must have if our educational system is to prepare young people adequately for the challenges and demands of the coming century.

This research focuses on family environment and achievement motivation of adolescent. Scope of the present study is to study factors of family environment particularly when children enter the early adolescent, middle school years and academic achievement motivation. Finally, the distinctiveness of the current study refers not just to social work fact finding but also to 'social work intervention'. Assuming that this approach is significant, the scope of the study evolves need based systematic skills to be imbibed in the training programme.

Present study would contribute to the fields of social work especially school social work settings. Professional would be able to train many other who is associated in development task of adolescent like parents, teachers and counselor.

Present Research on interventions is to promote parental involvement and to reveals a large number of approaches ranging from parent training programmes, through initiatives to enhance home school links and on to programmes of family and community education. Even study would spring up to engage parents in efforts to prevent adolescent health risk
behaviours and promote healthy development. The framework cites “home” as the first intervention setting and “family” as key players for intervention delivery. The importance of the family environment was clearly affirmed as central to healthy adolescent development. There is need to tailored the intervention programme with belief that parent can benefit from the focused attention for providing a nurturing, informed and attentive environment for children.

Objectives

- To study and analyze the relationship between adolescent’s demographic variables namely gender, types of family, parental education & occupation and family environment & achievement motivation.
- To study and compare the relationship between family environment & academic achievement motivation and its related dimension.
- To study and compare pre & post results of adolescents’ intervention treatment module.

Hypotheses:

Relationship and difference between variables were confirmed through testing of hypotheses:

- There is significant association between demographic variables namely gender, types of family, parental education & occupation and family environment & achievement motivation.
- There is significant relationship between demographic variables namely gender, types of family, parental education & occupation and family environment & achievement motivation.
- There is significant mean difference between mean score of pre and post intervention treatment module.
Variables:

(A) Topic

Independent variable is
1. Family Environment

Dependent Variable is
2. Achievements motivation

(B) In Study

Independent variables are:
Gender, types of family, parental education & occupation

Dependent Variables are
Family environment & Achievement motivation.

Research design:

Need assessment was carried out to develop intervention package for parents of adolescents. Purpose of this study is to find out, interpret and assess the levels and relationship of family environment and achievement motivation. Pre-experimental research design was employed without control before and after assessment was considered for the study. The sample for the main study was taken from the group whom the training needs was assessed. All the 50 pairs of parents who participated in the need assessment were informed about the intervention study.

Universe and Population

The population of this investigation consisted of in-school adolescents of 8 schools of Anand city i.e. 3120. The participants ranged in age between 13 and 16 years.

Schools are:

1. Kendriya Vidyalaya, Vallabh Vidyanagar,
2. I.B.Patel English Medium Schools , Vallabh Vidyanagar,
3. Angel English Medium Schools Anand
5. Central Schools ,Vallabh Vidyanagar
Sample and Sampling Method

The study was delimited to the province and selected schools of Anand district only.

(a) Sample: On the base of populations, present study sample selected and systematic simple Random sampling methods was adopted to carry out present work. The eight schools has total of 3120 students studying in ninth standard. For selecting the sample the Krejcie & Morgan (1970). The 428 questionnaires were considered in present study. The authorities permitted the researcher to do the research and intervention programme. An interaction with the parents was made possible through PTA meetings. Parents were not ready to gather at one place for training so home visit were done by researcher. Contact details were taken from school authorities. Parents were contacted and appointment was taken prior to home visit. Researcher recruited those parents who are willing to take part in the present study.

(b) Sampling Technique: The researcher has applied the systematic simple random sampling method had applied to select the sample from the population.

Sources of Data

The data required for the research are collected directly from the respondents who are adolescent in the age group of 13 to 16 years studying in 9th standard in the geographical area of Anand by administering the specific tools.

Tools used for Pre-Intervention and Post Intervention Data Collection

Data collection was done at school. Prior to visit, appointment was fixed by the school authorities and they allot periods for the data collection. Researcher explains the questionnaire to the student and discusses about the aim of study to the pupils. Though there was no time limit, the subjects were asked to work fast and give their honest, frank and first response to each item. The collection of data would be collected through standardized scale
Achievement motivation would measure with the help of 'Deo-Mohan Achievement Motivation Scale' (Pratibha Deo & Asha Mohan, 1985). Deo-Mohan Achievement Motivation Scale (1998) was devised by Prof. Prathibha Deo and Dr. Asha Mohan. This scale covers three areas such as academic factors, factors of general field and social interests.

- **Academic factors** include: academic motivation, need achievement, academic challenge, achievement anxiety, importance of grades or marks, meaningfulness of school/college tasks, relevance of school/college to student’s future, attitude towards education, work methods, attitude towards hers, warmth of interpersonal relations, college concern for the individual, and implementation of educational objectives.

- **Factors of General field of interest**: Competition in co-curricular and curricular activities Sports and athletics, fine arts and dancing, music, painting, debates and orations, mountaineering or hill climbing or hiking, cross-country races, sports, domestic crafts for girls: cooking, embroidery etc., reading and writing, and experimentation or any act of creation.

- **Social interests**: Social interests comprise the activities such as organizing and participating in social activities, arranging exhibitions, social functions etc.

- **This scale contains 50 items out of which 13 are negative items and 37 are positive items which are based on 15 factors. For every statement, the possible responses are divided into 5 categories namely, Always, Frequently, Sometimes, Rarely and Never. Test retest method was applied to obtain the reliability co-efficient. It was found to be 0.69 for mixed group and 0.67 for males and it is 0.78 for females. As regard to validity the coefficient of correlation between the scale and the projective test was observed to be 0.54.

- **Family Environment Scale (Moos and Moos, 1986)**: It is one of the nine social climate scales. The scale is a 90-item inventory that has a 10 subscales measuring interpersonal relationship dimension, the personal growth, and the system maintenance. The Relationship dimension includes measurements of cohesion, expressiveness, and conflict. Cohesion is the degree of commitment and support family members provide for one another, expressiveness is the extent to family members are encouraged to express their feelings directly, and conflict is the amount of openly expressed anger and conflict among family members. Five subscales refer to Personal Growth: independence, achievement orientation, intellectual-cultural orientation, active-recreational orientation, and moral-religious emphasis.
Independence assesses the extent to which family members are assertive, self-sufficient and make their own decisions. Achievement Orientation reflects how much activities are cast into an achievement oriented or competitive framework. Intellectual-cultural orientation measures the level of interest in political, intellectual, and cultural activities. Active-recreational orientation measures the amount of participation in social and recreational activities. Moral-religious emphasis assesses the emphasis on ethical and religious issues and values.

The final two subscales, organization and control, are for System Maintenance. These measures how much planning is put into family activities and responsibilities and how much set rules and procedures are used to run family life. Family Environment Scale.

**Operational definitions:**

| **Adolescent** | It covers whose age range in between 16 to 18 years. |
| **Key Variables** | They are variables used as major point of interpretations that is parent-child relationship, school and family environment and academic performance. |
| **Dimensions/Domains** | Referred to any components to be covered in key variables |
| **Family Environment** | It defines the cohesiveness and expressiveness environment. Further it also defines about the conflict, acceptance as well recreational culture in the family. |
| **Achievement motivation** | Achievement motivation is defined as a disposition to strive for success and/or the capacity to experience pleasure contingent upon success. It involves a concern for competition with some standard of excellence. |
| **Intervention** | It’s a training for certain number of hours. Researcher will intervene with his her knowledge and imbibe to a target group. |
INTERVENTION STUDY

Sample size for intervention:
On the base of data analysis it is found that 50 adolescent's respondent found to be very low in family environment as well academic achievement motivation. Hence Researcher scientifically decided to employed intervention process with these adolescents.

Inclusion criteria

• Adolescent within the age group of 13-15 and their parents
• Both joint and nuclear family
• All school going adolescent
• Parents and their adolescent children who were staying together

Exclusion criteria

• Single parents
• Adoptive parents
• Adolescent who have score higher family environment and higher achievement motivation

Statistical analysis of the Need Assessment:
Relationship between the independent variables (family environment) and dependent variable (achievement motivation) was ascertained using the corresponding scores obtained from the variables and tested the same through pearson product moment correlation coefficient statistics. SPSS

Data Interpretation
The results derived from the statistical treatment of the data were interpreted on the basis of the available literature and other theories of the research studies. From these interpretations, the researcher has traced the general trends, findings and conclusions which have helped him in the process of accepting and rejecting the hypotheses would be used for analysis purpose.
INTERVENTION PACKAG E

This section explores models of intervention and gives the comprehensive sketch of the sessions taken in the training programme. The content and the process of the sessions are given in details. The description of the various exercise and activities used, the process, response by the participants and the methodological aspects of the training programme are detailed.

