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Summary

5.0 Introduction

According to Dorothy Rogers (The Statesman - Down town Friday 2, November 2001) - "Adolescence as a socio-cultural phenomenon; is the period of life when society ceases to regard a person as a child, but does not accord him full adult status." This is indeed the exact feelings of an adolescent child when he stands at the threshold of adolescence. This is the period which begins with puberty and ends with the general cessation of physical growth. It emerges from childhood and merges into adulthood. It covers about seven or eight years, from age twelve to twenty for the average individual, with large variations in many cases. During this period bodily growth in general is slowing down, but at the same time the maturation of the sex function is taking place. It used to be thought that adolescence was marked by a sudden spurt of growth, that a "new birth" took place, that new traits and powers suddenly appeared. But recent study of the growth of all sorts of characteristics and functions lends no support to this view. Adolescence is simply the period during which the individual prepares himself for adulthood. This does not mean that the period is not different from childhood on the one hand or adulthood on the other. It is very different. It presents certain problems which arise from six basic needs, according to Hollingworth. These are; (1) need for freedom from dependence upon family. (2) need for association with the opposite sex. (3) need for self-support. (4) need for a theory of life. To this we can add two more points - (5) needs for achievement (6) need for status.

When children are at such an impressionable age schools and teachers can make or change their personalities. Education is vital. It imparts
a sense of identity in the individual which in tum needs to be rejuvenated from time to time. Corrective measures should be taken but with genuine sensitivity towards the views of an adolescent. An adolescent's sexual interest is heightened during this period. He has several queries regarding his hormonal changes, physical growth, emotional upheaval and the like. Unfortunately instead of being guided he is often reprimanded that leads to embarrassment and confusion. Moreover his environment adds fuel to his already confused state of mind whereby ambiguous images of sexual representation is subjectively exaggerated. Here the society chooses to be effectively blind to his curiosity, which is dangerous. It can not prevent the adolescent from satisfying his instinctive interest.

The tendency to hush queries and deny a frank, healthy discussion about sexual issues, gives students the idea that the implications of these instincts are utterly private and that there is no mutual accountability between the individual and society. Little can be done later on when complications develop as a result of these early repressions.

Every child needs constant reassurances of his parent's love and concern. Parents who are sensitive to this unstated plea and who, through acts of love, concern, restraint and respect, demonstrate repeatedly, “IT IS YOU WE CARE ABOUT”, will find the years of adolescence, can produce rewards and surprises far beyond their expectations.

Schools on the other hand must also adopt a genuine concern and love for the adolescent and nurture their potential to its zenith. For this a comprehensive syllabus for a healthy and an equally comprehensive development of the adolescent, is the need of the day. Many teachers of different schools have come forward with the proposal of sex-education as a measure to correct the personal, and consequently social, imbalances that
arise out of the adolescent's susceptibility to wrong notions. Introducing this compulsory course should lead to a healthier attitude due to the availability of reliable information. But the course must also address the complex psychological and emotional matters that exist in a sexual relationship. The organic connection between these aspects with libidinal urges have to be emphasised in order to avoid compartmentalisation of the different parts of the self.

Schools have an immense potential for both formal and informal education. The future of society depends on developing this potential and adolescence, being the most pliable state, makes such growth essential, possible and envitable.

As Shakespeare said through Julius Ceasar: "There is a tide in the affairs of men / which, when taken at the floods, leads onto fortune; / omitted, all the voyage of this life / Is bound in shallows and miseries."

Every individual is endowed with a temperament that has several shades and which speaks volumes about the personality traits of the individual. So temperament plays a pivotal role in deciding the sexual interest of an adolescent. An adolescent with a strong temperament is not easily swayed by sexual distractions in his life. Such an individual has a goal oriented temperament that pressurizes him to do well in his academic sphere. Sex-consciousness does exist in such adolescents but is forcibly suppressed as he is much inclined towards his academic achievement. It is the Temperament of the adolescent that indicates a strong will-power whereby his sex-consciousness is pushed at the dark recess of his mind. On the other hand adolescents who are academically weak are susceptible to sexual overtures and this is because he has a weak temperament.
Objectives of the study:

The following objectives have been formulated for VIII, X & XII grade pupils:

Differential Study:

1. To study the impact of sex-consciousness, sex and Temperament on the Academic Achievement of VIII, X and XII grade pupils.

Interactional study:

2. To study the interaction of sex-consciousness, sex and Temperament and its impact on the Academic Achievement of VIII, X and XII grade pupils.

Statement of the problem:

To obtain the result on the basis of the above objectives the problem has been taken which is stated below –

"A study of the impact of sex-consciousness and temperament on Academic Achievement of Adolescents".

