Chapter-1

Introduction & Literature Review
INTRODUCTION & LITERATURE REVIEW

The present research is concerned with introduction of important concept and research review related to the topic of the present research which is basically on adolescents. In early Greece the philosophers Plato and Aristotle both commented about the nature of youth. According to Plato (Fourth Century B.C.), reasoning doesn’t belong to childhood, but rather first appears in adolescence. Plato thought that children should spend their time in sport and music, whereas adolescents should study science and mathematics.

Aristotle (Fourth Century B.C.) argued that the most important aspect of adolescence is the ability to choose, and the self determination is a hallmark of maturity. Aristotle’s emphasis on the development of self determination is not unlike some contemporary views that see independence, identity, and the career choice as the key themes of adolescence. Aristotle also recognized adolescents egocentrism, commenting once that adolescents think they know everything and quite sure about it.

In the middle Ages, children and adolescents were viewed as mature adults and were subjected to harsh discipline. In the eighteen century, French philosopher Jean-Jacques Rousseau offered a more enlightened view of adolescence, restoring the belief that being a child or an adolescent is not the same being an adult. Like Plato, Rousseau thought that reasoning develops in adolescence. He said that curiosity should especially be encouraged in the education of 12-to 15-year olds. From 15 to 21 years of age, Rousseau believed an individual matures
emotionally, and their selfishness is replaced by an interest in others. Thus, Rousseau revived the belief that development has distinct phases, but his ideas were speculative not until the beginning of the twentieth century did the scientific exploration of adolescence begin.

The end of the nineteenth century and the early part of the twentieth century saw the invention of the concept we now call adolescence. Between 1890 and 1920, a number of psychologists, urban reformers, educators, youth workers and counsellors began to mold the concept. At this time, young people, especially boys, were increasingly seen as being passive and vulnerable- qualities previously associated only with the adolescents’ female. When G. Stanley Hall’s book on adolescence was published in 1904, it played a major role in restructuring thinking about adolescents; Hall’s view substantially influenced those norms. As a result, in the 1900 to 1920 period, adults tried to impose conformity and passivity adolescents. Example of this conformity included the encouragement of school spirit, loyalty, and hero worship on athletic teams. Hall’s view, as well as two other prominent viewpoints of twentieth Century.

**G. Stanley Hall’s Storm- and – Stress View** Historians have describe G. Stanley Hall (1844-1924) As the father of the scientific study of adolescence. According to Hall (1904), adolescence is the period from 12-23 years of age, and it is characterized by considerable upheaval. The storm-and-stress view is Hall’s concept that adolescence is a turbulent time charged with conflict and mood swings. Hall’s borrowed the label Sturm and Stress from the Sturm and Drang description of German writers, such as Goethe and Schiller, who wrote novels full of idealism, passion, and feeling. In his view, adolescents thought, feelings, and temptation, happiness and sadness. An adolescents’ might be nasty to peer one
moment and kind the next moment; in need of privacy one moment but second later want companionship.

Hall was giant in the field of adolescents. He began theorizing, systematizing and questioning that went beyond mere speculation and philosophizing. Indeed we owe the beginnings of the scientific study of adolescence to Hall.

**Margaret Mead’s Sociocultural View of Adolescence**

Anthropologist Margaret Mead (1928) studied on the south sea island of Samoa. She concluded that the basic nature of adolescence is not biological, as Hall envisioned, but rather sociocultural. In cultural that provide a smooth, gradual transition from childhood to adulthood, which is the way adolescence is handled in soma she found little storm and stress associated with the period. Mead’s observation of samoan adolescents revealed instead that their lives were relatively free of turmoil. Mead concluded that cultures that allow adolescents to observe sexual relation, see babies born, regard death as natural, do important work, engage in sex play, and know clearly what their adult role tend to promote a relatively stress free adolescence. However, in culture like United States in which children are considered very different from adult and adolescence is not characterized by the same experience, the period is more likely to be stressful.

**The Inventionist View**

The Inventionist View, adolescences is a socio historical creation. Especially important in this view of adolescence are the socio historical circumstances at the beginning of twentieth century, a time when legislation was enacted that ensured the dependency of youth and made their move into the economic sphere more manageable. These socio historical circumstances included a decline in
apprenticeship; increased mechanization during the industrial revolution, which raised the level of skill, required of laborers and necessitated a specialized division of labor; the separation of work and home; age graded schools; urbanization; the appearance of youth group such as the YMCA and the Scout; and the writing of G. Stanly Hall. Schools, work and economics are important dimension of the inventions view of adolescence (Elder, 1975; Fasick, 1994; Lapsley, Enright, & serlin, 1985). Some scholars argue that the concept of adolescence was invented mainly as a by-product of the movement to create a system of compulsory public education. Historians now call the period between 1890 and 1920 the “age of adolescence.” In this period, law mark enacted a great deal of compulsory legislation aimed at youth. In virtually every state, they passed laws that excluded youth from most employment and required them to attend secondary school. Much of this legislation included extensive enforcement provision.

Meaning of Adolescents:

The term adolescents come from Latin word adolescere, meaning “to grow to maturity.” Primitive peoples – as was true earlier civilization- do not consider puberty and adolescence to be distinct period in the life span; the child is regarded as an adult when capable of reproduction. As it is used today, the term adolescence has a border meaning. It includes mental, emotional, and social maturity as well as physical maturity (Hurlock, 2009). Flaherty (1969) Adolescence is a period of time between puberty and maturity; it is marked by the appearance of secondary sexual characteristics. The age range may vary from twelve to twenty years. The lives of children and adolescents are characterized by continual changes, both internal (e.g., physiological, anatomical, and psychological changes) and external (e.g., changes in school, peers, and parenting practices). Each child is constantly
trying to find his or her own equilibrium in the fluctuating circumstances of nature and nurture.

Adolescence is a complex multi-system transitional process involving progression from the immaturity and social dependency of childhood into adult life with the goal and expectation of fulfilled developmental potential, personal agency, and social accountability (Greenfield, Keller, Fuligni, & Maynard, 2003; Graber & Brookes-Gunn, 1996; Modell & Goodman, 1990; Steinberg, 2002). Santrock (1993) define adolescence as the developmental period of transition between childhood and adulthood that involve biological, cognitive and social changes.

Increasingly, development lists describe adolescence in term of early and late periods. **Early adolescents** correspond roughly to the middle school or junior high schools years and include most pubertal change. **Late adolescents** refer approximately to the latter half of the second’s decade of life. Career interest, dating, and identity exploration are often more pronounced in late adolescence than in early adolescence. Researchers often specify whether their result generalize to all of adolescents or specifically to early or late adolescence. Adolescents psychology is the study of physical, cognitive personality and social development in individual beginning at puberty (the attainment of the capacity to reproduce) this period and continuing until the assumption of adult responsibility in society. It is often divided into sub stage.

- Early adolescents to describe of individual of junior high school 12 to 14.
- Middle adolescents to describe those of high school 14 to 17.
- Late adolescents to describe those of college age or 17 to 22 (L.E. Berk 2013).
While this division into sub stages has useful, practical application it is important to remember that it is an oversimplification. It is based on educational level (chronology) rather than on development criteria (puberty or identity, for example), and educational level and development status are not necessarily synonymous.

In this context biological changes involve physical development, cognitive changes involve thought, intelligence and language, social change includes relationship with other people in personality and in the social context.

Adolescence is the important period of life span it has certain characteristics that distinguish it from the other period that the preceded it and the period that will follow it. What these characteristics are will be explained briefly

**Physical Changes during adolescence:**

Growth is not far from complete when puberty ends, nor is it entirely complete at the end of early adolescence. However, there is a slacking of the peace of growth, and there is more marked internal than external development. Some important external bodily changes that take place during adolescences external changes height, weight, body prosperities sex organs, secondary sex characteristics and internal change like digestive system, endocrine system body there are some external and external change (Hurlock 2009).

**Variations in Physical changes:** As is true at all age’s difference in physical change sex difference is especially apparent. Even though boys start their growth spurt later than girls their growth continues longer with the result that at maturity, they are usually taller than girls. Because boys muscles grow larger than girl’s
muscles at all ages after puberty boys surpass girls in strength, and this superiority increase with age (Hurlock 2009).

**Effect of Physical Change:** As physical change slow down, the awkwardness’ of puberty and early adolescence generally disappear. This is because older adolescents have had time to gain control of their enlarged. They are also motivated to use their newly acquired strength and this future helps them to overcome any awkwardness that appeared earlier. Because strength follows growth in muscle size, boys generally show their greatest increase in strength after age and then.

**Cognitive development during adolescence:**

Cognitive development includes thinking, reasoning and understanding. At the age of adolescents now they become able to think abstractly, entertain hypothetical situation and also able situations and also able to use metaphors, imaginatively (Piaget 1950). This higher level thinking allows them to think about their future, evaluative alternative, and set personal goals (Keating, 1990). Cognitive competence includes such things as the ability to reason effectively problem solves, think abstractly and reflect and plan for the future.

Although few significant difference between boys and girls have been identified in the cognitive development. Both are different in their confidence in certain cognitive abilities and skills adolescents girls tend to feel more confident about their reading and social skills than boys, and tend to feel more confident about their athletic and math skills (Eccless, Barber, Jozefowicz et al. 1999). In this rapid development period of adolescence they need guidance to enhance then potential for rational decision making (Eccless, Midglay, Wigfield et al. 1993).
Emotionality during adolescents: As Hall (1904) said adolescence is period of “storm and stress” is heightened emotionality arises at this time which resulting from physical and glandular changes that are taking place. It is necessary to look other explanation of this stage.

First explanation is social condition that surrounds the adolescents of today. Adolescence emotionality can be attributed to this fact both boys and girls come under social pressure and face new conditions. This creates stress among them Rutter (1976). Not all adolescents go through this period of exaggerated stress. But most of them feel emotional instability from time to time, it is necessary for them to make adjustment to new pattern of behavior and to new social expectations. During adolescents period emotions are often intense uncontrolled and seemingly irrational, there is generally an improvement in emotional behavior with passing year Gesell (1956).