Formulation of parenting skills training process:

Based on the finding, need assessment and theoretical understanding intervention programme is propose for effective parenting, the topics have been reflect on parenting skills known to promote children’s social competence and reduce behavioural problems. This training pack up, by virtue of its contents and methodology, could be called as family environment training programme (FETP). The programme also aims to promote confidence, reduce parent’s stress and, enhance parent and child relationship to fortify family environment.

Methodology:

Training programme is characterized by following components:

- Home visits
- Case study
- Didactic component

Training programme execution:

Initially Researcher had started to take permission from schools to contact parents and addresses were collected. Telephonic permission had been taken, initially parents are not ready for but after explanation and encouragement by Researcher parents geared up for training, they agreed but they had shown reluctant to come to schools hence a home visit was selected for training programm. The purpose and objectives of home
visit programs are to empower the parents of young children and enhance their competence by providing the support necessary to raise their children, to provide parental education and prepare mothers for better interactions with their children and last but not least to have a two-generational component, whereby parents also aim to improve their trajectory in terms of education and personal relationships, in addition to focusing on meeting children’s needs.

INTERVENTION MODULE

Overview

This chapter explores models of intervention and gives the comprehensive sketch of the sessions taken in the training programme. The content and the process of the sessions are given in details. The description of the various exercise and activities used, the process, response by the participants and the methodological aspects of the training programme are detailed.

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Methodology:

Training programme is charactized by following components:

- Group lectures
- Home visits
- Case study
- Didactic component
Home visit:

Home visiting is a service delivery strategy that aims to provide a range of supports for families (Boller et al., 2010). Home visiting is not a single uniform intervention, but a strategy for delivering a multiplicity of services (Boller et al., 2010; Howard and Brooks-Gunn, 2009; Kahn and Moore, 2010; Landy and Menna, 2006; Sweet and Appelbaum, 2004).

Families at highest risk for child maltreatment as well as other parenting difficulties are those least likely to take up primary health services (Sanders & Cann, 2002).

The risk factors that increase a family's vulnerability are well known and effective services are available to support these families. One of the major barriers to service delivery is that vulnerability increases the likelihood of refusing the offer of services. The more vulnerable families who do enroll are more likely drop out before completing the program (Sanders & Cann, 2002).

Active engagement strategies are those designed to increase the rate of enrolment and retention in intervention programs.

Home visit had been done by the researcher as parents had been reluctant to come to schools. They had been feeling that there might some problem with their parenting style with their child. Though voluntary participation might have been asked by the researcher it had been observed that families had opted participate. Hence home visit had been the best alternate strategy for families.
Teaching components:

<table>
<thead>
<tr>
<th>SR.NO</th>
<th>TOPIC</th>
<th>TIME DURATION (IN MINUTES)</th>
<th>METHODOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and overview of the parenting skills training programme</td>
<td>50 min</td>
<td>Sharing of experience, clarifying, researcher’s self disclosure, and utilizing specific instructions. (on phone)</td>
</tr>
<tr>
<td>2</td>
<td>Understanding child rearing practices</td>
<td>70</td>
<td>Power point presentation, brainstorming, revelation, group sharing and home assignment. (group session)</td>
</tr>
<tr>
<td>3</td>
<td>Child Development Knowledge and Care</td>
<td>80</td>
<td>Power point presentation, brainstorming, revelation, group sharing and home assignment (group session)</td>
</tr>
<tr>
<td>4</td>
<td>Parental understanding on adolescence</td>
<td>80</td>
<td>Discussion , self disclosure , interactive session (home visit)</td>
</tr>
<tr>
<td>5</td>
<td>Question answer about adolescent concerns</td>
<td>80</td>
<td>Discussion on question and queries by parents. (home visit)</td>
</tr>
<tr>
<td>6</td>
<td>Discipline and behavior management</td>
<td>70</td>
<td>Interactive session, discussion and lecture method.</td>
</tr>
<tr>
<td>7</td>
<td>Parental competency and to Understand role of each parent. (mother &amp; father)</td>
<td>90</td>
<td>Power point presentation, imparting expert knowledge</td>
</tr>
<tr>
<td>8</td>
<td>Case study discussion</td>
<td>90</td>
<td>Discussion and sharing opinion.</td>
</tr>
<tr>
<td>9</td>
<td>life skills development</td>
<td>90</td>
<td>Power point presentation, sharing of experience. (Presentation At School)</td>
</tr>
<tr>
<td>10</td>
<td>Review</td>
<td>60</td>
<td>Sessions review and their suggestion.</td>
</tr>
</tbody>
</table>

Figure 3.1 Teaching Component for Adolescent Intervention

Training programme execution:

Researcher started with taking permission from school to contact parents, address were collected. Telephonic permission were taken, initially parents were not ready but after explanation and encouragement parents geared up for training, they agreed, although were
not ready to come to schools. So home visits were selected for training programme. Home visiting programs aim to empower the parents of young children and enhance their competence by providing the support necessary to raise their children. Specifically, some home visiting programs focus on providing parental education and aim to help mothers better interact with their children. Some home visiting models may have a two-generational component, whereby they also aim to improve the parents’ trajectory in terms of education and personal relationships, in addition to focusing on meeting children’s needs.

Session 1: Introduction And Overview Of The Parenting Skills Training Programme

Introduction of researcher and permission for agreement with families:

This session began with the researcher being introduced to the families by self, and followed by the introduction of family members. Further researcher explained the purpose of visit and sought their permission for further meetings/sessions and visiting hours. Vigorous efforts were made with ambivalent and unresponsive parents to get involve in the discussion process. After assortment of dialogue about the purpose of research parents approved to involve in training and but their concern issue was on maintaining confidentiality about their report and discussion. Researchers make lot of efforts to convince on all the concern matters of parents. Fathers were not ready to be present for the session due to their external obligation.

Session started with general discussion about their children and family. As discussion goes on further researchers try to bring the parents to main context of the discussion. Case history was done related to their experience as teenagers. They were asked to give one pleasant and unpleasant experience. They took some time to think about it. They share about their parental practices, how parents were strict and flexible, use of punishment, some incidence they hide from the parents, some naughty things they do in the school and at home. They laugh on the things which they now feel was an immature act by them. They even share that how they lie with the parents to escape from punishment, and even sometime to go for movie and dinner. It was observed that generally all mothers face problem of gender discrimination, they were not allowed to wear certain clothes in their teenage, even not allowed to stay long with their friends. So it can be observed that all parental practices to some extent were same.

Researcher tries to figure out important points from the discussion so as to explain the parents about the important parenting skills. And ask them to compare both parenting practices
(about them and as well as their parents) and note down certain points which they feel is necessary and lacking in their parental practices.

This would help researcher to understand parents’ skills and expectation about the program. So after that researcher put forth the plan for further session.

Home assignment was given to them about child rearing practice for next session. Overview of topic was done by the researcher so that parents can understand what is expected from them to write in assignment.

**Session 2: Understanding Child Rearing Practices:**

A Child-rearing practice is a generalized term used to refer to characteristic ways of handling or dealing with one’s children (Judy 2000). How parents bring up their children and how parental characteristics are infused into child personality are questions that continue to inspire research (Kail and Cavanaugh 2000)

Child understands things by watching their parents. Actions are louder than words so parents have to set examples for their children. Child rearing practices is not any standardize practice given by any author but in fact parents learn this practice by learning. There is no single best way to bring up children. Child rearing practices generally depend on parental beliefs and values. Many psychologists studied on child rearing practice and with vast literatures some factors are listed below as determinants of child rearing practices.

The factors include Acceptance, Punishment, Protectiveness, Responsibility, Responsiveness, Reward, Understanding, Non-critical, Permissiveness, Encouragement, Rapport, Emotional Stability, and Patience. So we can list some important criteria for best parenting skill.

- Identify needs and demands of your child
- Communicate more with your child
- Be supportive
- Be confident so as to develop trust in them.
- Motivate your child
- Playing and enjoying with teenagers
- Be available and approachable
- Expressing love and care
- Minimize the pressure
From afore mentioned tip it would help the parents to make necessary adjustment in parenting style and slowly child would adjust accordingly.

EXAMPLES OF TOPICS FOR CHILD REARING DISCUSSION

**Issues related to attachment and security and sensitive responsiveness**

- Parents should try to have a clear daily structure and routine
- Clear communication of acceptance of the child
- Communication that aims at sensitive responsiveness.

**Issues related to basic behavior modification strategies**

- Increasing the parents' ability to identify when their child is experiencing problems
- Use of attention, reward, punishment and instructions
- It is important that the adults are consistent, predictable, and fair, provide alternatives, and limit use of physical behavior change methods
- Assisting and reinforcing the parents' existing positive child rearing strategies
- It is important to be specific and realistic in formulating behaviour change

**Process:**

Discussion began with case study, researcher first ask the parents some general question on child rearing practices, and encourage them to share their experience as a parents. It was observed that all the parents have mix parenting styles, some time as per situation they become authoritarian parent and some time they act as authoritative parents. They believe that children should respect their parents and do as they are told.

