ABSTRACT

The purpose of this study was to explore the Psychosocial Developmental Issues Intimacy, Identity, Achievement, Autonomy and Sexuality among Rural Adolescents across Gender and Socioeconomic Status. Data was collected from students studying in different State syllabus schools of Belthangady Taluk, Dakshina Kannada District. The age range of the sample was 14 to 18 years. The present study utilizes a mixed-methods approach specifically it follows sequential explanatory design. Tools used for the present study were Adolescent Identity Questionnaire developed by Cheek, Smith, and Tropp, (2002), The Intimate Attitude Scale–Revised (IAS-R) developed by Amidon, Treadwell, and Kumar, (1983), Deo-Mohan achievement motivation scale developed by Deo and Mohan (1985), Adolescent Autonomy Scale developed by Noom et al.( 1999), Sexuality Awareness scale developed by the Researcher and modified version of Kuppuswamy’s SES (1959) scale by Kumar, Shekhar and Kundu (2007). Quantitative data collected was analysed using appropriate descriptive and inferential statistics. Unstructured interview was used to collect qualitative data and it was analysed using narrative analysis. The findings reveal that adolescents have high levels of collective identity, low personal and relational identity, moderate social identity, moderate functional, attitudinal and emotional autonomy, moderate achievement motivation and low need for intimacy. Adolescents from high SES group were found to have moderate personal identity. Boys have significantly higher functional and attitudinal autonomy, higher relational and social identity and need for achievement, experience cultural conflict related to their sexual behaviour, and are more concerned about their future sex life. Girls have significantly better sexuality education and are better informed about pubertal changes. There are no gender differences on Intimacy, collective identity, personal identity and emotional autonomy. Participants from high SES have significantly greater emotional autonomy, higher Personal, Social and collective identity. Participants from middle SES have a significantly higher need for intimacy. Narratives reveal that adolescents having high levels of collective identity value cultural practices and family rituals they wish to have few friends and friends who are from the same religion and speak the same language. Adolescents with high collective identity and autonomy enjoy adequate freedom but have low achievement motivation. Adolescents with high achievement motivation and low autonomy are found to have parents who exercise more control over them, score well in their academic subjects but lack clarity in interest and goals. Adolescents with low level of autonomy, intimacy and
sexuality are found to have lot of restrictions from parents, they are hesitant to take up responsibility, do not have many close friends and have very little awareness about sexuality issues. Adolescents with high intimacy scores and low score in achievement motivation score low marks in academic subjects, have parents who are not friendly with them and feel the need for a close friend.

Key words: Identity, Autonomy, Intimacy, Achievement Motivation, Sexuality