Social Change During Adolescents:

All the difficulties related to adolescents period. One of the most difficult developmental tasks is relate to social adjustment. The child- adolescent as a physical organism, lives in a social setting therefore his or her social development become most important aspect of his or her growth. Through social development Child achieve social adequacy. This process involve two phase one is Socialization which reflect society attempt to have the internalize certain of its regulations, values, and more; and second is individualization which reflect to the child attempt to retain some of individuality while at the same time waking certain concessions to the group in order to attain group acceptance P.A.Clarke (1968). To learn adult pattern of socialization the adolescents must make new adjustment, the most important and in many respect, the most difficult of which are those to
increased influence of peer group, change in social behavior, new social group, new values of friendship, new values of social acceptance and rejection Greeberger (1975)

Jeffrey Arnett (2006) recently concluded that five key feature characterize emerging adulthood:

- **Identity exploration, especially in love and work.** Emerging adulthood is the time during which key change in identity take place for many individuals (Kroget, 2007).

- **Instability.** Residential change peak during early adulthood, a time during which there also is often instability in love, work, and education.

- **Self focused.** According to Arnett (2006) emerging adult “are self – focused in the sense that they have little in the way of social obligation, little in the way of duties and commitments to others, which leaves them with a great deal of autonomy in running their own lives.”

- **Feeling in between.** Many emerging adults don’t consider themselves adolescents or full-fledged adults.

- **The age of possibilities, a time individuals have an opportunity to transform their lives.** Arnett (2006) describe two ways in which emerging adulthood is the age of possibilities: (1)many emerging adults are optimistic about their future, and (2)for emerging adults who have experienced difficult time while growing up emerging adulthood presents an opportunity to direct their lives in a more positive direction (Mastern, Obradovic, & Burt, 2006; Schulenberg & Zarrett 2006).
Characteristics of Adolescents

Hurlock (2009) also talked about some characteristics of this stage which are given below:

**Adolescents is an important period:** All period of life span is important most important because of their immediate effect on attitude and behavior, and significant of their log term effect. Adolescence is one of the period during this period both the long term and immediate effect are important. Adolescence is important for both physical and psychological effect. Rapid physical and mental development occur in this stage and this give raise to the need for mental adjustments and the necessity for establishing new attitudes, values and interest.

**Adolescents Is a Transitional period:** The adolescents at this time, is neither child nor an adult. If adolescents behave like children, they told to “act their age”. If they try to act like adults, they are often accused of being “too big for their britches” and are re for their attempt to act like adults proved. The psychic structure of adolescence has its roots in childhood and many of its characteristics that are generally considered as typical of adolescence appear and are already present during late childhood (Osterrieth 1969). The physical changes that takes place during early years of adolescence affect the individual’s behavioral level and lead to reevaluations and a shifting adjustment of values. Adolescence is the time that gives opportunity to try out different life style and decide what patterns of behavior, values, and attitudes meet their needs best (Gunter&Moore 1975).

**Adolescence Is a period of change:** The changes in attitude and behavior during adolescence are parallels the change in physical changes. During early adolescence, when physical changes are rapid, change in attitude and behavior are also rapid. There are five almost universal changes that occur during adolescence.
The *First* is heightened emotionality, it depends upon the rate of physical and psychological changes are taking place. Second, changes in sexual maturing makes young adolescents unsure of themselves, of their capacities, and of their interest. Adolescence have strong feeling of instability during this time and these often intensified by the ambiguous treatment they receive from parents and teachers. Third, changes in their bodies, changes in their interests, and in the role the social group expect them to play create new problems. Fourth changes in interest and in behavior patterns, so do values. What was important to them as children seems less important to them now that they are near adults. Fifth, most adolescent are ambivalent about changes. While they want and demand independence, they often dread the responsibility that go with independence and question their ability to cope with these responsibility (Hurlock 2009).

*Adolescence is a problem age.*—While every age has its problems, those of adolescence are often especially difficult for boys and girls to cope with. There are two reasons for this first, throughout childhood, their problems were met and solved, in part at least, by parents and teachers. As a result many adolescents are in experienced in coping with problems alone. Second, because adolescents want to feel that they are independent, they demand the right of coping with their problems, rebuffing attempts on the part of parents and teachers to help them.

*Adolescence is a time of Search for identity.*—In the early years of adolescence, conformity to the group is still important to boys and girls. Gradually they begin to crave identity and are no longer satisfied to be like their peers in every aspect, as they were earlier. However, the ambiguous status of the adolescent in the American culture of today present a dilemma that greatly contributes to the adolescents ‘identity crisis’ or the problem of ego identity. As Erikson has explained (*Erikson, 1964*):
The identity the adolescent seeks to clarify is who he is, what his role in society is to be. Is he a child or is he an adult? Does he have it in him to be someday a husband and father? Can he feel self confident in spite of the fact his race or religious or national background make him a person some people look down upon? Overall, he will be success or a failure?

Adolescence Is a Dreaded Age: Majeers (1976) pointed out lots of popular beliefs about adolescence are evaluative connotation and many of them are negative. Popular stereotype have also influenced the self-concept and attitude of adolescents towards themselves. Anthoney (1969) has explained culture stereotype of adolescents “The stereotype have also functioned as mirrors held up to the adolescents by society reflecting an image of himself that the adolescent gradually comes to regard as authentic and according to which he shapes his behaviours”.

Adolescence is a time of unrealism.—Adolescents have a tendency to look at life through rose linked glasses. They see themselves and other as they would like them to be rather than as they are. This is especially true of adolescent’s aspects on. These unrealistic aspirations, not only for themselves but also for their families and friends, are, in part responsibility for the heightened emotionality characteristic of early adolescence. The more unrealistic their aspiration are, the more angry, hurt, and disappointed they will be when they feel that other have let them down or that they have not lived up to the goal they set for themselves. With increased personal and social experience, and with increased ability to think rationally, older adolescents see themselves, their families and friends and life in general in a more realistic way (Russian 1975).

Adolescence is the threshold of Adulthood- As adolescents approach legal maturity, they are anxious to shed the stereotype of teenagers and to create the
impression that they are near-adults. Dressing and acting like adults, they discover, are not always enough. So they begin to concentrate on behaviour that is associated with the adult status—smoking, drinking, using drugs, and engaging in sex, for example. They believe that this behaviour will create the image they desire.

**Hazards of Adolescence:**

Hurlock (2009) stated about some hazards related to this period. She Elizabeth Hurlock talked about two types of hazards physical and psychological. Physical hazards are less important and less numerous than psychological but they do exist. These are given below:

**Physical Hazards:** Adolescence is a growing stage at this time adolescence are generally in good health, but they often discover they can avoid unpleasant situations ‘by not feeling well’ girls often use as their menstrual period as an excuse for not going school (Paige1973& Rogers1965). Student attempt to suicide are becoming increasingly common today’s adolescent’s. Researches shows that (Ron, Salls,Kenny,Reynold, Heald 1977& Shaffer 1974& Smith, 1976) boys and girls who attempts or commit suicide have been socially isolated for a period of time feeling disruption in family and facing problem in schools. Physical deficit such as poor eyesight, hearing loss, chronic asthma, obesity are physical as well as psychological hazards, these hazards hinder adolescents what their peers do.

**Psychological Hazards:** The major psychological hazards adolescence to make the psychological transition to maturity this is an important developmental task of adolescence. Adolescence fails to make their transition not because they encounter some obstacles in their attempts to achieve mature pattern of behaviour poor foundation, late maturing, and prolonged treatment as children, Role Change,
Prolonged dependency are most common and most serious obstacles adolescents encounter in their attempts to make the psychological transition to maturity. These are some common psychological hazards:

**Social Behaviour:** If adolescents prefer childish pattern of behaviour is social grouping, and social activities with peers or lack of acceptance by peer group all these thing deprives the adolescents to learn make pattern of social behaviour.

**Moral Behaviour:** Adolescents who establish unrealistic high standards of behaviour for themselves feel guilt when fail to achieve these standards. If they set unreasonable high standard for others become disillusioned and quarrel some when they fall below from these standard. This can lead the breaking of emotional ties with family members and with peers.

Adolescents from affluent families may behave in morally immature way because they find it exciting to do so. It gives them ego satisfaction to able to ‘get away’ with their criminal behaviour without being punished for it even when they are caught (Time Magazine Report, 1977 & Tobias, 1977).

**Theories of Adolescents Development**

- **Psychoanalytic Theories** – psychoanalytic theories describe development as primarily unconscious (beyond awareness) and heavily colored by emotion. Psychoanalytic theorist emphasize that behavior is merely a surface characteristic and that a true understanding of development requires analyzing the symbolic meaning of behavior and the deep inner working of the mind. Psychoanalytic theorist also stress that early experiences with parents extensively shape development. Freud’s views about five stage of psychosexual development: Oral, Anal, Phallic, Latency, and Genital are
important. Freud claimed that adult personality is determined by the way that adult resolve conflict between source of pleasure at each stage of development and the demands of reality.

- Freud stressed that adolescents’ lives are filled with tension and conflict. To reduce the tension, he thought adolescents bury their conflict in their unconscious mind. Freud said that even trivial behaviors can become significant when the unconscious forces behind them are revealed. Freud (1917) divided personality into three structures: the id, ego, super ego. The id consists of instinct, which is individual’s reservoir of psychic energy. In Freud’s view, the id is totally unconscious; of reality, a new structure of personality emerge- the ego, which deals with the demands of reality. The ego is called the “Executive Branch” of personality because it makes rational decision.

- However, Peter Blos (1989), a British psychologist, and Anna Freud (1966), Sigmund Freud’s daughter, argued that defense mechanism provide considerable insight into adolescents development. Blos stated that regression during adolescence is actually not defensive at all, but rather an integral, normal, inevitable, and universal aspect of puberty. The nature of regression may vary from one adolescent to the next. It may involve compliance, and cleanliness, or it may involve a sudden return to the passiveness that characterized the adolescent’s behavior during childhood.

- **Erikson’s Psychosocial Theory:** Erik Erikson recognized but believed that Freud misjudged some important dimension of human development for one thing, Erikson (1950, 1968) said child develop in psychosocial stage, rather than in psychosexual stages, as Freud maintained. According to Freud, the primary motivation for a human behavior is sexual in nature; according to
Erikson, it is social and reflects a desire to affiliate with other people. According to Freud, our basic personality is shaped in the first five years of life; according to Erikson to, developmental change occurs throughout the life span.

- In Erikson’s Theory, each stage, a unique development task confront individuals with crisis that must be resolved. According to Erikson, this crisis is not a catastrophe but a turning point marked by both increased vulnerability and enhanced potential. The more successfully an resolve the crisis, the healthier development will be (Hopkins, 2000).

- Trust versus Mistrust is Erikson’s first psychosocial stage, which is experienced in the first year of life. Trust in infancy sets the stage for a life expectation that the world will be a good and pleasant place to live.