Each family has their own opinion about parenting, a substantial majority of parents affirmed that a sense of fulfillment and achievement in watching their child raise and develop constituted the most enjoyable, pleasurable aspect of their parenting activities. Generally most of the parents have high expectation for their child; all want their child to get success and to be very competitive in this environment. And this vision clouded by every day pressure, and they admit that sometimes they do compare their child with other children. Most of the parents agreed that stress some time affects their child rearing. Dual responsibility of working mother, under stressful situation mother sometime get distracted and that effect their family environment.
With regard to worries about the emotional well-being of their child, just over half of parents expressed the view that such concerns impacted ‘a lot’ on their parenting values and expectation.

After discussion was over researcher explain about child rearing practices. And case study was given to them and asked them to identify which parenting style is their in case study. Home assignment was given to mother especially to list down some points on their child development and care. How was the growth period of child and how she takes care of her child in each stage with some examples?

Here are some principles of effective parenting to keep in mind.

❖ Be aware of your child's temperament and respect his uniqueness without comparing him to others. Encourage him to accomplish tasks at his own pace. Praising him for his ideas and achievements, however small, will enhance his self-image and make him feel capable of being independent.

❖ Make communication a priority. Take time to explain your decisions and motives and listen to your child's point of view. Encourage children to work with you on generating solutions to problems.

❖ Make your expectations clear. Setting limits will help your child develop self-control. Make her aware that her opinion is respected, but remain firm in your decisions.

❖ Be a good role model. Children take their cues from the adults around them. They learn by imitation and identification as well as discussion.

❖ Be aware of your own needs and the ways in which your role as a parent is colored by your relationship with your own parents.

(Source: Robin F. Goodman, Ph.D. and Anita Gurian, Ph.D.)

Session: 3 Introduction: Child Development Knowledge and Care

Children growth pattern is evident for parent to understand so that parents can provide safety and secured environment to children. First five years of life are a time of incredible growth and development. Child get hold of most of his personal and social habits before attaining the age six. An understanding of this developmental stage would prepare parents to give attention to their children and to guide and promote their early learning so as later foundation would be easily attainable by children.
There different area of development and each human being is developmentally unique.

**AREAS OF DEVELOPMENT**

1. Physical and Motor Development
2. Speech and Language Development
3. Social Development
4. Mental or Cognitive Development
5. Emotional or Affective Development
6. Moral and Spiritual Development

<table>
<thead>
<tr>
<th>SOCIAL/EMOTIONAL:</th>
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<tbody>
<tr>
<td>☐ Exhibits friendliness toward strangers, but slightly uneasy yet when parents are not present.</td>
<td></td>
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<tr>
<td>☐ Puts hand on breast or bottle while drinking, and may pat gently.</td>
<td></td>
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<tr>
<td>☐ Responds selectively to the emotional tones of parents' voices.</td>
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<tr>
<td>☐ Smiles, laughs and squeals.</td>
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<tr>
<td>☐ Explores with head and eyes.</td>
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<tr>
<th>COMMUNICATION:</th>
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<tr>
<td>☐ Turns head to parent's voice, even if across the room.</td>
<td></td>
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<tr>
<td>☐ Babbles using single and repetitive syllables.</td>
<td></td>
</tr>
<tr>
<td>☐ Locates a sound by looking (produced at a distance of 18'' to the side of each ear).</td>
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<th>VISION:</th>
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<tr>
<td>☐ Eyes follow activities from one side to the other.</td>
<td></td>
</tr>
<tr>
<td>☐ Both eyes move in unison.</td>
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<tr>
<th>MOTOR (Fine):</th>
<th></th>
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<tbody>
<tr>
<td>☐ Uses whole hand (palmar grasp) to obtain objects.</td>
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</tr>
<tr>
<td>☐ Reaches with two hands for objects up to one foot away.</td>
<td></td>
</tr>
<tr>
<td>☐ Transfers objects from one hand to the other.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MOTOR (Gross):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Kicks strongly.</td>
<td></td>
</tr>
<tr>
<td>☐ Kicks alternately with both legs.</td>
<td></td>
</tr>
<tr>
<td>☐ Pulls self up from back-lying when hands are grasped.</td>
<td></td>
</tr>
<tr>
<td>☐ When lying prone on stomach, supports self on extended arms and lifts head and chest strongly.</td>
<td></td>
</tr>
<tr>
<td>☐ Rolls over front to back.</td>
<td></td>
</tr>
<tr>
<td>☐ Sits alone briefly.</td>
<td></td>
</tr>
<tr>
<td>SOCIAL/EMOTIONAL:</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>□ Gives objects on request.</td>
<td></td>
</tr>
<tr>
<td>□ Imitates hand and face gestures such as waving bye-bye, clapping hands, closing eyes.</td>
<td></td>
</tr>
<tr>
<td>□ Helps with dressing by putting arms out for sleeves and feet for shoes.</td>
<td></td>
</tr>
<tr>
<td>□ Seeks and finds hidden toys easily.</td>
<td></td>
</tr>
<tr>
<td>□ Is affectionate toward familiar people.</td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION:</td>
<td></td>
</tr>
<tr>
<td>□ Imitates adult's playful sound making.</td>
<td></td>
</tr>
<tr>
<td>□ Recognizes own name and turns to speaker when hearing it.</td>
<td></td>
</tr>
<tr>
<td>□ Follows simple directions: &quot;Give it to Mommy,&quot; &quot;Come to Daddy,&quot; &quot;Clap hands.&quot;</td>
<td></td>
</tr>
<tr>
<td>□ Babbles a lot with rhythm and variations in pitch.</td>
<td></td>
</tr>
<tr>
<td>VISION:</td>
<td></td>
</tr>
<tr>
<td>□ Recognizes familiar people at a distance of 20 feet or more.</td>
<td></td>
</tr>
<tr>
<td>□ Intently watches small toys that are pulled across the floor at a distance of 10 feet.</td>
<td></td>
</tr>
<tr>
<td>MOTOR (Fine):</td>
<td></td>
</tr>
<tr>
<td>□ Holds spoon but needs help with its use.</td>
<td></td>
</tr>
<tr>
<td>□ Moves blocks in and out of small box.</td>
<td></td>
</tr>
<tr>
<td>□ Uses pincer grasp (thumb and index finger) to pick up small objects or pieces of food.</td>
<td></td>
</tr>
<tr>
<td>□ Points with index finger toward a desired object.</td>
<td></td>
</tr>
<tr>
<td>□ Uses both hands freely but may demonstrate a preference for one.</td>
<td></td>
</tr>
<tr>
<td>MOTOR (Gross):</td>
<td></td>
</tr>
<tr>
<td>□ Pulls to standing position and lets self down by holding on to furniture.</td>
<td></td>
</tr>
<tr>
<td>□ May stand alone for a few seconds.</td>
<td></td>
</tr>
<tr>
<td>□ Sits well for an indefinite period of time.</td>
<td></td>
</tr>
<tr>
<td>□ May creep on all fours.</td>
<td></td>
</tr>
<tr>
<td>□ May walk independently.</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3.2 Socio Emotional Development at 6 months

Figure 3.3 Socio Emotional Development at 12 months
<table>
<thead>
<tr>
<th>SOCIAL/EMOTIONAL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Raises and holds cup with two hands.</td>
</tr>
<tr>
<td>☑ Drinks from a cup without spilling.</td>
</tr>
<tr>
<td>☑ Removes shoes, socks, cap.</td>
</tr>
<tr>
<td>☑ Imitates familiar actions such as sweeping floor, dusting, reading a book.</td>
</tr>
<tr>
<td>☑ Amuses self, but prefers to be near an adult.</td>
</tr>
<tr>
<td>☑ Alternates between independence and dependence on caregiver.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNICATION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Speaks 6-20+ recognizable words.</td>
</tr>
<tr>
<td>☑ Likes listening to nursery rhymes and joins in.</td>
</tr>
<tr>
<td>☑ &quot;Talks&quot; to self while playing.</td>
</tr>
<tr>
<td>☑ Enjoys looking at picture books.</td>
</tr>
<tr>
<td>☑ Points to 2-3 parts (eyes, nose, hair, shoes) on doll or self.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VISION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Watches and retrieves a rolling ball as far away as 10 feet.</td>
</tr>
<tr>
<td>☑ Points to distant objects out of doors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MOTOR (Fine):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Scribbles with a crayon on paper.</td>
</tr>
<tr>
<td>☑ Builds a tower with three blocks after a demonstration.</td>
</tr>
<tr>
<td>☑ Picks up food and small objects.</td>
</tr>
<tr>
<td>☑ Explores objects more frequently with hands than mouth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MOTOR (Gross):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Pushes and pulls objects.</td>
</tr>
<tr>
<td>☑ Walks with feet slightly apart.</td>
</tr>
<tr>
<td>☑ Does two things (only) at once-for example, walks and carries an object.</td>
</tr>
<tr>
<td>☑ Climbs into a large chair, rotates body, and sits.</td>
</tr>
<tr>
<td>☑ Creeps backward when going stairs.</td>
</tr>
</tbody>
</table>