Hypothesis:

Studies on VIII grade pupils:

Hypothesis $H_1$ : "Subjects of High sex-consciousness would show poor performance than the subjects of low sex-consciousness group."

Hypothesis $H_2$ : "Subjects of both the sex group would show a significant academic achievement".

Hypothesis $H_3$ : "Subjects of low temperament group would score higher
than the subjects of high temperament group on academic achievement.

**Interactional Hypothesis: (First Order)**

**Hypothesis H₄** : "Girls of low sex-consciousness group would score highest while boys of High sex-consciousness group would show lowest on the Academic Achievement".

**Hypothesis H₅** : "High sex-consciousness subjects from High Temperament Group would show poorest performance while low sex-consciousness subjects taken from low temperament group would show high academic achievement score."

**Hypothesis H₆** : "Boys and girls of low temperament group would score higher on academic achievement than the boys and girls of high temperament group."

**Interactional Analysis: (Second Order)**

**Hypothesis H₇** : "Three independent variables taken for the study (sex-consciousness, sex and Temperament) would interact significantly and would show its interactional impact on Academic Achievement and as a result low sex-consciousness girls from low temperament group would show high academic achievement while sex-consciousness boys taken from High Temperament group would show lowest academic achievement score.

**Studies on X grade pupils:**

**Hypothesis H₈** : "Subjects of High sex-consciousness would show poor performance than the subjects of low sex-consciousness group."

**Hypothesis H₉** : "Subjects of both the sex group would show a significant Academic Achievement."
**Hypothesis** $H_{10}$: "Subjects of low Temperament group would score higher than the subjects of high Temperament group on Academic Achievement".

**Interactional Hypothesis**: (First Order)

**Hypothesis** $H_{11}$: "Girls of low sex-consciousness group would score highest while boys of High sex-consciousness group would show lowest on the Academic Achievement."

**Hypothesis** $H_{12}$: "High sex-consciousness subjects from High Temperament group would show poorest performance while low sex-consciousness subjects taken from low Temperament group would show High Academic Achievement."

**Hypothesis** $H_{13}$: "Girls of low Temperament Group would score highest. On the other hand boys of High Temperament Group would score lowest on the Academic Achievement score."

**Interactional Analysis**: (Second Order):

**Hypothesis** $H_{14}$: Three independent variables (sex-consciousness, sex and Temperament) would significantly interact and would leave its interactional impact on Academic Achievement and as a result low-sex-consciousness girls from low Temperament group would show High Academic Achievement while sex-consciousness boys taken from High Temperament group would show lowest Academic Achievement score.

**Studies on XII grade pupils**

**Hypothesis** $H_{15}$: "Subjects of High sex-consciousness would show poor performance than the subjects of low sex-consciousness group."
Hypothesis $H_{16}$: "Subjects of both the sex group would show a significant Academic Achievement."

Hypothesis $H_{17}$: "Subjects of low Temperament Group would score higher than the subjects of high Temperament group on Academic Achievement."

**Interactional Hypothesis**: (First Order)

Hypothesis $H_{18}$: "Girls of low sex-consciousness group would score highest while boys of High sex-consciousness group would show lowest on the Academic Achievement."

Hypothesis $H_{19}$: "High sex-consciousness subjects from High Temperament group would show poorest performance while low sex consciousness subjects taken from low Temperament group would show high Academic Achievement".

Hypothesis $H_{20}$: "Girls of low Temperament group would score highest. On the other hand boys of High Temperament group would score lowest on the Academic Achievement score."

**Interaction Analysis**: (Second Order)

Hypothesis $H_{21}$: "Three independent variables (sex-consciousness, sex and temperament) would interact significantly and would show its interactional impact on Academic Achievement and as a result low sex-consciousness girls from low temperament group would show High Academic Achievement while sex-consciousness boys taken from High Temperament group would show lowest Academic Achievement score."
Conceptual Framework:

**Sex-consciousness**: In this study the term "sex-consciousness" is related to the awareness about the development of secondary sexual characters and the role and importance of different organs.

**Temperament**: Temperament is a set of in-born traits that organize the child's approach to the world. They are instrumental in the development of the child's distinct personality. These traits also determine how the child goes about learning about the world around him when the temperament traits interact with the environment, the activity will determine the personality of the individual. Parents can tailor their parental strategies to the particular temperamental characteristics of the child. Hence Temperament is an important aspect in the educational setup for the study.

**Academic Achievement**: The academic achievement is conceptualized as the acquired excellence by an individual in a particular field of knowledge by getting instructions, training and practice on a particular curriculum framed for the individual within a specified time. In the present study the academic achievement has been measured by the average score on the external examination organized by an external agency known as Board. The Average scores obtained by VIII, X and XII class pupils in different subjects will be known as academic achievement.