- Autonomy Versus Shame and doubt is Erikson’s second stage, occurring in late infancy and toddlerhood. After gaining trust, infants begin to discover that their behavior to assert their is their own, and they start to assert their independence.

- Initiative versus guilt, Erikson’s third stage of development occurs during the preschool years. As preschool children encounter a widening social world, they face new challenges that require active, purposeful, responsible behavior. Feeling of guilt may arise, through, if the child is responsible and is made to feel too anxious.

- Industry versus inferiority is Erikson’s fourth developmental stage, occurring approximately in the elementary school years. Children now need to direct their energy toward mastering knowledge and intellectual skills. The negative outcome is that the child can develop a sense of inferiority – feeling incompetent and unproductive.
• During the adolescent years, individual’s face finding out who they are, what they are all about, and where they are going in life. This is Erikson’s fifth developmental stage, *identity versus identity confusion*. If adolescents explore role in a healthy manner and arrive at a positive path to follow in life, then they achieve a positive identity; if not, then identity confusion region.

• *Intimacy versus Isolation* is Erikson’s sixth developmental stage, which individual experience during the early adulthood years. At this time, individuals face the developmental task forming intimate relationships. If young adults from healthy friendships and an intimate relationship with another, intimacy will be achieved; if not, isolation will result.

• Generativity versus stagnation, Erikson’s seventh developmental stage, occurs during middle adulthood. By generativity Erikson means primarily a concern for helping the younger generation to develop and lead useful lives. The feeling of having done nothing to help the next generation is stagnation.

• *Integrity Versus* despair is Erikson’s eight and final stage of development, which individual experience in late adulthood. During this stage, a person reflects on the past. If the person’s life review reveals a life well spent, integrity will be achieved; if not, the retrospective glance likely will yield doubt or gloom- the despair Erikson described.

• **Social Learning theory by Bandura:** Among these theory Bandura considered that human behavior as due to a reciprocal determinism that involve three interacting factors: personal determinants, Behavioral determinants and environmental determinants.
Figure No. 1: A diagram of Triadic Reciprocal Causation

According to Bandura (1978, 1986) human behavior is due to triadic reciprocal causation that involve behavioral, cognitive and environmental factors. All three factors “interlocking determinants” of one another. Bandura social learning theory considers that human learning takes place through observation of model behavior to behavior occur without reinforcement, Apart from positive and negative reinforcement, self reinforcement is an important aspect of his theory.

Which aspect of his theory regulates of his behavior and controls his behavior by rewarding and punishing his own behavior. Bandura (1959) book on “Adolescents Aggression” indicate that how through observation of parental models of family and outside family moulds aggressive behavior. He consider that parent child relationship in family is very important which is embedded in the subculture and social milieu. Bandura also developed the concept of self-efficacy which is major component of social cognitive theory. Which have been discussed in next paragraph.
• **Piaget’s Cognitive Developmental Theory** Piaget’s Theory states that individuals actively construct their understanding of the world and go through four stages of cognitive development. Two processes underlie this cognitive construction of the world: organization and adaption. In addition to organize their observation and experiences, they adapt, adjusting to new environmental demands (Mooney, 2006).

• Piaget (1954) also maintained that people go through four stages in understanding the world. Each stage is age-related and consists of a distinct way of thinking, a different way of understanding the world. Thus, according to Piaget. Cognition is qualitatively different in one stage compared with another.

• **Vygotsky’s Sociocultural cognitive Theory** Like Piaget, the Russian developmentalist Lev Vygotsky (1896-1934) emphasized that individuals actively construct their knowledge. However, Vygotsky (1962) gave social interaction and cultural far more important roles in cognitive development than emphasizes how cultural and social interaction guide cognitive development.

Vygotsky portrayed development as inseparable from social and cultural activities (Bodrova & Leong, 2007; Cole & Gajdamaschko, 2007). He stressed that cognitive development involve learning to use the inventions of society, such as language, mathematical systems, and memory strategies. Thus in one culture, individuals might learn to count with the help of a computer; in another, they might learn by using beads. According to Vygotsky, children’s and adolescents social interaction with more skilled adults and peers is indispensable to their cognitive development (Alvarez & del Rio, 2007). Through this interaction, they learn to use the tools that
will help them adapt and be successful in their culture (Hyson, Copple, & Jones, 2006).

- **Ecological Theory** One ecological theory that has important implication for understanding adolescents development was created by Urie Bronfenbrenner (1917-2005). **Bronfenbrenner’s Ecological Theory** (1986, 2000, 2004; Bronfenbrenner & Moris, 1998, 2006) holds that development reflects the influence of five environmental systems: microsystem, mesosystem, exosystem, macrosystem and choronosystem.

![Figure No. 2 Ecological Model](image-url)
• The **microsystem** is the setting in which the adolescents lives. These context include the adolescent’s family, peer, school, and neighborhood. It is in the microsystem that the most direct interaction with social agents takes place— with parents, peer.

• The **mesosystem** involves relation between microsystem or connections between context.

• The **exosystem** consists of links between a social setting in which the adolescents does not have an active role and then individuals immediate context.

• The **Macrosystem** involve the culture in which adolescents live. Culture refers to the behavior patterns, beliefs, and all other products of a group of people that are passed on from generation to generation.

• The **chronosystem** consists of the patterning of environmental events and transitions over the life course, as well as socio historical circumstance. Researchers have been found that the negative effect of divorce is on children often peak in the first year after the divorce (Hetherington, 1993, 2006).

Thus, the theories regarding development in adolescents state that it is stage wise and which is affected by biological and all environmental factors. It is important that adolescents start from about 10 year of age till 20 years of age (Erikson).

**Familial Factors:**

The family is an important agency which determines child development, adolescent’s development. Adolescence needs a direction, guidance, suggestion help from family in undergoing various hazards. Immaturity in familial relationship as shown by quarrelling with family member, criticizing them constantly. These poor family relationships are become psychological hazards at
any stage but during adolescents it become more hazardous because at the time adolescence unsure of themselves and they depend on their family for feeling of security, they need guidance help in mastering the developmental task of adolescence. The adolescence whose family relationships are unfavourable may also develop poor relationship with people outside at home (Hurlock 2009). Family can plays a great role. Adolescents from a warm and supportive family environment, with high levels of organization, cohesion, and expressiveness, as compared with adolescents from a stressful family environment. The detailed description of contribution of family is given in next page.

**Societal factors:**

Reference.com describes “Social factors are the aspect that directly influence or affect lifestyle. Some important social factors include: religion, ethnicity, family, physical status, economic status, education, location, life partners, children and political systems numerous factors affect or direct lifestyles in any population. Some other social factors include family life, school environment, violence on TV or in the home, weak or strong social ties (such as a lack of strong friendships), socioeconomic status, neighbourhood (clashing or cohesiveness of cultural norms), education level obtained, poor social influences (such as gang behaviour), societal norms and influences (such as a farming community versus inner-city), and religious influences.” The social development of adolescent’s is best considered in the context in which he lives: that is family, community, school, work place peer relationship all these influence their social. Social development is a continuous process by mean of which child achieve social adequacy. Child – adolescents as a physical organism, they live in social setting, therefore their social development become an important aspect of his total growth. Adolescents must be trained to adopt his pattern of social environment: their adoption require a balance
between social environments, self control and consideration of other. Mouly 
(1960) describe two phase involve ion this process: Socialization- reflect societies 
attempt to have the child internalize certain of its regulations, values and more 
Individualization refer to retain adolescents individuality while at the same time 
making certain concessions to the group in order to attain group acceptance.

The ideal stage reached when the individual can attain maximum satisfaction of 
his needs within the framework of the value of the society in which he lives. The 
kind of person he eventually becomes will reflect his goal seeking experience in 
social realm at hand: the home, the school, the playground, the community. 
Through out there social experiences the young child adolescents will be more 
concerned about his relationship with his social associates: by the time the 
adolescent’s reaches general social maturity he should have develop enough 
knowledge and understanding to the social milieu in which he live. He learn how 
to get along with other of his own sex and age and develop a workable relationship 
between himself and his parents, teachers and other adults (Benning,1955).

Riesman (1950) has talked about pattern of social uniformities of learned response 
which differentiate person from different regions, eras and groups: the “tradition-
directed” “ inner directed” and “other directed” persons. The tradition directed 
person behave in socially approved manner, he receives signals from others; focus 
on conformity and imitation virtually behave in traditionally approved way of 
family and his social group. The inner directed adolescents work as internal pilot 
“psychic gyrosape” firstly they prefer to go with their parents and later on by 
authorities in the social environment and other directed individual is at home 
everywhere and nowhere: he is capable of a rapid if sometimes superficial 
timacy with and response to everywhere; he is affected largely by his external
social world; he is exceptionally sensitive to the needs and wishes of others about him.

**Types of Social Group**

The child adolescent, in his attempt to reach an effective compromise between the individuation; socialization phase of social process learns to adapt him to three main types of social group and tertiary.

*Primary Social group* involve the group with which the child adolescents has intimate face to face contact and fairly permanent social relationships. Primary social group include family, relatives and close neighbourhood and playmates. The secondary social group is those with which adolescents have causal relationship and secondary social group predominant social relations are more impersonal: they do not exist any great degree of social pressure, except perhaps within rigidly limited areas. Teachers and classmate at school, the age mate peers his colleague and representative member of secondary group. Tertiary social group involve child adolescents marginal and transient social contact. The people that he comes into contact with on buses, trains, or at theater (P.A. Clarke 1968).

*Influence of Community*: Newly born infant is only a physical organism and unhumanized social being. Dennis 1941 his found in his study Child’s adolescents social environment, his “society” has much to do with overall environment adjustment. The first important thing related to child adolescent’s development is growing up in social environment or society make him human. Very soon individual starts to recognize and accept the relationship between the ‘me’ (self) and ‘you’ (society) that cannot be ignored, through the pre adult’s years; the child adolescent’s personality is being affected constructively or adversely by the impact of the people by whom he is surrounded.
Influence of Culture: The child adolescents born into a certain “Culture”. Every people living in a society. Society follows a pattern, living style and characteristics. Individual learns this pattern like dress, ethics, art, value, daily routine from society. In beginning the child adolescent the child adolescents is not viewed as fully equipped person to participate in a complex culture; slowly he acquire understanding the understanding of his particular culture and human grouping to which he find himself. After that child become “accultured” or “encultured” he began to see his world, start thinking about it approach and utilize it. Bendict (1934) states that as the time passes individual can talk he is a little creature of his culture by the time he grow and able to take part in its activities.