Figure 3.4 Socio Emotional Development at 18 months

<table>
<thead>
<tr>
<th>SOCIAL/EMOTIONAL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Uses a spoon to feed self.</td>
</tr>
<tr>
<td>☑ Chews food well.</td>
</tr>
<tr>
<td>☑ Raises and drinks from cup, then replaces it on table.</td>
</tr>
<tr>
<td>Plays beside but not with other children.</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Is very possessive about toys-no sharing.</td>
</tr>
<tr>
<td>Clings to caregiver when tired or afraid.</td>
</tr>
<tr>
<td>Goes into tantrums when frustrated but can be distracted readily.</td>
</tr>
<tr>
<td>Demands a lot of caregiver's attention.</td>
</tr>
</tbody>
</table>

**COMMUNICATION:**

- Engages in simple pretend play.
- Uses 50 or more recognizable words but understand as many as 300 words.
- Puts together two or more words to formulate a sentence.
- Asks "What's that?"
- Joins in nursery rhymes and songs.
- Refers to self by name.
- Points to and repeats the names of body parts such as eyes, nose, hair, feet, mouth.
- Understands simple commands and conversation.

**VISION:**

- Names familiar miniature toys at a distance of 10 feet away.
- Enjoys picture books, pointing to details on command.

**MOTOR (Fine):**

- Removes a wrapper from a cupcake or candy bar.
- Builds a tower of six blocks.
- Imitates a vertical line with a crayon on paper.
- Turns pages in a book one at a time.
- Picks up tiny objects as small as a crumb.

**MOTOR (Gross):**

- Runs on whole foot, but stops by falling down or by colliding with something or someone.
- Climbs stairs holding onto the railing (two feet to each step).
- Pulls wheeled toy by string forward and backward.
- Throws a small ball.
- Walks into a large ball when intending to kick it.

*Figure 3.5 Socio Emotional Development at 24 months*

**LANGUAGE:**

- Recognizes own name in written form and can identify two or more letters in name.
- Gives information about self when asked, including name, age, and sex.
- Asks questions frequently which begin with "What?" "Who?" and "Where?"

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- Knows several simple nursery rhymes, can recite a few, and even sings some on occasion.
- Talks to self, usually about recent events or favorite make-believe characters.
- Carries on a conversation with adults and peers and can be understood even by a stranger.
- Enjoyed talking on the telephone to a familiar person.
- Uses grammar in unconventional manner and speech contains some sound substitutions.
- Uses personal pronouns ("I", "me", "mine") as well as some plurals and prepositions.
- Counts by rote up to 10 but has no awareness of quantity beyond two or three.

**MOTOR (Fine):**
- Holds pencil with fingers in proper position near the point between the first two fingers and thumb.
- Copies at least two simple geometric figures, such as a circle or cross.
- Draws a person though the legs may protrude downward directly from the head or the arms may be drawn in place of the ears.
- Paints with a crayon or brush, usually covering a whole page, but the picture may not be named until after completion.
- Cuts paper with a scissors but may not yet be able to cut along a straight line.
- Strings beads on a shoelace.
- Completes simple puzzles which have five or six pieces.
- Builds a tower with six or more blocks.
- Opens a door by turning the doorknob.

**MOTOR (Gross):**
- Walks smoothly forward, backward, or sideways, sometimes swinging arms in adult fashion.
- Runs with better control and can now change speed or direction.
- Jumps upward or forward, clearing floor by a few inches.
- Climbs up and down stairs independently by putting both feet on each step. Can climb stairs with alternating feet if someone holds his hand.
- Hops forward on preferred foot two or more times but can stand still on one foot only momentarily.
- Walks on a straight line without falling off line.
- Pedals a tricycle and steers it around corners and obstacles.
- Climbs up the ladder of a slide or other play equipment but may still want a helping hand at the bottom of a high slide.
- Kicks a rolling ball, making contact successfully only about three out of five times.
- Throws a ball in a specific direction with one hand and may step forward onto the foot on throwing side.
- Catches a large ball with both arms if thrown from less than 6 feet.

**SELF-HELP SKILLS:**
- Can dress and undress self, especially with shirt or coat that opens in front and with pants and underpants—but still needs help with sweaters, small buttons, or
other fasteners.

<table>
<thead>
<tr>
<th>Task</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washes and dries hands and face.</td>
<td>✔</td>
</tr>
<tr>
<td>Brushes teeth but needs help putting toothpaste on brush.</td>
<td>✔</td>
</tr>
<tr>
<td>Puts shoes on correct feet but needs help with shoelaces.</td>
<td>✔</td>
</tr>
<tr>
<td>Wipes own running nose with a tissue.</td>
<td>✔</td>
</tr>
<tr>
<td>Eats at table with fork and spoon.</td>
<td>✔</td>
</tr>
<tr>
<td>Uses napkin to wipe mouth or hands during mealtime.</td>
<td>✔</td>
</tr>
<tr>
<td>Shows awareness of danger by staying away from hot stove or electrical outlet.</td>
<td>✔</td>
</tr>
<tr>
<td>Shows some awareness of the meaning of money.</td>
<td>✔</td>
</tr>
</tbody>
</table>

**SOCIAL RELATIONSHIPS:**

- Starting to have special friends.
- Enjoys having another child at home to play with.
- Learning to take turns in games.
- Learning to share and cooperate, even asking permission to play with a toy being used by another child.
- Says "please" and "thank you" at appropriate times.
- Plays make-believe games with other children.
- Shows greater awareness of people's names.
- Repeats phrases other people have used.
- Demonstrates affection appropriately toward adults and other children.
- Recognizes feelings of others such as joy, sadness, or anger.
- Chooses a favorite television show by operating television controls independently.

**LANGUAGE:**

- Enjoys listening to stories and simple jokes.
- Speaks intelligibly-exhibits only a few sound substitutions.
- Gives name, address, and age when asked.
- Counts by rote up to 20.
- Knows several nursery rhymes.
- Asks questions-"why," "what," "how," "when."

**MOTOR (Fine):**

- Threads a shoe lace through beads.
- Builds a tower of 10 or more blocks.
- Holds and uses a crayon with good control.
- Copies an "O" (circle), a "+" (plus), and a "V."
- Draws a house.

Figure 3.6 Socio Emotional Development at the age of 3 years
<table>
<thead>
<tr>
<th>MOTOR (Gross):</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Touches toes without bending knees.</td>
</tr>
<tr>
<td>□ Stands on one foot for about 8 seconds at a time.</td>
</tr>
<tr>
<td>□ Hops forward about three steps on each foot.</td>
</tr>
<tr>
<td>□ Walks skillfully on a narrow straight line.</td>
</tr>
<tr>
<td>□ Enjoys playing with a ball.</td>
</tr>
<tr>
<td>□ Runs on toes.</td>
</tr>
<tr>
<td>□ Climbs, slides, swings on playground equipment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL/EMOTIONAL BEHAVIOR:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Eats with fork and spoon.</td>
</tr>
<tr>
<td>□ Dresses and undresses except for laces, back buttons, some zippers, and snaps.</td>
</tr>
<tr>
<td>□ Enjoys companionship of other children.</td>
</tr>
<tr>
<td>□ Understands the concept of &quot;taking turns.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Speaks fluently except for a few mispronunciations (s, v, f, th, r).</td>
</tr>
<tr>
<td>□ Gives full name, age, birthday, address.</td>
</tr>
<tr>
<td>□ Defines concrete words by their function.</td>
</tr>
<tr>
<td>□ Asks meaning of abstract words and unfamiliar words and will later use them.</td>
</tr>
<tr>
<td>□ Loves to recite and chant jingles and rhymes.</td>
</tr>
<tr>
<td>□ Enjoys being read to or told stories, and acts them out alone later.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MOTOR (Visual):</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Threads a large needle independently and sews real stitches.</td>
</tr>
<tr>
<td>□ Copies circle, square, cross and capital letters: V T H O X L Y U C A.</td>
</tr>
<tr>
<td>□ Draws a house with these features: outline, door, windows, chimney and roof.</td>
</tr>
<tr>
<td>□ Draws a person with these features: head, arms, legs, trunk.</td>
</tr>
<tr>
<td>□ Draws a variety of other items and names them before producing them.</td>
</tr>
<tr>
<td>□ Uses brush, crayons, and pencil with better control.</td>
</tr>
<tr>
<td>□ Crayons and colors forms within the lines.</td>
</tr>
<tr>
<td>□ Matches 10 colors.</td>
</tr>
<tr>
<td>□ Names at least four primary colors.</td>
</tr>
<tr>
<td>□ Copies simple block patterns containing as many as 10 blocks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MOTOR (Gross):</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Can walk a narrow line without stepping off.</td>
</tr>
<tr>
<td>□ Climbs, swings, runs skillfully.</td>
</tr>
<tr>
<td>□ Moves rhythmically to music.</td>
</tr>
</tbody>
</table>