**Delimitation of the study**:

1) This study is limited to the adolescence studying in Class VIII, X and XII.

2) This study is limited to Raipur City only.
3) This study is limited to public school run by a private organization.

4) This study is limited to sex-consciousness sex and temperament of the adolescence studying in Class VIII, X and XII.

5) This study is limited to English medium schools only.

6) This study is limited to the schools affiliated to the Council of Indian School Certificate Examination.

Keeping in view the vast advancement in sampling techniques, research tools, control of variables, field experiment designs, it becomes essential to use the recent trends in the measurement of variables under study as a scientific research depends largely upon the nature of methodological sophistication. However, the relevance of finding not only depends upon the application of methodological sophistication but also upon the objectivity, dependability and techniques of the sample selection and also the methods and procedures followed by controls and precautions in the application of variables.

**Universe:**

The investigation has been designed to study the impact of sex-consciousness and temperament on academic achievement of adolescence. The universe of the study, therefore, was located to middle and higher secondary public schools of Raipur City.

**Population:**

There are 27 schools located in the town which are governed by the state government 128 private schools, 13 public schools and seven schools are government schools. In these schools 14978 students are studying in VIII, 11801 in X and 9424 students XII class.
Sample:

Though there are innumerable schools of middle and High schools but only three schools are having same curriculum and examination system and therefore these three schools were taken for sampling purposes. Two schools were randomly selected for the study. Since the data has to be collected from VIII, X and XII grade pupils, hence all the pupils studying in these two schools were taken as a sample.

The sample from only two schools have been selected by random sampling method. In the research 100 % sample from the population has been drawn. For VIII class 295 (196 Male + 99 Female), 248 students from X class (174 Male + 54 Female), 203 students from XII (144 Male + 59 Female) were selected for the study. Out of these, 240 students (120 from low Sexconsciousness & 120 from high Sexconsciousness group were selected. 80 students from VIII, 80 students from X and 80 students from XII grade pupils were selected.

For the study the sample has taken on the following criteria.

Research Design:

In this study the independent and dependent variables were identified and are presented below.

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Sex-consciousness</td>
<td>Academic Achievement</td>
</tr>
<tr>
<td>b) Sex</td>
<td></td>
</tr>
<tr>
<td>c) Temperament</td>
<td></td>
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</tbody>
</table>
Thus 2 x 2 x 2 factorial design was employed separately for the study of Academic Achievement of students of class VIII, X and XII separately.

**Instruments:**

**Sex-consciousness scale:**

In the present study sex-consciousness scale has been prepared by the researcher for the measurement of sex-consciousness of adolescence studying in standard VIII, X and XII. The sex-consciousness scale prepared by Dr. P.K. Shrivastava and Smt. Sushma Jha (2003) contains finally 32 items selected by a group of judges containing two educationists, two psychologists and one sociologist on the basis of its weightage.

The reliability was calculated by tests and re-test method which comes .79 for Class VIII, .72 for Class X and .77 for class XII.

**Sex:**

For having a study based on the sex, the sex has been considered as an independent variable. In this criteria Male and Female have been taken as independent variables.

**Temperament:**

To measure the temperament of the adolescence of different standards (8th, 10th, 12th) the Dimensions of the Temperament scale (DTS) prepared by Chadda and Chandana (1984) were selected.

The reliability of the test for the whole scale was found out to be .94 derived by tests and retest method which shows a high reliability. The validity of the whole test on cross validation was found out to be .81. The results indicate that these values are positive and highly significant.
**Academic Achievement**:

To measure the Academic Achievement of 8th, 10th and 12th standard pupils the mean scores of mid-term and annual/board examinations were taken.

**Criteria of the selection of the tools**:  
**Sex-consciousness Scale**:  
As there was no such scale available in the market for the measurement of sex-consciousness, the researcher prepared the scale with the help of psychologists, educationalists and sociologists. Secondly this test has been prepared for VIII, X and XII class students. Thirdly this test was prepared in the area of Chhattisgarh taking into consideration public school students.

**Dimensions of Temperament Scale**:  
1) This test is having a high reliability .94 and validity .81.  
2) This test is easily available and administrable.  
3) The test is easily comprehended by the subject and easy in scoring.  
4) The scores obtained by this test is easily convertible as per the need.  
5) This test also measures 15 dimensions in the temperament.