Each culture has its own approved personality patterns: Every culture group produces a different personality patterns child adolescents belongs to various culture areas- rural, urban, upper, middle and lower socioeconomic status, different religion they develop according to way their particular subculture patterned. Many child- adolescents who do not have enriched culture cultural background they known as culturally ‘deprived or disadvantaged’ (Smith,1954). These children supposedly come from the lower socioeconomic strata of society and are notably decrease in the quality of cultural background. Family grooming, and learning capacities that that middle and upper class parents provide for their children (Gorden, 1965). Some Common qualities of culturally deprived child-adolescents parents have little formal education, improper diet, sub marginal housing, inadequate medical care, no jobs or low level of employment (Della-Dora,1963).

Continuity- Discontinuity: Socialization effect child- Adolescents personality will be depend upon continuity or discontinuity of the sequence of cultural experience is successive social experience are consistent. Discontinuity experiences are
inconsistent or in sharp contrast with each other. Continuous social experience helps to encourage the development of strong permanent and adaptive personality traits and adjustment within the child adolescents (Bendict, 1938).

**Social Class:** The child-adolescents is not only born in a particular culture but also born into a social class: the status or position of child adolescents family have in the society: The important social division are the (1) Upper class- The top most position (2) Middle class- the position between upper and lower class division (3) lower class- lowest position. The social class helps to understand the development of child-adolescents social development because different classes are likely to develop sufficiently distinctive powerful values, form of behaviour, habit, customs and attitudes which distinguish from other classes (Bendict, 1934). Hutt and Gibbey (1959) suggest that those differences exist because of the social “curtains” which screen one social class to another social class. A youngster belongs to low socio economics status tend to be identify with many stereotype conceptions about: the family life is usually conducive to healthy family development, the illegitimacy is high, educational level is low, unemployment is high, low level of nourishment, aggressiveness, hostility and anti social attitude in these youngsters.

**Influence of peer:**

One of most obvious effect on adolescents is that hub around which the adolescent’s world revolves shifts from the family to the peer group. During the adolescents year decrease contact with family does not mean that family importance have less importance for them (O’Koon 1997). To establish greater independence from their parents adolescence shift their orientation towards their peers to a greater extent than their earlier stage of development. Peer serves an
important number of functions throughout adolescence they provide them sense of identity. Through identification of peers, adolescents began to development moral judgement and values (Bishop & Inderbitzen, 1995) and to define how they differ from their parents (Micucci, 1998) Another Important influence of peer group is to provide information about the world outside of the family (Santrock, 2001). Peer group also serves as powerful reinforces during adolescence as source as source of popularity, status prestige and acceptance.

Positive family relationship as acceptance by peers mutual understanding etc leads positive psychological adjustment, better self image and better performance in school (Hansen, Giacalletti & Nangle, 1995; Savin Williams Berndt, 1990). Adult who had interpersonal problems during adolescence appear to be at much greater risk for psychological difficulties during adulthood (Hansen et al. 1995) During this time involvement with peer group lend to be most intense and conformity and concern about acceptance are at: their peak.

There is exists a general consensus primary social group family have significant influence on the developing youngster: the child adolescents first need to adjust in his primary group and he learn about his social maturity from his primary group. In present research slum area is an important social class of adolescents. First need to discuss about family, parent child relationship, sibling relationship family conflict and its impact on development of adolescents.

**Family:**

Newly born child is not a truly human being he is helpless, needs care and nurturance of parents. Their social environment shapes them according to their society. Regardless family denotes strong sense of bonding, closeness and attachment to family have been found to be associated with better emotional
development, better school performance and indulgence in fewer high risk behaviour like drug use alcohol use steeling etc (Resneck,1997; Klein 1997; Perry,2000). Early childhood is important period it needs cooperation from parents and other important relatives. Most of the learning process starts from this periods. Parents are often said to be first and best teacher (The Early Years Framework 2008). Families that do not meet children’s need these family may do serious harm for them. Some dysfunctional families are neglectful of or even mistreat children (Amato,1990; Mckenry, Kotch, & Browne,1991). In those families where both parents abuse alcohol or drugs, and families have psychological problems- that may cause them to act in unpredictable, abusive or even physically threatening way (Ge, Conger, Lorenz, Shanahan, Elder,1995). This type of parents are unable to provide proper guidance, consistent control, support for children, and also do not help in children’s successful development and these problem results in children and adolescents behaviour such as drug abuse and externalizing behaviours (as stealing, disobedience at home and outside the home and overt aggression) (Stice & Barrera, 1995). Healthy interactions in family play an important role in the development of adolescents. These interactions and interpersonal relationships are seen between parents, parent and child, siblings, and any other relative or person living in the household. The healthy interaction patterns enhances mental health of the individual. Family environment also influences adolescent mental health via its effect on self-esteem and sense of mastery. Studies have shown that the more conflict and less cohesive the family environment is perceived to be, the lower the individual’s level of self-esteem (Boys' and Girls' Association of Hong Kong, 1992).

An acceptable definition of family assume that family is an universal and necessary institution for human. Survival in all societies. According Murdock
(1949) “Family is a social group characterized by common residence, economic cooperation and reproduction. It includes adults of both sexes, at least two of whom maintain a socially approved sexual relationship, and one or more children own or adopted, of the sexually cohabiting adults”.

Second aspect of the definition of family: its function as social institute, or family function is socialization of the child. Primarily it’s done by mother but other caretake in family like grandparents, sisters, aunts etc. Economic cooperation of the family because subsistence was the means of family survival (fames Georgas, 2006).

Family is small social unit or social group. This group is an aggregate of individual which definite relation exist between the members, each individual is conscious about the group boundary. The family is not only a social group and wherever influences social and cultural development. Family includes these characteristics:

1. Family is a social group, the characteristics of this group is residence, economic cooperation and reproduction. In another words this group has at least structure and organization that includes rules, rituals etc.

2. Biological unit the family is a biological unit, the group comprising a married couple and their children.

_The function of family:_ In most societies the family perform six basic social functions.

First, it regulates sexual behaviour by specifying who may have sexual contact with whom. This function regulate by certain social rule “marriage” sexual contact
between people who are not blood relative and require individuals to find marries from outside their own family group.

Second, the family is responsible for reproduction and norms value and beliefs that regulates family life.

Third, family provides basic facilities like food shelter etc and nurturance, protection of children provide emotional support also.

Fourth, the family is the main socializing institute for newly born. Human child require a long period of care by limited number of individual. Child develop intimate relationship with these individual as they grow up they are able to play adult role (Bowlby,1951).

Fifth, the family plays a part in the production and consumption of goods and service.

Finally, family are also source of ascribe status. In all societies, the family is organized to perform certain functions for society. A function is defined as an activity that is imperative if the society is to continue to exist.

Murdock (1949) point out four universal functions of family: sexual, reproductive, economic, and education. He also argue that without become extinct; without economic cooperation among family members, life would cease without the education of children culture would end.

Present research focus on these familial variables. All these variables related to family environment and if all these relationship is positive then development of adolescents is good as many researches shows.
**Socialization in family**: The family is generally acknowledged to be the social institute that most significantly influence individual development. Parent are role model play significant role in standard setter, and reward dispensers in cognitive and self-concept development, influence in identity achievement and in sex role identification. In early years family is more influential than media peers, and school, but during adolescent period it changed the family assume less control role in socialization (Margaret A. Lloyd, 1985).

Socialization is the process through which children acquire the behaviour, skill motives, values, beliefs and standards that are characteristics, of appropriate and desirable to their culture. The agencies of socialization are the individual, family institution, sibling peer, television and media. All these socialization agencies playing key role in development of adolescent and in shaping their personality. The goal of socialization is to attributes and social response to be acquire by the child which vary from culture to culture (Kagen, Reznick, Davis et. al 1986).

Parents promote this socialization process through verbal encouragement, reward and punishment. Parent teach their child about restrictions, certain impulses must be inhibited something must not be touched some place must be avoided. Through these process of socialization which takes place in family and society it shapes adolescents personality and helps them to behave in a particular manner.

**Familial Relationship:**

**Parent Adolescences relationship**: Parental are influential figure in adolescence period. Parental authority decline during adolescence as the salience during adolescence as the peer group influence increase. Parents perceive adolescence as the most challenging and difficult stage of child rearing (Buchanan & all associates 1990). Parenting is a complex process shaped by a variety of intra-
personal, inter-personal and contextual forces that can act as risk or protective factors for positive parent-child experiences and outcomes. Across childhood and adolescence, parenting that is seen as responsive, warm and supportive is deemed to be most conducive to child wellbeing (Belsky, 2005) During this period adolescence spend less time with parents, family and more time with peers (Larson ,1996). Close parent adolescents’ relationship, good parenting skills, shared family activities, positive parental role model all these have well effect on adolescents health and development (Hair;Moor2005;Parker 2004;Resnick 2004). Close relationship, healthy open communication and perceived parental support are especially important during adolescence. Example adolescence have positive and healthy relationship with their parents are less likely to engage in various risk behaviour including smoking fighting, and drinking (Guilamo,Turrisi 2005). Parent adolescent’s relationship also includes parental monitoring in which information about child, their friends. Where about after school, their activity (Mounty,2001). Adolescence who’s parents having alcohol or they can easily access alcohol by themselves and other factors like alcoholic friend circle all these factors determine whether an adolescents will abuse alcohol (NIAA Report,2005:43). In addition parental alcohol abuse closely related to other family experience like increase family violence and decrease level of parental monitoring (Johnson,1999). Parenting has made a significant contribution in making an important contribution in the development of competencies among children and adolescents. Researchers have begun to develop attention to understanding variations in parenting in different cultures and how it is related to psychosocial outcomes in children and adolescents (Murry, 2001). According to attachment theory (Bowlby, 1988) and object relations theory (Winnicott, 1957), secure attachment to the family and good internal representations of familial relationships in adolescence are predictive of adolescents' successful social development and healthy adjustment.


**Sibling Relationship:** Apart from peers, older siblings might serve as important role models because they went through similar transitions only a few years earlier (Carey, 1986). The sibling relationship is likely to last longer than any other relationship in individual’s life time and plays an integral part in the lives of families. The majority of children around the world have at least one sibling are an integral component of family system (Howe N., Ross H., Recchia H.2011; Brody G.H.1998) and very important content for learning and development (Howe N. Recchia H.2014).