Figure 3.7 Socio Emotional Development at the age of 4 years
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stands on one foot (either foot) with arms folded across chest to a count of 10 seconds.</td>
<td>lbs</td>
</tr>
<tr>
<td>Hops two to three yards forward on each foot.</td>
<td>lbs</td>
</tr>
<tr>
<td>Enjoys ball play and understands rules, positions, and scoring.</td>
<td>lbs</td>
</tr>
<tr>
<td>Bends and touches toes without bending knees.</td>
<td>lbs</td>
</tr>
<tr>
<td>Grips strongly with each hand.</td>
<td>lbs</td>
</tr>
<tr>
<td>Can run lightly on toes.</td>
<td>lbs</td>
</tr>
<tr>
<td>SOCIAL/EMOTIONAL BEHAVIOR:</td>
<td>lbs</td>
</tr>
<tr>
<td>Dresses and undresses independently.</td>
<td>lbs</td>
</tr>
<tr>
<td>Uses knife and fork competently.</td>
<td>lbs</td>
</tr>
<tr>
<td>Washes and dries hands and face well.</td>
<td>lbs</td>
</tr>
<tr>
<td>Selects own playmates.</td>
<td>lbs</td>
</tr>
<tr>
<td>Is protective of younger children and animals.</td>
<td>lbs</td>
</tr>
<tr>
<td>Comprehends simple rules of games and the concept of fair play.</td>
<td>lbs</td>
</tr>
<tr>
<td>Demonstrates a sense of humor.</td>
<td>lbs</td>
</tr>
<tr>
<td>Understands the necessity for tidiness, but requires frequent reminders.</td>
<td>lbs</td>
</tr>
<tr>
<td>Experiences fears involving self-dogs, falling, physical dangers.</td>
<td>lbs</td>
</tr>
<tr>
<td>Picks nose, bites nails.</td>
<td>lbs</td>
</tr>
<tr>
<td>Sucks thumb before falling asleep or when fatigued.</td>
<td>lbs</td>
</tr>
</tbody>
</table>

Figure 3.8 Socio Emotional Development at the age of 5 years

### PHYSICAL:
- Walks a straight line heel-to-toe both forward and backward.
- Hops on either foot more than 10 times.
- Climbs on outdoor jungle gym and play equipment.
- Kicks a soccer ball with a greater degree of accuracy.
- Rides a bicycle with ease.
- Catches a tennis ball using both hands.
- Dresses and undresses self, including manipulating buttons, zippers, and shoe laces.
- Uses knife, fork, and spoon to eat.
- Uses small scissors to cut out various shapes.
- Does simple household chores such as sweeping floor or steps.

### INTELLECTUAL:
- Frequently asks "why" questions.
- Has better attention span and concentration skills.
- Is better able to make comparisons of size and weight (for example, bigger/smaller, heavier/lighter).

73
<table>
<thead>
<tr>
<th><strong>LANGUAGE:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Knows correct rules of grammar but doesn't always apply them (for example, still says &quot;Me and Chris went together&quot;).</td>
<td></td>
</tr>
<tr>
<td>☐ Enjoys carrying on a telephone conversation with some relatives or friends.</td>
<td></td>
</tr>
<tr>
<td>☐ More frequently uses polite expressions, such as &quot;please&quot; and &quot;thank you.&quot;</td>
<td></td>
</tr>
<tr>
<td>☐ Likes to repeat simple nursery rhymes.</td>
<td></td>
</tr>
<tr>
<td>☐ Will construct a story from pictures in a book.</td>
<td></td>
</tr>
<tr>
<td>☐ Frequently asks the meaning of new words.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SOCIAL/EMOTIONAL BEHAVIOR:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Enjoys playing competitive sports as well as board games which have simple rules.</td>
<td></td>
</tr>
<tr>
<td>☐ Selects own playmates, usually of same gender.</td>
<td></td>
</tr>
<tr>
<td>☐ Understands ownership and property rights of others but may still behave in egocentric manner.</td>
<td></td>
</tr>
<tr>
<td>☐ Can identify emotions such as anger or fear and can now express anger verbally rather than physically.</td>
<td></td>
</tr>
<tr>
<td>☐ Is protective of a younger sibling.</td>
<td></td>
</tr>
<tr>
<td>☐ Enjoys attention from peers.</td>
<td></td>
</tr>
<tr>
<td>☐ Likes to please parents.</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3.9 Socio Emotional Development at the age of 6 years

(Source: web, growingchild.com)

Process:

Session began with discussion about the home assignment given to the parents; parents were ready with their assignment. All of them list down certain activities about the developmental task. Mothers were more aware of the development task of their child unlike the fathers were not much aware about the developmental task. In addition it was observed that parents were not much aware about the importance of developmental stage, they were not able to relate that the child early development is important for child later development. Generally most of the parents’ train their children according to there own experience or guided by any elder person from their family. But educated parents and working mothers were more aware about the importance of developmental task and they took advice from their pediatrician to understand each stages of child development. Some parents believe that parenting changes
greatly as child grow older. For instance some mothers were discussing about their child stubbornness, when their children were younger. Initially stage when child was of 2-3 year old his /her stubbornness was very cute but after 5-6 year old their stubbornness was not amusing in fact it made the mothers very angry. They felt that either child is manipulating or intentional making her mad. One mother said, my child at the age 2 uses to demand each and everything which he likes and we also provide him all he wants. But slowly that demanding nature became his habit and when he reached at the age 7 he want everything which he akin to. Regardless of explanation given by the father and mother he slowly became stubborn by nature.

Some Parents were very anxious to know that why it was very important for them to understand developmental task of each stage. further researcher has explain them that if beginning stage is developed easily child can developed systematic work habits ,positive attitude towards work and desirable etiquette . Moreover early development is considered more critical than later developmental because rate of development is more rapid than at any other stage development. Attachment and bonding between parent and child is very important at each stage for close relationship in later life. Effective relationship at this stage would later effect achievement of adolescence.

Discussion was closed by giving them home assignment for next session. Topic for assignment was on parental understanding on adolescence. Parents were asked to just list down their own understanding about the children and what they feel about their relationship with their children and especially at adolescence stage.

Session 4 Topic: Parental understanding on adolescence.

It is apparent that adolescence is transition stage for both teens and families. To ensure that both teens and families able to navigate in this transition stage rightly it is very much important for them to understand the roadmap of this stage. Adolescents face a series of developmental issues. Havighurst (1952) suggested that two important areas included work and relationships. Levinson (1978) focused on changing relationships and on exploration, while Erikson (1968) commented on intimacy and commitment to goals. Super (1963) indicated that exploring and crystallizing vocational choice are important to older adolescents and young adults.
For the adolescent, this period is a striking challenge, one requiring attunement to changes in the self, in the family, and in the peer group. Adolescence is age of maturity as per the parents view and due to that they expect them to be mature and when they aren’t, they say “you are old enough to know better” or “try to behave as per you age don’t be immature”. On other hand we still supervise them, interfere in their decision or try to make some decisions for them. So all this make them distract or stressful. That’s why many authors define this age as “storm and stress” Adolescence is portraying by significant neurological, cognitive and social psychological development. With the progress of adolescence, the amount of time spent with parents typically drops while time spent with peers’ increases considerably. Adolescents discover that they have left the age of command and have stepped in the age of consent. Where they don’t have to take permission from parents, they can take their own decision. And this contemplation of them builds conflict between parents and adolescent, and also increases anxiety of parents. At this age they establish individual identity separate from their families. The parents’ role is not to strangle this normal and desirable behavior and thought but rather to help their child to be harness.

Parents need to have concrete information on the profound social cognitive and emotional and neuron cognitive that crop up during this stage.

Parents require solid information on the profound neuro cognitive, social and emotional changes that occur during adolescence and the importance of their continued sensitivity and attunement to their child’s needs during this time. They need to know what to expect in their relationship with their child, and how best to manage the transition of adolescence. Helping parents to reframe the meaning of conflict as an opportunity to build their relationship with their adolescent child can be of great assistance to parents.