**Academic Achievement**:  
The mean scores of mid term and annual/Board examinations of students studying in 8th, 10th and 12th standard were considered.
Statistical Analysis:

As per the research design these are three independent variables viz. sex-consciousness, sex and temperament and only one dependent variable i.e. Academic Achievement of VIII, X and XII pupils. The impact of Independent variable was studied on the dependent variable of VIII, X and XII class pupils.

For getting a concrete result a three-way Analysis of Variance was employed on the scores obtained from the sample on the sex-consciousness, sex-group and temperament as well as academic achievement of VIII, X and XII grade pupils.

However, to have a fool proof work SPSS "14th version" software was used in calculation.

5.1 Findings and conclusion

Differential study conducted on VIII Class pupils:

a) Effect of sex consciousness:

Hypothesis \( H_1 \) : "Subjects of high sex consciousness would show poor performance than the subjects of low sex consciousness group."

Conclusion:

Academic achievement of lower sex consciousness group was higher than the high sex consciousness group.

\[
(df \ 1,72 \quad F = 8.16 \quad P < .05 \quad \text{significant})
\]

b) Effect of Sex:

Hypothesis \( H_2 \) : "Subjects of both the sex group would show a significant academic achievement. "
**Conclusion**:

Subjects of both the sex group showed a similar performance in academic achievement.

\[(df = 1,72 \quad F = 1.05 \quad \text{Level} = .05 \quad \text{not significant})\]

c) **Effect of Temperament**:

**Hypothesis** $H_3$: Subjects of low Temperament group would score higher than the subjects of high Temperament group on Academic Achievement.

**Conclusion**:

The Academic Achievement of low Temperament group is significantly high than the high Temperament group.

\[(df = 1,72 \quad F = 10.53 \quad \text{Level} = .05 \quad \text{significant})\]

**Interactional Hypothesis**: (First Order)

**Effect of sex consciousness and sex**:

**Hypothesis** $H_4$: "Girls of low sex-consciousness group would score highest while boys of high-sex-consciousness group would show lowest on the Academic Achievement.

**Conclusion**:

Sex-consciousness and sex do not show any significant interaction on the Academic Achievement of VIII grade pupils.

\[(df = 1,72 \quad F = 1.80 \quad \text{Level} = .05 \quad \text{not significant})\]
**Effect of sex-consciousness and Temperament** :

**Hypothesis: H₅**: "High sex-consciousness subject from high Temperament group would show poorest performance while low sex-consciousness subjects taken from low temperament group would show high Academic Achievement score."

**Conclusion** :

There exists no significant impact of interaction of sex-consciousness and temperament on the Academic Achievement of VIII grade pupils.

(df = 1,72  F = .047  Level = .05  not significant)

**Effect of temperament and sex** :

**Hypothesis H₆**: "Boys and girls of low temperament group would score higher on Academic Achievement than the boys and girls of high temperament group."

**Conclusion** :

Low temperament group leads to higher Academic Achievement than the high temperament group. It is equally beneficial for boys and girls in the context of Academic Achievement.

(df = 1,72  F = 1.32  Level = .05  not significant)

**Effect of sex consciousness, sex and Temperament** :

**Hypothesis H₇**: "Three independent variables taken for the study (sex-consciousness, sex and temperament) would interact significantly and would show its interactional impact on academic achievement and as a result low sex-consciousness girls taken from low temperament group would show
High academic achievement while sex consciousness boys taken from high temperament group would show lowest academic achievement score."

**Conclusion**:

Low sex-consciousness group of VIII class students showed high academic achievement in both the boys and girls categories. Similarly low temperament also led high academic achievement in both low and high sex-consciousness subjects of both sex groups.

(df 1,72  F = .627  Level = .05  not significant)

**Differential study conducted on X Class pupils**:

**Hypothesis $H_8$** : "Subjects of high sex-consciousness would show poor performance than the subjects of low sex-consciousness group."

**Conclusion**:

There exists a significant effect of sex-consciousness group on the Academic Achievement.

(df = 1,72  F = 93.377  Level = .05  significant)

**Hypothesis $H_9$** : "Subjects of both the sex groups would show a significant Academic Achievement."

**Conclusion**:

Both the sex groups (boys and girls) do significantly differ on the Academic Achievement.

(df = 1,72  F. 6.29  Level = .05  significant)
**Hypothesis** $H_{10}$: "Subjects of low temperament group would score higher than the subjects of high temperament group on Academic Achievement."

**Conclusion**: 

There exists a significant difference between the high and low temperament groups on the Academic Achievement 

$$(df = 1.72 \quad F = 105.9 \quad Level = .05 \quad significant)$$

**Interactional Study: (First Order)**

**Hypothesis $H_{11}$**: "Girls of low sex-consciousness group would score highest while boys of high sex-consciousness group would show lowest on the Academic Achievement."