In early childhood, four major characteristics of sibling relations are prominent (Howe N.2011 Dunn J, 2002). **First,** Sibling relationship are emotionally charged and its defined by strong inhibited emotions of a positive negative and some time ambivalent quality (Dunn J. 2002; Dunn J. 1993; Volling BL 2003). **Second,** Sibling relationship involve intimacy youngster spend most time playing together they know each other very well. This intimate relationship provides emotional and instrumental support for one another (Garner PW. 1994; Howe N. 2004). **Third,** Sibling relationship are characterized by larger individual difference in the quality of children relation with one another (Brody GH 1998; Howe N 2011; Dunn J.2002; Volling BL. 2003). **Fourth,** and very important parents age difference between siblings often makes the issue of power and control (Abuhatoum S.2013; Della Porta S, 2012) rivalry and jealousy (Kolak A.M. 2011; Volling B.L. 2010; Miller A.L.2009) but it also provide a context for more positive types complementary exchange such as teaching, helping (Abramovitch R. 1986; Volling B.L.;2014; Howe N.2011) care for each other (Howe N;2009, Kramer L.2014). Seginer (1998), Yeh(2011) found in studies that positive sibling interactions were associated with good levels of personal adjustment, and that the influence of siblings may be even greater than that exerted by parents.
In sum, the sibling relationship makes challenges for parents because of the potentially emotional and highly charged nature of the relationship. One of the most important issues arises in this period due to age difference is differential in parental treatment (Meunier J.C. 2012; Volling B.L. 1997). Successful adolescence can depend to a high degree on the available emotional and social support in the family (Christensen & Margolin, 1988; Patterson, 1982, 1984). As role models and through their social-emotional support, parents and older siblings can have a positive impact on the personality characteristics of adolescents, such as their sense of competence and mastery, which, in turn, might facilitate further their successful transition from childhood to adolescence (Bank & Kahn, 1997; Bryant, 1982; Daniels, Dunn, Furstenberg, & Plomin, 1985; Werner & Smith, 1992; Whitbeck, 1991). Sibling relationships provide a natural setting for younger ones to understand about their world. It is safe and secure place to learn how to interact with others, learns how to manage their disagreements, in proper and constructive manner. This relationship also provide a ground for understanding their social world. The benefits of establishing warm and positive sibling relationships may last a lifetime, whereas more difficult early relationships may be associated with poor developmental outcomes. The task for young siblings is to find the balance between the positive and negative aspects of their interactions as both children develop overtime.

**Familial conflict:** The family play an important role during adolescence. In spite of the rapid changes within the modern family, the homes still most important factor in shaping the behaviour of young people. The family climate is significant as it has a far-reaching effect on its every member through various experiences and conditions of the family. A healthy home atmosphere and
the factors that produce it are very important influences on adolescent’s outlook for life. Both love and hate are to be expected in the family life and peers interactions, but it is the way negative emotions are handled that makes a difference to family life and social interactions (Parke and Buriel, 1998). Conflict in family is most intense during child’s transition into adulthood especially during Sillars, Canary, & Tafoya, 2004). Montemayer (1986) found that conflict between parents and adolescents are also with sibling are most common. Familial conflict leads to children’s maladjustment which results in negative effect on social cognitive, educational and psycho-biological function (Cummings & Davis, 2002). Parental conflict is considered a disagreement that leads to greater lesser interaction of the parents. This interaction can vary from vary positive to very negative (Gocke-Mory, & Papp, 2003). Parental conflict have different effect, some being positive and some being negative (Cummings & Davis, 2002).

**Familial influence during Adolescence:** Adolescents can be fraught with difficulties and insecurities; a stable family environment is often seen as key element for successful transition through this period. Many researchers have reported a relationship between family type and adolescents general well being (Amato 2006; Amato Cheadle 2008; Demuth and Brown 2004; Emery 2006; Fisher 2004; Wells and Rankin 1991), even over successive generation (Amato and Cheadle 2005). Parenthood becomes especially frustration when children enter the adolescent’s years. Adolescents develop lives of their own outside of the home and spend less time with their parents even where good relationships exist. Also this is a time of sporadic conflict and frustration, as adolescents test limits, criticize or get into conflicts with parents, or do things that upset or outrage them. Adolescents’ tend to stop expressing affection and gratitude directly the way that younger children do, and it may feel frustrated and unappreciated. In every
society, the family was the most valued system in almost all spheres of life and human living. Family provides the security and support without any rewards in return. The effectiveness of family functioning in conditioning the children's personality and social development has an outstanding importance (Roelfse and Middleton, 1985). The family interactions play an important role in the development of an individual. These interactions and interpersonal relationships are seen between parents, parent and child, siblings, and any other relative or person living in the household. The healthy functioning of these interaction patterns enhances mental health of the individual.

Children need a happy and stable family environment and a conductive social network for their overall growth and healthy development. Yet, happy families are not happy all the time. Disagreements and conflicts are a necessary part of living closely together. Research shows that both overall family system functioning and parental behaviors are positively related to adolescent well-being (Grotevant, 1998; Karavasilis et al., 2003; Kauffman et al., 2000; Miyamoto et al., 2001; Muris et al., 2004; Wolfradt et al., 2002).

Some other important psychological variable need to be describe in next paragraph such as self-concept or self-structure, self-esteem, self-efficacy and values.

**Self-concept:**

Self-concept can be broadly defined as a perception of one’s unique combination of attribute. Self-concept is believed to develop through a process this process includes what we have done, and can do in comparison to our expectation and expectation of others (Brigham 1986) Thus , One’s self-concept is not innate but it is constructed by the person through interaction with the environment and
reflecting on that interaction. Although there is increasing evidence that interaction with parents (Frame and Eccless1998) and teachers (Pintrich and Blumenfield1985) are important predictors of children’s self evaluative beliefs very little attention has been paid to whether interaction with other and the children, and related factors of reputation held among peers, are related to children’s academic self views. Cooley,( 1902) claimed that self is mirror of others perception , those who have contended that the self represents a person’s inborn potential. An individual's general composite or collective view of him or herself across multidimensional sets of domain specific perceptions, based on self-knowledge and evaluation of value or worth of one's own capabilities formed through experiences with and interpretations of the environment (Eccles, O'Neill, & Wigfield, 2005).

According to Rogers (1951) self-concept or self-structure is “an organized configuration of perception of the self which are admissible to awareness”. It is a concept conceived as a result of interaction of the individual with his or her environment. Children learn the way of people in their culture task and activity (Ogbu,1988).

It is hypothesized that self-concept is related to environment in which a child is nurtured. The argument is that lower socioeconomic status value conformity and adherence, middle class parents value self direction and self control, upper-class parents value independence. These difference between socioeconomic groups have been related to child rearing behaviour, mainly affecting identification, role modelling and selective reinforcement (John Hattie, 1992). The self-concept has three basic functions:
• To optimize the pleasure/pain balance of the individual over the course of a lifetime,
• To facilitate the maintenance of self-esteem, and
• To organize the data of experience in a manner that can be coped with effectively (Epstein, 1973)

According to Erikson (1973), adolescence is the stage of development during which crisis of identity is most acute. The important task of the individual at this time is formation of a secure ego identity— one’s perception and feeling about oneself. Ego identity has three major feeling.

• A sense of unity among one’s self perceptions the view one has of oneself are not disjoint
• A sense of continuity of self definition over time; one’s sense of self does not change readily but evolve into a richer self understanding.
• A sense of the mutuality between one’s self perception and those held by others; one self view is influenced by the reactions of other and other vice versa.

Failure to achieve such as identity result in self diffusion- a sense feeling that one lack of definition of commitment and a sense of integration or togetherness ego identity reflect in way adolescents speak about themselves and one another. Conformity to the peer group is very intense at this time. Adolescents may identify themselves with the hero or their peer group that they see initially to lose their emerging identities. The adolescent’s latches on to one view of self tries it on for size wears it around the neighbourhood of peers, and then discord it for another. Each identification become part of the total view of self, and all identification must be woven together into a coherent and consistent and unique view of self
Establishment of one’s identity is a process than can take up to 10 years to complete (Waterman, 1985).

As child goes through adolescence, they are subjected to different types of changes, stressors and opportunities. Positive self-concept and high self-esteem is an important factor in handling these challenges. Self-concept is the perception that individuals have of their own worth. This includes a composite of their feeling a generalized view of their social acceptance and their personal feeling about themselves (Belmore Cellessen, 2006). Self-concept influenced by parental involvement and develop through experiences with the environment and ones evaluations of these experience. Additionally opinion of significant others causal attributions and concrete feedback (Shavelson, Hubner & Stanton, 1976).

**Self-Efficacy:**

The concept of self-efficacy is used by Bandura (1976). Self-efficacy is defined as people’s beliefs about their capabilities to produce designated level of performance that influence their lives. Self-efficacy beliefs determine how people think, feel motivate themselves and behave. Bandura (1986) described that individuals have a self-system with the capabilities to control over their thoughts, feelings, and behaviors, “What people think, believe, and feel it effects how they behave”. According to Graham and Weiner (1996), perceived self-efficacy is a more consistent predictor of behavioral outcomes than any other motivational construct. Perceived self-efficacy refers to “beliefs in one’s capabilities to organize and execute the courses of action required managing prospective situations (Bandura, 1995). The beliefs people hold about their efficacy influence over the events that affect their life and shape the personal development. These beliefs serve as a regulatory function in all spheres of life. adolescents’ self-
efficacy beliefs to manage positive and negative emotions and interpersonal relationships contribute to promote positive expectations about the future, to maintain a high self-concept, to perceive a sense of satisfaction for life and to experience more positive emotions (Caprara, Steca, Gerbino, Pacielloi, Vecchio 2006).

Self-efficacy can be developed by four main source of influence. The main source of create a strong sense of self-efficacy is the mastery experience success built a strong belief in personal efficacy. Self-efficacy requires experience in overcoming obstacles through perseverant effort. The second way of strengthen the self-efficacy through vicarious experiences provided by social models. If people see to oneself get success by continuous effort it raises observers beliefs that they too possess the capabilities master comparable activities to succeed. On the other side if observing other someone got failure despite high effort it will low observer judgement of their own efficacy and undermine their efforts. The impact of modelling on self-efficacy is strongly influenced by perceived similarity to the model. (Bandura1986)

Third way of strengthen the self-efficacy is social persuasion that they have what it take to succeed. People who are persuaded verbally that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbour self doubt and dwell on personal deficiencies when problem arise. Succeeding period of life present new type of competency demand requiring for their development of personal efficacy for successful functioning.