Above changes which notice would be discussed in detail:

**Cognitive development:**

Think abstractly at this stage allow the adolescence to think in new ways. They extremely become self conscious about what other thinks about them because of lot of attention they get from others. For instance what they do where they go and what they wear, all this make them more self conscious about themselves. They become sarcastic and start doubting their parents, and automatically they stop believing what their parents told to do so. Suddenly they start believing that they know everything and this attitude of them make parents more
annoying. During this stage they are exposed to many issues like sexuality, love, intimate relationship and social interaction with different people. Their understanding to this issue is so shallow that they even don’t know how much they still don’t know.

Social and emotional development:

As they enter the puberty, their bodies begin producing hormones at rapid rate. They show strong feeling and intense emotion sometime. Moods might seem unpredictable. One minute they feel excited and next minute they feel like crying. And this change in their behavior called mood swings. Due to their physical and hormone changes teenager sometime find difficult to express their feelings, so parents should support them and should develop good communication with them. Listening and being positive attitude would help parents to help their teens cope up with these changes.

They experienced a new phase in friendship and romance and their emotions are stronger all this is due to their abstract thinking. They have strong sense of selfhood and they feel autonomy during this stage.

Sexual interaction and Romance:

Teenager will start seeking and exploring sexual relationship. The teens should guide to build substantial bonds with whom they make intimate relationship. Teenager will discover their own sexuality which means they are experiencing strong feelings and emotions for their relationship, which can be more thrilling and off-putting as well. If your teen feels able to talk with you about his/her life, try to take chance of being informed about their relationship. Remember always that however much you may want to guard them, one of the lessons they will possibly learn during this period of life that some relationship don’t work. So don’t try to be judgmental with them. Parents should respect their feelings and relations.

Physical growth:

There is growth spurt during this period. Parents and teenagers experience dramatic changes in their size and shape of body. Both girls and boys have different pace of development. They eat more than ever. Changing of their shape, pubic and facial hair and all the rest is concern part for their parents to take care and sometimes this became embarrassment for teenagers. Teenagers need help of parents to understand what is happening in their physical and mental part.
Relationship with peer:
Adolescence gives lot of importance to peer. Belonging to this group is often important for teenagers. Peer pressure can be both negative and positive. If teenager develop Positive peer relationship that would helps in social development as well as formation of self-image and self-esteem. These relations act as a shelter web during difficult state of affairs. Parents should try to make involve with their friends relation and welcome their friends at home. This way parents can get to know who your teens are having relationship with and keep some influence on what’s going on.

The process of the session:
Session began with discussion of home assignment; parents were ready with their list. Parents were asked to talk about the thoughts when they hear the word adolescence. Majority of parents judge teenagers as age of freedom and experience also a first stair in their new world with more enthusiasm and expectation. But when they became friend they found different story all together. Most of the parent have believe that their teenagers slowly get detached with them and spend more time with friends, party or else watching TV. Parents expressed more permissive views about sexual behavior for male adolescents rather than female adolescents'. General parent views about sex and self-restraint were more conservative. Generally all of them agree that there is communication gap between them and their children related to certain topics. Furthermore Most of parents were inquiring more about how to engage them in daily domestic activity and to construct affable relation with teenagers. Moreover Parents with less education were more conservative than highly educate parents.

Certain tips were discussed on above quires by researcher.

- Limits should not be set in disciplinary manner but should be firmly and calmly. This would help them to build self control and responsibility towards their behavior. Moreover of would help them to feel safe and secure.
- Understanding what teenagers are going through can help us to understand their behavior.
- Give young people a say in deciding rules and boundaries – the more investment they have in drawing up an agreement with you, the more likely they are to stick to it.
- Try to make sure your views and opinions are unbiased and non-judgmental. Always explain that these are your personal beliefs and try to give the other side of the story too.
Give your teenager opportunities to spend time with others who may not be part of their normal social mix. This will encourage them to understand that being different should not be a barrier.

Appreciate Our Teens’ Special Strengths. We must accept our teens for who they are. Statements like, “Why can’t you be more like your older brother?” or “Your sister never gave me this much trouble” don’t help a teen do better. Such comments only make a teen feel bad. Every teen has special strengths. We must recognize these strengths and let our teens know it.

Session 5: Question answer about adolescent concerns

In this session certain question was discussed, which researcher consider is essential for parents to know and certain quires by parents were also discussed. Following are the question discussed by parents and researcher.

1. How do I handle a teen that has her mind made up to do something that may hurt her?
2. How to deal with them when they became rude to adults?
3. How would we stop teenager who insists on wearing absurd clothing?
4. How can I reach my teenager and get him to understand me?
5. When my teen is in pain or anger, she rejects any love or attention I try to give her. How can I reach her?
6. How do I handle a teen that never does a work which he was asked to do?
7. How to handle teen who is more involved with peer group and paying less attention at home?
8. What are some ways that parents can relax or reduce stress so that they can do a better job of parenting?
9. How can I increase communication between both of us?
10. How can I stop him using internet and explicitly explain him/her about advantage and disadvantage of internet?

Process:
Above question were raised by parents. Each question was explained to them with proper understanding and examples. For instance all parents were concerned more about how to increase the communication with teens so that they can assist their teen
Moreover to find out about teenagers, to reflect on how they interact with them, and where necessary to seek more information, advice and support. Teenagers believe that parents can be their good friend if they listen, talk more and try to understand their situation. So for parents it very much vital to remember the things that teenagers say they need: ‘acceptance’, ‘responsibility’, ‘respect’, ‘privacy’, ‘not to be stereotyped’, ‘to be listened to’. Another question discussed was how to handle the teens when they became rude to their parents. Lack of respect or rudeness to adults disappoint most of us and makes us heated. Probabilities are that this behavior did not start at once and has been going on for a long time. Look at the condition or situation and see how much respect he gets from other family members and teachers. Is this the way people in the family and school treat each other? Is the teen mimicking what he sees someone else do? If you feel at ease that people in your family treat each other with respect, confront the situation head on. If teen some time treats you rudely, ignore him. Then tell them that if he wants to communicate with you, he/she will have to verbalize gently and you will respond. At the same time, you must also treat the teen with respect and speak kindly to him. Work on constructing a good affiliation by listening to his needs and wants to show you care about him. Try to do the things he/she likes to do, such as going to a movie or any sports in which your teen is having interest. Now a day’s all parents are more apprehensive about the use of internet and social networking site. It’s a resource where teenagers can widen their knowledge, share information and communicate with friends. But one thing which should not be ignored is it’s very creative where teen can search for information which is very much necessary for them now a day. As a parent you need to understand as much as possible about how your teenager is using the Internet if they are online than make them understand so that you can support them to use it safely, and avoid some of the risks coupled with online activity. Also you can set up some rules for them. Session ended with discussing the entire question and fixed the date and time for next meeting.

Session 6: Discipline and behavior management

Disciplining adolescent is somewhat difficult. Parents need to understand that you have influence but no control over your children. The use of rules and consequences becomes serious when you are negotiating your way through the late adolescent and
young teenage years. Rules, rewards and consequences may change as your pre­
teen/teen’s needs and needs develop. So it is very imperative for parents to know that
their role is shift from manger to consultant. At time of adolescent they are in charge
of their own choices, parents can’t force them. As a consultant, parents job is lot
more hands off. It is always important for parent to be consistent when setting rule
and consequence for teens. To be consistent doesn’t mean that you cannot change
your mind, but whenever you change your mind, be clear with your teen that what
change is and why change is needed. But, be cautious and stay unwavering with your
teen if they try to talk you out of a consequence. It is not a good that allow your teen
to change your mind. Teens who know that you will not endorse a consequence if
they argue or beg to get out of it will always use those techniques to get out of
paying their consequences.

Here are the steps to take to be consistent when talking to your teen:

➢ Stop what you are doing. Take time to think through exactly what it is you
want you’re teen to do.

➢ Take a deep breath before speaking. Verbalize what you would like you’re
teen to do without raising your voice or using exaggeration.

➢ Ask you’re teen if they understand what you are asking them to do. If not
clarify.

➢ Thank your teen.

(source: F’rom Denise Witmer, former About.com Guide)

What parents can do?

Build relationship:

It is very important to know what your child wants. Try to spend as much as
time with your son or daughter. So as to now their interest, that would help t
work as good baseline for them.

Always be agreeable to listen their concern without over reacting –this would
help you to keep all door open for them to approach you if there is any
problem.

Another part which is very important is trust, trust has to earn from both the
side. Don’t forget that your teenager is struggling with lots of new feelings
and his behavior changes.
Be reasonable about what you expect:
Parents always make lots of efforts with their teenager and they make get hurt when the most reasonable agreements are not kept by teenager. But don’t over react to this; it is very normal on part of teenager testing. Expect and insist on fair share in helping chore, this would help your teenager to learn behavior of sharing with family responsibility and family loads. Don’t forget to strike a chord that reminds him and that in his eyes he is ‘the only one doing anything’ and that he ‘has done heaps already!’