**Family and Self-efficacy:** Successful experiences in the exercise of personal control are central to the early development of social competence. Parents who are responsive to their infants' behaviour, and create opportunities for efficacious
actions by providing healthy environment and giving freedom of movement for exploration, have infants who are accelerated in their social development. Parental responsiveness increases competence, and infants' expanded capabilities elicit greater parental responsiveness in a two-way influence. Different family structures, as reflected in family size, birth order, and sibling constellation patterns, create different social comparisons for judging one's personal efficacy. Younger siblings find themselves in the unfavourable position of judging their capabilities in relation to older sibling who may be several year advanced in their development. (Bandura, A., 1991).

**Self-efficacy Through Peer Influence:** It is in peer relationships that they broaden self-knowledge of their capabilities. Peers serve several important efficacy functions. Those who are most experienced and competent provide models of efficacious styles of thinking and behavior. A vast amount of social learning occurs among peers. The, age-mates provide highly informative comparisons for judging and verifying one's self-efficacy. Children tend to choose peers who have almost similar interest and values. Peers are neither homogeneous nor selected indiscriminately. Selective peer association will promote self-efficacy in directions of mutual interest, leaving other potentialities underdeveloped. Because peers serve as a major influence in the development and validation of self-efficacy, disrupted or impoverished peer relationships can adversely affect the growth of personal efficacy. A low sense of social efficacy can, in turn, create internal obstacles to favourable peer relationships. Thus, children who regard themselves as socially ineffectual withdraw socially, perceive low acceptance by their peers and have a low sense of self-worth. (Lent, R. W., & Hackett, G. (1987).

**Growth of Self-Efficacy Through Transitional Experiences of Adolescence:** As adolescents approach the demands of adulthood, they must learn to assume full
responsibility for themselves in almost every dimension of life. This requires mastering many new skills and the ways of adult society. With growing independence during adolescence some experimentation with risky behaviour is not all that uncommon. Adolescents expand and strengthen their sense of efficacy by learning how to deal successfully with potentially troublesome matters in which they are unpractised as well as with advantageous life events. Whether adolescents fore sake risky activities or become chronically enmeshed in them is determined by the interplay of personal competencies, self-management efficacy and the prevailing influences in their lives. Impoverished hazardous environments present especially harsh realities with minimal resources and social supports for culturally-valued pursuits, but extensive modeling, incentives and social supports for transgressive styles of behaviour. Such environments severely tax the coping efficacy of youth enmeshed in them to make it through adolescence in ways that do not irreversibly foreclose many beneficial life path. Adolescence has often been characterized as a period of psychosocial turmoil. While no period of life is ever free of problems, contrary to the stereotype of "storm and stress," most adolescents negotiate the important transitions of this period without undue disturbance or discord. However, youngsters who enter adolescence beset by a disabling sense of inefficacy transport their vulnerability to distress and debility to the new environmental demands. The ease with which the transition from childhood to the demands of adulthood is made similarly depends on the strength of personal efficacy built up through prior mastery experiences.

**Self-esteem:**

Self-esteem is usually defined as a person’s overall evaluation or attitude towards his or herself (James, 1890; Lerry & MacDonald, 2003; Pyszczynski, Greenberg, soloman, Arndt & Schnimd 2004). Some researchers argue that high self-esteem is
essential to human functioning and imbues life with meaning (Pyszczynski, Greenberg, Solomon, Arndt, & Schimal, 2004).

**Three ways the term self-esteem is used:**

**Global Self-esteem:** Self-esteem refers to a personality variable that represent the way people generally feel about themselves. Researches call this form of self-esteem as, global self-esteem or trait self-esteem. Depiction of global self-esteem range widely. Some researches take a cognitive approach, and assume that global self-esteem is a decision make about their worth as a person (e.g., Coopersmith, 1965; Crocker & Park, 2004; Crocker & Wolfe, 2001).

**Feeling of worth:** Self-esteem is also used to refer to selfevaluative emotion reactions to valenced events. This is what people mean when they talk about experiences that “threaten self-esteem” or “Enhanced self-esteem” (James, 2008).

**Self Evaluation:** Finally, self-esteem refers to the way people evaluate their various abilities and attributes. This process involve self-evaluations or self-appraisals, the way people evaluate or appraise their physical attributes, abilities, and personality characteristics. According to this perspective, people have different levels of self-esteem in different areas (Brown, J. D., & Marshall, Kernis, 2006). Low self-esteem people feel bad about themselves when they fail because they lack positive experience (Dutton and Brown, 1997).

**Family Relations and the Self-esteem of Adolescents:** family, peer and other significant persons play a major role in the development of an adolescent self-esteem. The family mainly as the primary environment at the adolescents stage provide an important background for developing and creating the initial sense of oneself (Priy V. & K. Murlidharan, 2014). Some studies have found positive
relationship between supporting family and self-esteem (Sweeting & Wert, 1995; Barrera & Jones, 1992). On the other hand a lack of support or a dysfunctional family environment has been described as contributor to maladjusted, behavioral problem and drug abuse. (Wentzel, 1994; Mckey et al. 1991). Self-esteem develops as a result of familial and societal factors (Harter, 1990; Colarosi & Eccles, 2000). Some studies were that parental support of and involvement with their children and parental willingness to grant autonomy and freedom to their children are positively related to high self-esteem among the children (Bachman, 1970; Coopersmith, 1967; Rosenberg, 1965; Thomas, Gecas, Weigert, and Rooney, 1974).

**Value System:**

According to Rokeach, values are defined as desirable transitional goals, varying in importance, that serves as guiding principles in the life of a persons or social entity (Rokeach, 1973; Schwartz, 1994). Values considered as hard core of culture (Phalet & Schoenpflug, 2001). Our values comprise the things that are most important for us. We never see our values directly, what we are the ways through which our value manifests themselves: in opinion, attitude, thought, preference, desire, and fear. In other words values are general; opinion attitude thought fear, preference are specific.

Milton Rokeach (1973) talked about two type of values. **Terminal values** are deep rooted in personality of an individual and are abstracted in nature. **Instrumental Values** are the kind of behavior of an individual believes are desirable, explicit aspect of culture, concrete course of time. Rokeach also said ‘values are determinants of virtually all kind of behavior that could be called social behavior of social action, attitude and ideology, evaluations, moral judgments and
justifications of self and others, comparison of self others, presentations of self to others, and attempts to influence others.’ Handbook of Socialization (Grusec&Hastings,2007), parents are the most important socialization agent influencing children’s development. One of elements of socialization is the acquisition of a culture’s standards, attitude and values (Grusec,2002).

This is understandable given that the values that individuals prioritize are thought to influence their attitudes, emotions, and behavior. (T. Kasser 2002), to transcend specific situations (M. Rokeach1973), and to persist over time, influencing their lives for years and decades [B. W. Roberts and R. W. Robins2000]. Parents value both intrinsic and extrinsic life goals for their children. Values are considered as organizing factors with in personality and important to moral character. Life with values is always meaningful. Value means something previous, something dear, something for which one is ready to suffer, to sacrifice for and it is ended valuable to die for.

According to Broudly (1965) gave seven area of values. As economic, health policy and recreational social, moral, Aesthetic, Intellectual & religious values. Each value may have subjective and objective aspect. Something we talked about values from personal or individual experience of satisfaction and sometimes value refers to quality of the object or of an act as value depicts the relationship between an individual and an object.

Adolescents the period of transition from childhood to adulthood being lots of changes taking place during this phase. These changes occur in adolescents due to development and pressure placed by their culture in which they live. Their social concept and manipulations give raise to new logic of moral values, as he manipulates them in larger context of right and duties. As adolescents group up
them beliefs, attitudes and values in this sphere and determined by their own needs and experience (Natasha 2013).

One of the most important concepts is slum which needs to be discussed

**Slum:**

In present research Slum adolescents were participants. Slums have risen dramatically since 1947. There were main two reasons for slum development. One is Partition of India and the other is Industrial revolution after independence. Before 1950 slums were predominantly found around the mills, factories etc. They were mostly industrial workers in one room tenements. Health and Services provisions to these areas the main issues. The density of the slums started growing in and around the cities. Development of cities are indicator of nation wealth and economic but if we see other side of these cities where people struggle for day to day need like food, water, cloth , place for living etc. There are large sections of poor in cities, especially slum dwellers, who are by passed by the process of growth. Slums manifest the worst form of deprivation that transcends income poverty. The impact of the ever increasing urban population has been an increasingly acute shortage of housing, employment, resulting in poverty which in turn results in undernourishment, inadequate physical and civic amenities and the mushrooming expansion of slums and squatter settlements. They are characterized by acute overcrowding, insanitary, and unhealthy dehumanizing living condition. They are subject to precarious land, lack of access to basic minimum civic service such as safe drinking water, sanitation drainage, solid waste management, street light ,road, education, healthcare and poor quality of shelter. The slum population in the country is estimated at 75 million in 2001, projected to increase to 93 million by 2011 (Report of the committee on slum
statistics/ Census Dr.Pranab Sen, the chief statistician and secretary, statistics & programme implementation, 2010). The migration & urbanization process with city authorities not being able to provide space to the increasing number of poor’s that cities need, has led to the mushrooming of slums. This poor quality of human settlements entered to the public lands or wherever else space can be found without being subjected to deterrent action by various agencies, even on road margins and vulnerable locations like river banks, drain swamps, garbage dumping yards etc. It would be familiar with the various definitions used by data providers before going in depth into the detail of slum statistics in India. According to the A. K. Jain (2009) physically slum is an area with inadequate housing, deficient amenities, facilities, overcrowding and congestion. Socially, slum is a way of life, a special character which had its own set of norms and values reflected in poor sanitation health values, health practices, deviant behaviour and social isolation and legality.

The National Sample Survey Organization (NSSO), India, defines a slum as a “Compact settlement with a collection of poorly built tenements, mostly of temporary nature, crowded together usually with inadequate sanitary and drinking water facilities in unhygienic conditions” (NSSO 2003 Pg 6). Also, there are two kinds of slums: notified and non-notified. Areas notified as slums by the respective municipalities, corporations, local bodies or development authorities are treated as notified slums. A slum is considered as a non-notified slum if at least 20 households lived in that area UN-HABITATE (2003) defines “A slum is a contiguous settlement where the inhabitants are characterized as having inadequate housing and basic services. A slum is often not recognized and addresses by the public authorities as an integrate or equal part of the city.” Slum
households as a group of individuals living the same roof that lack one or more of the conditions listed below:

- Insecure residential status;
- Inadequate access to safe water;
- Inadequate access to sanitation and other infrastructure.
- Poor structural quality of housing.
- Overcrowding

**UNSECO** defined “Slum is a building, a group of building or area characterized by overcrowding, deterioration, insanitary conditions or absence of facilities or amenities”. ‘Slums’ as defined in Oxford dictionary, is a dirty crowded district in a town. The slum is a consequence of poverty and socio-economic backwardness (Ali and Singh, 1998). Thakur and Dandave (1987) noted that slum, a by-product of poverty, in turn, leads to the rise of slums. Thus both are inseparable. Slums are prevalent in almost all the urban areas throughout the world.