Your approach will make a difference:
Expect that things won’t always go according to plan, for teenagers will test the limits. Try to be reasonable and flexible for special occasions, e.g. school socials, special parties. Be generous in times of stress, such as exams or peer pressure. It will be appreciated. Where there is a concern about safety, you need to hold your position.

Making them understand the responsibility:
Remember Newton’s third law of motion? For every action there is an equal and opposite reaction. Try to make them understand that whatever you are providing them it is your responsibility but you also have to act dutifully. Talk to them “if you will not give me result than I will stop taking your responsibility”. Make them feel like an adult.

Process:
Session begins with discussion about last session. Researcher asks them certain question related to discipline:

1. Do you think that discipline teen is difficult?
2. Is discipline is very important for teen?
3. What comes in your mind when you think about discipline?
4. Do you think that disciplining teenager is different than childhood?

Majority of parents answered that discipline teen is very difficult, because teen at this age think that now no one can command on them. They have
autonomy to select their alternative. They sometime show no respect to mother especially.

All parents concur that discipline is very imperative. They need discipline to feel secure and safe while learning to get along with others and to live in society. The best discipline leads to young people learning self-discipline and be independent well.

When third question was discussed parents were confused with discipline and punishment. Little consensus emerged on the extent to which parents believed in the effectiveness of physical punishment as a discipline strategy. On the other hand, the majority of parents also believed that it is not required to use smacking to bring up a well behaved child. Smacking destroy parent child relationship because adolescence is very crucial age to handle. Majority of parents were agree that to discipline teen is difficult than childhood.

During this age children may seem to temporarily reject the values of parents. It is time when children move rapidly from being dependent, where they gaze at you and usually want to please, to becoming independent and wanting to make their own decisions and think for themselves.

All parents were worried about their teenager behavior because they don’t like strong boundaries made by them. But while you make any boundaries make them understand about limits. Set the rules for that. Clarifications were made by researcher on all the aspect of discipline and even power point presentation were shown to them. After that next meeting time and date was fixed.

Session 7: Parental competency and to Understand role of each parent.

**Parental competence and Role of parents** in upbringing of child is very essential. Both the issue is very important to be discussed with parents. Is not just a topic of the attainment of parenting skills and their role?

Parental competencies are those capabilities which parent should get hold of or earn in the process of being a parent. Such important competencies are discussed below.

**Parental competence**
> Love and affection. "You support and accept the child, are physically affectionate, and spend quality one-on-one time together."

> Stress Management. "You take steps to reduce stress for yourself and your child, practice relaxation techniques, and promote positive interpretations of events."

> Relationship skills. "You maintain a healthy relationship with your spouse, significant other, or co-parent and model effective relationship skills with others."

> Autonomy and Independence. "You treat your child with respect and encourage him or her to become self-sufficient and self-reliant."

> Education and learning. "You promote and model learning and provide educational opportunities for your child."

> Life skills. "You provide for your child, have a steady income, and plan for the future."

> Behavior management. "You make extensive use of positive reinforcement and punish only when other methods of managing behavior have failed."

> Health. "You model a healthy lifestyle and good habits, such as regular exercise and proper nutrition."

> Religion. "You support spiritual or religious development and participate in spiritual or religious activities."

> Safety. "You take precautions to protect your child and maintain awareness of the child's activities and friends."

(Source: http://www.leelanauchildrenscenter.org)

**Flexibility**

**Communication skill**

**Involvement skills**

**Emotional control**

**Self confidence**

The above are other skills which is also very necessary for parental competency.

**Role of mother and father:**

The responsibility of caring for children and providing them with a good upbringing is one that falls upon both the father and the mother. Role of
parents is to recognize their abilities, potential and limitation. Both mother and father role is pivotal in upbringing of children. A mother has an invisible connection with her child, unlike many fathers. Nurturing and running household activity for their children is generally done by mothers, taking care of children emotional well being and teaching them what is right and wrong for them. Although father can also do same activity but mothers spend much time with children. Mother enable to identify new changes in their life they can better understand the needs of the child. Moreover most fathers will also serve as the shield of the family by making sure the household is safe. Another role that is often left to the father is to be the disciplinarian. Many mothers will say such things as, "If you will not finish your dinner than wait till your father come." implying that he will be the one to take disciplinary action toward the child if the child misbehaves. Both the parents provide support to their children but means are different and even for what reason the support is being provided by them is different, for instance mother provide support for their better health and education where as father Fathers represent the real world to their children, placing them in a broader social context. It is primarily fathers' role to give guidance to their children regarding how to behave in outer world and how to face challenges. Father can discipline children so as to bring responsibility in child. During the adolescent both parents play vital role. If parents have build constructive relationship at foundation age than that would help parents to hold their relation with adolescent. Co-ordination between both parents is very much necessary while playing their role individually.

Process:
Discussion question:
1. How much time father spend daily with child?
2. Do you think that as your child grow older parents’ role change accordingly?
3. Daughter observes their mother and son observes the father, is it true?
4. Child learns the behavior from their parents, do you agree?
Majority of parents think that child mimic from the parents. Daughter learns from the mother how to take care of household activity. She sees her father and understands man nature. Son learns lessons from father about life and understands the behavior of mother and learns about women nature. Mother were not so satisfied with time spend by father with their child. They want father to get involve in child development task. Father only set the rules and mother has to do follow up about the rules set by father. Father only know how to set the rules and regulation but continues monitoring is done by mother only. All parents agree to a point that being consistent with discipline, love and time commitment is difficult for parent to do, especially with father.

"As child grow older role of parents change a lot" all parents agree to this statement. Because due to change in child psychological aspect and behavioral aspect. It became difficult for them to handle the teens. Parents believe that at this period parent has to play role of friend and to give autonomy to their teens. A parental skill to handle the teens is very important at this particular time. Most of the parent was not able to understand the meaning competency, for them this was new topic they arrive. But after the discussion and power point by researcher they got to know about the parental competency needed for child development and with reference to teens.

One mother shares her story about how child learns from parents.
When I recapitulate my past life I recall that my mother used to argue and shout on unimportant matters. But now when I am a mother I felt that my condition is same as my mother's was with little change in my condition. The outlandish problem is that however much I try to reform myself I am unable to make much progress. All her negative behavior has become part of my nature or my character. So in my case it is prove that parent's character and behavior has effect on the molding of the child behavior and character.

One more mother share that, my parents character has profoundly impressed me. They never found any flaws in their words and always been kind to their children. We also attain this habit. Now that I am mother I make an effort to see that I don't do anything in the presence of the children, which is not
considered good. My parent’s personality is the model to be emulated in my life.

So by over all discussion it was scrutinize that most of the family suffer with problem of playing their individual role as mother and father. Next day time was taken by parents.

**Session: 8 Case study**

Adolescence has been described as a phase of life beginning in biology and ending in society (Petersen, 1988). Indeed, adolescence may be defined as the period within the life span when most of a person's biological, cognitive, psychological, and social characteristics are changing from what is typically considered child-like to what is considered adult-like (Lerner & Spanier, 1980). Parenting is both a biological and a social process (Lerner, Castellino, Terry, Villarruel &McKinney, 1995; Tobach & Schneirla, 1968) The most widely used configurationally model of parenting is one that derives from the work of Diana Baumrind (1971), whose theory of parenting style has been enormously influential.

(Source: [http://parenthood.library.wisc.edu/Lerner/Lerner.html](http://parenthood.library.wisc.edu/Lerner/Lerner.html))

**Process**

Cases were given to each parent and asked them to narrate the case study. Case was base on parenting style, discipline and parent child relationship

1. **Case: parenting style**

Peter who is now in his late 40’s can clearly remember his childhood. His father spent nine years in the army serving in the Korean War and 25 years in the police force. Peter’s parents were authoritarian parents who did not allow their children to step out of line. When Peter was 17 he was not allowed to go out on the weekends and was never given an explanation for his parent’s decision. Peter was never allowed to share his point of view and explain reasons why he should be allowed to do things. Peter felt that his parents were cold towards him; he can’t remember receiving a hug or being told that he was loved.

Surrounded by friends Peter felt lonely which brought on mild depression and a low self-esteem. Peter dealt with the issues of his childhood two years ago when he found
his solace in God. (P. Johns, personal communication, April 4, 2007). Authoritarian Child Rearing
(Source: http://edfd127.wikispaces.com/Case+studies+on+parenting+styles)

Permissive
Anthony is 31 and was raised in a permissive manner. His parents displayed loads of affection but were uninvolved in his life. Anthony would sulk if he did not get his own way and often displayed poor behaviour. Anthony’s lack of parental involvement meant that he did poorly at school never finishing year 12. Looking at the information provided on permissive child rearing, Anthony now can explain why he doesn’t show much persistence on tasks, never completing things. He also explained that he has had several jobs, often moving on when things get difficult. (A. Daryl, personal communication, April 3, 2007).
(Source: http://edfd127.wikispaces.com/Case+studies+on+parenting+styles)

Discussion question:
What happens to kids who are raised by authoritarian parents?
What happens to kids who are raised by permissive parents?

Discussion on case:
From both the case studies parent’s general analysis was that both the parenting style is not good. If kid is raised with authoritarian parents then there is less communication between child and parent. Whilst affect the esteem and independent behavior of child. If rigid rules are made by parents without giving any debate on rule the adolescents might became rebellion or could face many other problems like depression, suicidal ideation or poor social contact. Positive attention is needed by child to grow as responsible individual.

Where as in permissive style of parenting affect child impulses and lead to poor performance in school. Reason is because child doesn’t learn the responsibility. Demandingness is very less by parents to become mature in behavior and other developmental aspect of life. In future it would be difficult for them to accept the responsibility and could encounter frustration due to less acceptance from there immediate group.
Case study: Discipline

Twelve year old Robert is consistently avoiding his 8:30 bedtime, sometimes stalling, and sometimes refusing to go to bed, often yelling from his bed after he has settled down. Robert and his mom are arguing about this nightly. Robert complains that his bedtime is too early. The parent is upset with Robert because he refused to go by bedtime rules. There is a constant power struggle.

Discussion question:

1. What kind of limit-setting technique they would use in order to get Robert to cooperate and go to bed at a reasonable time, minus the power struggle.

(Source: Positive Guidance and Discipline Prepared by Georgia Kight, Currituck County Family & Consumer Educator Jackie Roseboro, Columbus County Director and FCE Agent and Members of the CEMP 09 Planning Team)


Process of session:

Discipline case study was some what difficult for parents to solve. Still some parents try to solve the case study. Major points come out from discussion was that to set limit with child by making him realize that if he will sleep late at night than they will complain that to school teacher. Because parents believe that some actions of their child could be controlled only by threatening them in the name of their tutor. Moreover they think that their children are having fear of their school teachers. Indeed Parents believe that to minus power struggle it is good idea to punish child indirectly.

Session: 9 life skill development

Life skill education is very important aspect in life. Nowadays it is very important for adolescents to learn the life skill. A life skill encompasses all the skills which are very much important in developmental stages of life. It helps the adolescents to give holistic approach to life. It would help the individual to perform effectively in his or her life.
World Health Organisation (WHO) in 1993 defined life skills as, "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life.

UNICEF defines life skills as, "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills."

Therefore, life skills are a large group of psycho-social and interpersonal skills, which can help people, to make informed decisions, communicate effectively and develop coping and self management skills that may help an individual to lead a healthy and productive life.

Importance of Life Skill Education:

- Life skills help adolescents to transit successfully from childhood to adulthood by healthy development of social and emotional skills.
- It helps in the development of social competence and problem solving skills, which in turn help adolescents to form their own identity.
- It helps to weigh pros and cons of the situation, hence, act as a mediator to problem behaviour.
- It promotes positive social, norms that an impact the adolescent health services, schools and family.
- It helps adolescents to differentiate between hearing and listening and thus, ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism etc.
- It delays the onset of the abuse of tobacco, alcohol etc.
- It promotes the development of positive self-esteem and teaches anger control.

(Source: http://www.iaqsh.com/)

Process of session:

Session started with introduction given to the student by researcher. Following techniques were used by researcher:

- Brain storming
- Presentations
- Lecturing
- Questioning
The Ten core Life Skills as laid down by WHO are:

1. Self-awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making
6. Problem Solving
7. Effective communication
8. Interpersonal relationship
9. Coping with stress
10. Coping with emotion

❖ **Self-awareness** includes recognition of ‘self’, our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

❖ **Empathy** - To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples’ needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into problems. No man is an island, no woman either! We grow up in relationships with many people – parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours.

When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people. At the same time, we will be able to elicit support from others, and win their understanding. Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or
people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

❖ **Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.

❖ **Creative thinking** is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).

❖ **Decision making** helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.

❖ **Problem solving** helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

❖ **Interpersonal relationship** skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

❖ **Effective communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.

❖ **Coping with stress** means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.

❖ **Coping with emotions** means involving recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to
respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

Self awareness

Explained the students meaning of self awareness. Students were asked to list down certain question written on board and write the answer in the paper. And after that they have to read the answer and check whether they are able to describe themselves or not.

List of question:

1. What makes you unique from others?
2. Why I am changing? Does everyone change like me?
3. Two most interesting things I like about me?
4. Two most non exciting things I like about me?
5. How many times I got appreciation from my parents and teachers?

Empathy

Discuss with the student what is empathy?

On power point two situations were described, students were asked to write their reaction on each situation.

1. One of your classmates is very much lacking behind in his academics and he is always scolded by teachers. What would be your reaction towards that boy?
2. The bell is about to ring, and everyone is rushing to their next class. In the rush,
viren accidentally knocks books out of siddhraj’s hands. Everyone laughs and keeps moving on while siddhraj turns red and scurries to pick up his books

- What you feel about this situation?
- How would you help both siddhraj and viren?

Critical thinking

Explained them meaning of critical thinking. Discussed with the students about healthy growing up. Make them understand how to develop critical thinking.

How would be your life without internet?

Media is powerful technology? If yes than why, if no than why.

Creative thinking

Students were asked to write down SCAMPER–

S = Substitute? (What can I get rid of, eliminate, or subtract?)

C = Combine? (How can I combine X with Y? What would happen if combine this idea with that idea?)

A = Adapt? (What if we change this?)

M = Modify? = Magnify? ()

P = Put to other uses? ()

E = Eliminate or minify? ()

R = Reverse? = Rearrange? (}

Decision making

All the students were asked how you take decisions, what they understand about decision
<table>
<thead>
<tr>
<th>skill? How they decided what they want and what they don’t want?</th>
</tr>
</thead>
<tbody>
<tr>
<td>List down some of decision you all make ever day.</td>
</tr>
<tr>
<td>Problem solving skill</td>
</tr>
<tr>
<td>Ex: your parents cut down your pocket money and on that month you were planning to buy new mobile what would you do?</td>
</tr>
<tr>
<td>Interpersonal relationship</td>
</tr>
<tr>
<td>Effective communication.</td>
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<tr>
<td>Coping with stress</td>
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<tr>
<td>Coping with emotions</td>
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<tr>
<td>Just notice how you feel, without trying to make</td>
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</tbody>
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feelings categorized in stronger, weaker, disappear, or last longer.

See how long your feelings last, and if it changes, how you feel?

Try to identify the circumstance and what was your physical stability during that emotional flow.

Session 10: review and suggestion

Suggestion were taken from parents and school administrators regarding the training session. All parents were contented with training and were feeling more unperturbed after training. Majority of parents want that such training should be initiated by school with the help of school social worker. Moreover, Parents suggested that school should develop good module on behavioral, communication and adolescents development issues.

This training is not only helpful to the adolescent, but it also provides important information to parents. Parents will get a pretty clear picture of the maturity level of their young person’s thinking. Furthermore, parents want different activities to be conducted in classroom by teachers to develop adolescents thinking skill, problem solving skill and communication skills. Parents believe that this type of life skills education would help their children to develop skills to face unwelcome problem of life.

Chapterisation:

The study of consist of 5 chapters and they are

- Chapter I present the introduction of the study, covered definition, adolescents behavior development, motivation and theories related to it.
- Chapter II outlined the different and latest research and review related to family environment and achievement motivation
- Chapter III enumerated the methodology used to carry out present study that is significance of the study, objectives, hypotheses, variables, research design,
universe compromising of research setting where data collection had done, sample and sampling, operational definition, tool used for data collection, intervention packages, data analysis and treatment and chaptersiation.

- Chapter IV described the data analysis and interpretation in form of frequency and percentile distribution, statistical technique used to explore relationship, understanding association and mean difference
- Chapter V summarized the study in terms of findings, conclusion and suggestions

After the five chapters an appendix wherein a detailed bibliography and tools used for data collection are provided.

**Limitations of the Study**

- The sample is collected from the geographical area of Anand city and schools taken for study was only English medium alone and, therefore, the possibility of generalizing the findings with other populations may be little difficult.
- The information endorsed by the respondents also may be unreliable to some extent as in the case because of the seriousness of the pupils to fill the form and common tendency to be good before others.
- The tools are standardized scales, which comprise only objective type questions with structured answers. This has limited the pleading for of other qualitative information's, which would have been very useful for present study.
- In the present study, the researcher was not able to endeavor to study or control the effect of certain interlinked variables like peer pressure, school environment and socio-cultural.
- In the present study researcher was not able to get information regarding the parents involvement in school because none of the schools appointed counselor, which could help in providing the necessary information in the study.