**Census of India 2011:** Under section-3 of the slum areas improvement and clearance act, 1956 have been defined as many those residential areas where dwellings are in any respect unfit for human habitation by reasons of dilapidation, overcrowding faulty arrangements and designs of such buildings narrowness or faulty arrangements of streets, lack of ventilation, light, sanitation facilities or any combination of these factors which are detrimental to safety health or morals. Slums in India have largely been classified into three types. The first type consists of single or multi-storied buildings, built long ago as per, standards prevailing then and which today are dilapidated conditions. In the second types of slums semi-permanent structures both authorized and unauthorized type are found. Some of these consist of semi-permanent structures built of corrugated iron sheets. They
are commonly known as Patra Chawals. The Koliwada area in Worli (Mumbai) is full of such single storeyed structures built well over a hundred years ago by fishermen. The third type of slum is the hutment colony, called Jhoppad patties. These are built with an assortment of materials consisting of hardboard, zinc sheets, flattened in post and gunny bags (Desai & Pillai, 1990).

**Infrastructural Characteristics of Indian Slums:** Indian slums are characterized by rural world view. The case of major cities of India present varieties of slum life style with malnutrition, unsanitary and poor living condition, crime, indebtedness, prostitution, unemployment and general poverty (Gupta, 1983). Slums and squatter are considered as problem areas for urban development in third world countries. They are illegally occupied houses, creating a nuisance of environmental pollution and degradation of living conditions. Slums are the marginal areas of cities where the facilities are poor, people are illiterate, drinking water supply is miserable. Slum dwelling signifies as a common phenomenon of degraded life of urban dwelling itself.

The presence of slum as a part of urban habitat refers to a condition of defective physical, social and economic environment. The socio-economic substandard of slum condition denote an area of degenerated living “an adobe of half starved”, a place of poverty, prevalence of criminal activity and so on. The slum and squatter lack basic services, poor health conditions and range of social problems. Slums are dusty urban places where the drains are full of mud and refuge water of houses, full of filth and files, mosquitoes and insects abound. The roads are full of potholes, where even passersby have to walk through muddy water and creating a sense of danger in walking even during day time, what can be said for night. The slums have mostly no road light, prevalence of services, latrines and road corner are full of heaps of garbage. Sometime the roaming of pigs and strange cattle are
creating troubles for passers –by with the growth of urban population. Now a
day’s slums have created a hazards for cities level. It has been a serious issue for
the town planning (Mandal, 2000).

Bose (1995) defines a slum “as a deprived human settlement, which is
demographically, economically and environmentally vulnerable. Extreme
overcrowding, high density and high levels of morality and typical demographic
features, a large unorganized sector, low levels of productivity and extreme
poverty are the usual economic feature and the lack of access to basic services like
water, sanitation and clean environment make these areas environmentally
hazardous”.

The main physical characteristics of slums are substandard houses, high density
and congestion, overcrowding, insanitary condition, lack of basic amenities like
water supply, drainage and sewerage and clearance of garbage. These physical
condition are universal when identifying a slum area, social characteristics such as
ownership right in houses and legality or otherwise of the area, are not essential
attribute in identifying a slum areas (Advani, 2009).

Slum characteristics of the Slum on family level the major traits of the culture of
poverty are the absence of childhood as a specially prolonged and protected stage
in the life cycle; early initiation into sex; free union or consensual marriages; a
relatively high incidence of the abandonment of wives and children; a trend
toward female or mother-centred families, and consequently a much greater
knowledge of maternal relatives: a strong predisposition to authoritarianism, lack
of privacy, verbal emphasis upon family solidarity, which is only rarely achieved
because of sibling rivalry and competition for limited goods and maternal
affection (Venkataryapp, 1972)
Third slum characteristics of slum on the level of the individual the major characteristics are strong feelings of marginality, of helplessness, of dependence, and of inferiority. Other traits include the incidence of maternal deprivation, of morality, and of weak ego structure, confusion of sexual identification, lack of impulse control, strong present time orientation, with relatively little ability to defer gratification and to plan for the future; sense of resignation and fatalism, widespread of male superiority, and high tolerance for psychological pathology of all sorts. People with a culture of poverty are provincial and locally oriented and have very little sense of history. They know only their own troubles, their own local conditions, their own neighbourhoods, their own way of life. Usually they do not have the knowledge, the vision, or the ideology to see the similarities between their problems and those of their counterparts elsewhere in the world. They are not class conscious although they are very sensitive indeed to status distinctions (Lewis, 1968).

**Probable Reason for upcoming Slums:** There is two reasons for upcoming slums (Census2011).

**Urbanization:** Attraction towards urban area because cities represents a high standard of living opportunity to rural people which they did not avail their area. This results in large number of migration from rural area to urban area.

**Industrialization:** Main reasons of moving towards urban area or city are the job opportunity. Through Industrialization city become hub of job so rural people wants to shift here.

Negative consequences of all these happing results in upcoming of slums characterized by housing shortage and critical inadequacies in public utilities, overcrowding, unhygienic condition etc.
**Types of Slum:** Three types of slum have been defined in census2011 namely notified, recognized and identified slum. All notified areas in a town or city notified as ‘Slum’ by State, Union territories Administration or Local Government under any Act including a ‘Slum Act’ may be considered as **Notified slum.** Il areas recognised as ‘Slum’ by State, Union territories Administration or Local Government, Housing and Slum Boards, which may have not been formally notified as slum under any act may be considered as **Recognized slums** A compact area of at least 300 population or about 60-70 households of poorly built congested tenements, in unhygienic environment usually with inadequate infrastructure and lacking in proper sanitary and drinking water facilities. Such areas should be identified personally by the Charge Officer and also inspected by an officer nominated by Directorate of Census Operations. This fact must be duly recorded in the charge register. Such areas may be considered as **Identified slum.**

**Uttar Pradesh:** Definition of slum according to Govt. of Utter Pradesh. Where the competent authority upon information’s received or otherwise in its possession is satisfied as respects any area that a majority of the buildings in the area are –

a) By reason of dilapidation, overcrowding, faulty arrangement of design such buildings, narrowness or faulty arrangement of streets, lack of ventilation, light, sanitation facilities or an combination of these factors which are detrimental to safety health or morals of inhabitants in the area, or

b) Otherwise in any respect unfit for human inhabitation, it may notification in the official gazette, declare such area to be slum area,

**Slum Families:** family is main social environment in which parent child interaction takes place. Family is an ambiguous concept and there is no consensus among researchers or what a family is and ought to be (Allen,fine,&Demo,2000).
The literature reviewed makes there are many different types of family within the society, who uses multitude of way to meet their need for reproduction, cohabiting, nurturance, economic cooperation, affection, protection and meaning (Demo, Allen & 2000; Gottliab, 1993; Maciouis, 2001).

Parenting in poverty circumstances has been conceived as both mediating and moderating the effect of “high risk” condition on the child. Many deleterious effects of poverty on children’s development are mediated through the effect of poverty on parenting: economic stress and disadvantage can aggravate parents mental health problems, psychological distress, and punitiveness, which in turn adversely affect the child (Brooks Gunn, Britto, & 1999; Brooks Gunn Duncan, 1997; Chase Lansdale & Gordon, 1996; Conger, Ge Elder, Lorenz & Simmons, 1994; McLoyd, 1990; 1998a, 1998b; Zahn axler, Duggal & Gruber, 2002). Parental depression and irritability related to the stressfull condition related to poverty such as unsafe housing over crowding and lack of money, also affect children which has sellover effect that can undermine the quality of the parent child relationship (MacPhee, 1999; Grych, 2002; Wilson & Gottman, 2002). Parents who have marital problem and exhausted relationship may be less able to focus on their children’s needs and desire (Grych, 2002). Family that do not meet children’s need and which in fact, may do them serious harm some dysfunctional families are neglectful of or even mistreat children (Amato, 1990; Mckenry, Kotch & Browne, 1991). For example

**Ethnographic Background: Slum:** in present Study adolescents in slum have been studied. It is reasonable to understand the ethnographic background of these slum. For present research these selected **Shartastipul Dharkaar Basti, kydgang and Minto Park, Malaragate Naini** of Allahabad city. Physical characteristics of these slum were as defined by Indian census 2011. Total 100 to 150 houses are in
this area. Slum conditions are unfit for human habitation by reasons of dilapidation, overcrowding, lack of ventilation or sanitation facility and having drinking water facilities in unhygienic conditions’. The term they use in their own language for slum was jhugee jhopadi or basti. These slums are quite congested, as they are overpopulated. The lanes are narrow and the houses having single rooms without the facilities of an open courtyard. No kitchens, living rooms, or toilets either. Sometimes, 10 to 12 people live, eat and sleep in the same room. The rooms were so tiny that when all people were laying down side-by-side, their bodies were covering the entire width of the floor space. And nobody had any pillows, mattresses or blankets. There was lack of basic civil facilities like electricity, poor drainage system which emit bad smell, road, drinking water etc. Even slum people deprived from natural gifts like sunshine and fresh air due to congested place. They all live on government land this reflect unstable settlement most of the houses was made up panni, wodden material, the roofs and ceilings of which are made of scraps of wood, gunny sacks, metal or some sort of waste material. There was only one or two government water tap they all use it and some time it become causes of conflicts. No toilet facility was there people use nearby public toilet or to go to railway track or some other open place which was not safe for women and girls. They have illegally taken the connection of electricity. They do not pay the tax to the government. The children adolescents do not go to school. They start earning live hood as soon as they are able to do that every member of the family earns some money to fulfil their needs. The main jobs are picking up waste, weaving baskets pulling rickshaw or trolley on the basis of daily wage. None of the slum members do permanent or stable job. Wherever they get job they earn money and other day if they do not earn, may be frustrated and indulge in drinking, beating other or abusing neighbours. Therefore they do not
have to do in future. They think that life would be going on as it happened in the past.

Daily routine of slum people was very hard they wake up early 3 a.m. to 4 a.m. they go for their work (picking up dirty things) with their son or daughter. In slum 7 to 8 year girl or boy started work usually they start with picking up waste with their parents. They return home at 12p.m. to 1 p.m. and then they took bath after this female or young girls started cooking and male started other work like Daliya, binna. After taking lunch females also started this work they all did this for evening 4p.m. to 5p.m. Then female go for sold out those Daliya for purchasing evening food and male stay at home either they take rest or playing cards for fun. Although some member of slum community doing some other work like they sold animal(Pig, Goat), sold alcohol, having some small grocessary shop etc. in One or two slum adolescents girl selling alcohol in absence of father without any hesitation and their parents don’t have any objection. Females come in evening at 8p.m. to 9p.m. with evening food material. They started cooking food and male collect money from them and go for drink sometime female also uses alcohol. Most of the fight among family members or neighbor started after drink. They sleep in night 12a.m. to 1a.m. In slum family structure is very loose everybody engages in their survival work. Nobody care for nobody.

Adolescents in slum do not going for school. They are engage in work for earning. They starts work at the age 7 or 8 with the permission of their parents or parental willingness. They use tobacco or alcohol very early age. When researcher interviewed them very interesting facts was uncovered by the adolescents. They said they also want to live a normal life as (ameer parivaar) other people live. They want to go schools, loving and caring parents, they don’t want to do menial
job presently they are doing, and they want safe and clean environment in the basti. People in their slum should not drink and fight with each other. They did not feel safety in slum. Adolescence feels isolated from mainstream of society. They reported people from rich house hate them don’t want to touch them. They feel ashamed of themselves. They also reported that they did some wrong deeds in the past life and God punished them to give birth in slum family or gave parents like this. Who don’t want to treat their children affectionately, lovingly and properly. They would not behave so harshly with their own children in future.

In other side of slum apart from daily activity like celebration of festivals, marriage ceremony etc. They have their own temple in their basti.

Thus, adolescents who are full of energy develop in slum and how do their family and social environment of slum affects the development is the moot questions in the present research.
Rational of the Research

The present investigation is concerned with the development of adolescents living in slum and non-slum area. Indeed their development is closely related the process of socialization. Socialization is a process whereby the newborn is moulded in the culture of his group and hence become an acceptable member in the society. Socialization may be broadly defined as the inculcations of skill, habit, attitude, and belief, traditional value and social role of a culture and society. Socialization occur in many setting and interaction with many people, organizing into grouping of kinds. Each grouping exert particular kind of effect on the child and each has more or less distinctive function in preparing the child for social life. Each may, therefore, be called an agency of socialization. Socialization and child development are inseparable. Child are totally dependent right from his earliest stage of birth. The child requires human contact for two reasons: first the physical well being and of the child depend upon the other intimates members of the family. Secondly socio-psychological well being and development also depends upon human contact, otherwise the personality development is impaired and it is likely that the person is unsocialized. It is, therefore, to be stressed here that it is through socialization that people acquire their make up of personality and social nature.

The main agencies of socialization of children: the family, the peer group, the school and the community of these four family is considered to be as the the important. Experts as Erikson (1964) have variously defined the age group, which we associate with adolescence.

In present research age division of L.E. Berk (2013) is considered reasonable to adapt. She defined age group which is:
Early adolescence (11 to 14)

Middle adolescence (15 to 16) and

Late adolescence (17 to 18).

This is the age of rapid change in physical, social, and psychological aspects of an individual. Leaving the genetic factors aside, as we can hardly do anything about them. The familial and environmental factors play a crucial role in shaping the vital elements of these developing personalities. As a result of the developing mental faculties, children start observing, understanding, and interpreting the phenomena around them. They are exposed to the socio-environmental elements like friends, relatives, and the all-encompassing world of media and technology. Growing trend of nuclear families, busy lifestyles, lack of education not good and strong relationship with family members are some of the reasons because of which parents find themselves unable to provide vital guidance and support to their wards. Hence, the adolescents are left to tackle their crisis themselves. At this highly impressionable age, their (adolescents’) sharp and susceptible minds catch hold of everything and anything that comes their ways. Succumbing to the peer pressure, forming their own set of values, remain the only option available to them in the face of moral and motivational vacuum created at home and social environment. In search of social acceptance and identity formation, he or she looks for models in their peer groups or in the world of cinema, TV, and internet.

Family is more important agency of socialization. Family is first school of every child and early development of personality takes place in family. Children learn that the social approved means of satisfying their needs. The parent-child interaction among family members affect the development of adolescents. Human, stimulation which is basic requirement of development of healthy children, takes place in the family. Parental attitude have a strong impact not only on the family
relationships but also on the attitude and behaviour of the childern (Khan, 1980). Similarly Inkless (1966) says that socialization refer to the process system prosperities – the knowledge, skills, attitude, value, needs and motivations, cognitive, affective. Patterns—which shape their adaptation to physical and socio-culture setting in which they live. In socialization, individuals learn how to behave in social situation. Psychologist have tried to understand the above problem and have concluded that individual learn how to behave socially either external sanction or by the process of internalization through which social prescriptions and proscription become more or less an autonomous energizers of their behavior.

Edgerton (1978) says that parsons believed that individual in a social system, share values and act in according with them maintaining a delicate, self-correcting balance. Parsons (1955) says that two phenomena are most important for maintaining the equilibrium of which in the first and more important is socialization. A process by which children learn to do what is expected by other. The basic mechanism in socialization is the desire for approval.

This present research focuses on effect of social and familial factor on development of adolescents in slum families. The study focused on adolescent life, covering a range of topics, such as parental presence, migration from village, education and livelihoods, and social factors etc. firstly there is need to understand role of family in adolescences development. This study reviews the impact of stressful life events on the adolescents as of all the life stages, adolescence is arguably the one most marked by rapid and potentially tumultuous transition. While the transition through adolescence is inevitable the speed and magnitude of these changes overtax the capacity of many young people to cope and the resulting phenomenon of adolescents’ stress is well recognized.
During adolescence, the period between puberty (sexual maturation) and entry into adult life and during adulthood the remaining decades of our lives. During this period these major development take place: Physical, Cognitive, Social and emotional development. Adolescence has traditionally been viewed as beginning with the onset of puberty, a rapid spurt in physical growth accompanied by sexual maturation, and as ending when individual assume the responsibility associated with adult life marriage, entry into the workforce, and so on (Rice, 1992). An adolescent is a time when young people start thinking about what they will do when they grew up. Adolescents by no means always plan ahead, but they do so more often and more systematically than younger children. A younger child would be more likely to focus only on behaving a good time and forget other responsibilities. The transition from childhood to adolescents is complex and multidimensional, involving change in many different aspects of an individual’s life. (Wigfield, Byrnes, & Eccles, 2006). Negotiating this transition successfully requires considerable adaption and thought, sensitive support from caring adult. At this point in their development, many individual are still exploring which career path they want to follow, what they want their identity to be, and which life style they want to adopt (Arnett, 2000, 2004, 2006, 2007). The development demands placed on adolescents are increasing. The greater diversity and complexity of adult social world demand that youth develop more versatile interpersonal skills. Increasing economic stratification, both between and within nation, threaten to further separate the developmental opportunities available to wealthier and poorer adolescents. Middle and upper class youth throughout the world are gaining access to new resources to prepare themselves for adulthood including more varied social experiences longer education, access to health care and use of information and communication technology and other new technologies. Poor youth especially who live in slum and don’t have basic survival facilities are locked out of these
opportunities. To sum, the adolescents stage as already full of stress, transition, accepting new adult responsibilities, when adolescents are living in slum area it is more stressing and full of strains. How the family and social structure help out the adolescents is important to study, when the family is already living in slum (Rodgers, 1980; Oommen, 1989).

Present study investigating how adolescents living in slum areas develop. The slum, such environment which lack of resource and facilities which are necessary for development. Living in such environment the family and society become very important. Therefore, objective of the present research is how do the family and the society in slum areas affect the development of adolescents. Their comparison group was selected that adolescents not living in slum, belong to lower economic status, parents works as laborer, home maid, shoe mender, have betel shop etc. The extant research suggest that while reaching to the adolescents stage.

**Research Questions:**

- What is important in the lives of adolescents indicates what do they value more or what do they prefer it depend on their value system?

- How adolescents perceive themselves what do adolescents perceive themselves what do they think about themselves it means what is their self-structure?

- What is the role of family relationship and societal relationship in development of adolescents living in slum and non-slum area?

- What is the role of living area (slum and non-slum area) in self-efficacy and self-esteem of adolescents?
What is the role of family relationship and societal relationship in self-efficacy and self-esteem of adolescents?

Do development of adolescents moderates the relationship between family relationship and self (self-efficacy and self-esteem)?

Do development of adolescents moderates the relationship between social relationship and self (self-efficacy and self-esteem)?

Hypothesis:

There were neglect and lack of researches in which slum and non-slum adolescents were compared on the basis of their values system and self-concept. Therefore, no specific hypotheses have been formulated. However difference in slum and non-slum settings, their differential in family interaction, it would be expected that. There would be difference in values and self-structure in slum and non-slum adolescents.

Adolescents living in non-slum area would have better family and social relationship in comparison to adolescents living in slum areas.

Adolescents living in non-slum area would have better self-efficacy and self-esteem in comparison to adolescents living in slum areas.

Adolescents living in non-slum area would have better self-efficacy and self-esteem in comparison to adolescents living in slum areas.

Family relationship would positively mediate the relationship between living area (slum/non-slum) and self-efficacy of adolescents.

Family relationship would positively mediate the relationship between living area (slum/non-slum) and self-esteem of adolescents.

Societal relationship would positively mediate the relationship between living area (slum/non-slum) and self-efficacy of adolescents.
- Societal relationship would positively mediate the relationship between living area (slum/non-slum) and self-esteem of adolescents.

- Development of adolescents would positively moderate the relationship between living area (slum/non-slum) and family relationship.

- Development of adolescents would positively moderate the relationship between living area (slum/non-slum) and societal relationship.

- Development of adolescents would positively moderate the relationship between family relationship and self-efficacy.

- Development of adolescents would positively moderate the relationship between family relationship and self-esteem.

- Development of adolescents would positively moderate the relationship between social relationship and self-efficacy.

- Development of adolescents would positively moderate the relationship between social relationship and self-esteem.

- Development of adolescents would moderate and family relationship will mediated effect on the relation between living area and self-efficacy.

- Development of adolescents and social relationship would have moderated mediated effect on the relation between living area and self-efficacy.

- Development of adolescents and family relationship would have moderated mediated the relation between living area and self-esteem.

- Development of adolescents and social relationship would have moderated mediated effect on the relationship between living area and self-esteem.