**Conclusion**: 

There exists no interactional impact of sex-consciousness and sex upon the Academic Achievement of X grade pupils. 

$$(df = 1.72 \quad F = 1.061 \quad Level = .05 \quad not \ significant)$$

**Hypothesis $H_{12}$**: "High sex-consciousness subjects from high temperament group would show poorest performance while low sex-consciousness subjects taken from low temperament group would show high Academic Achievement."

**Conclusion**: 

There exists no interactional impact of sex-consciousness and temperament upon the Academic Achievement. 

$$(df = 1.72 \quad F = .076 \quad Level = .05 \quad not \ significant)$$
Hypothesis $H_{13}$: "Girls of low temperament group would score highest. On the other hand boys of high temperament group would score lowest on the academic achievement score."

Conclusion:

Girls of low temperament group scored higher on academic achievement and also boys of low temperament group scored higher on academic achievement but no significant impact were found of these two independent subjects (Temperament and sex).

$$(df = 1,72, \quad F = .024 \quad \text{Level} = .05 \quad \text{not significant})$$

Interactional Analysis: (Second Order)

Hypothesis $H_{14}$: "Three independent variables (sex consciousness, sex and temperament) would significantly interact and would leave its interactional impact on academic achievement and as a result low sex consciousness girls from low temperament group would show high academic achievement while sex-consciousness boys taken from high temperament group would show lowest academic achievement score."

Conclusion:

The three independent variables do not significantly interact and do not leave its interactional impact on academic achievement. However girls from low sex-consciousness and low temperament group scored highest than the high sex conscious and high temperament group. The boys from low sex-consciousness group and low temperament scored highest in academic achievement than the girl.

$$(df = 1,72, \quad F = .272 \quad \text{Level} = .05 \quad \text{not significant})$$
Differential study conducted on XII class pupils:

a) Effect of Sex-consciousness:

**Hypothesis $H_{15}$**: "Subjects of higher sex-consciousness would show poor performance than the subjects of low sex-consciousness group."

**Conclusion**:

Subjects of XII class of lower sex-conscious group scored higher than the subjects of higher sex-conscious group.

(df = 1,72  \ F = 25.25  \ Level = .05  \ significant)

b) Effect of Sex:

**Hypothesis $H_{16}$**: "Subjects of both the sex group would show a significant academic achievement."

**Conclusion**:

Girls of XII class showed higher academic achievement than their boys counterpart but no significant difference were observed.

(df = 1,72  \ F = 1.35  \ Level = .05  \ not significant)

c) Effect of Temperament:

**Hypothesis $H_{17}$**: "Subjects of low temperament group would score higher than the subjects of high temperament group on academic achievement."

**Conclusion**:

Subjects of XII class low temperament group scored significantly than the subjects of high temperament group.

(df 1,72,  \ F = 93.27  \ Level = .05  \ significant)
Interactional Hypothesis:

Interactional Analysis: (First Order)

a) **Effect of sex-consciousness & sex:**

Hypothesis $H_{18}$: "Girls of low sex-conscious group would score highest while boys of high sex-consciousness group would show lowest on academic achievement."

**Conclusion:**

Girls of low sex-consciousness group scored highest and significantly than the boys of low sex conscious group.

(df 1,72 $F = 14.69$, Level = .05 significant)

b) **Effect of sex consciousness and Temperament:**

Hypothesis $H_{19}$: "High sex-consciousness subjects from high temperament group would show poorest performance while low sex-consciousness subjects taken from low temperament group would show high academic achievement."

**Conclusion:**

Subjects of low sex conscious and low temperament group scored high on academic achievement but no significant effect were found.

(df 1,72 $F = 3.63$ Level = .05 not significant)

c) **Effect of Sex and Temperament:**

Hypothesis $H_{20}$: "Girls of low temperament group would score highest. On the other hand boys of high temperament group would score lowest on the academic achievement score."
**Conclusion:**

The boys of low temperament scored highest and boys of high temperament scored lowest and its effect is significant.

\[(\text{df} = 1.72 \quad F = 10.29 \quad \text{Level} = .05 \quad \text{significant})\]

**Interactional Analysis:** (Second Order)

**Effect of sex-consciousness, sex and Temperament**

**Hypothesis** $H_{21}$: "Three independent variables (sex-consciousness, sex and temperament) would interact significantly and would show its interactional impact on academic achievement and as a result low sex-consciousness girls from low temperament group would show high academic achievement while sex-consciousness boys taken from high temperament group would show lowest academic achievement score."

**Conclusion:**

The interactional impact of sex consciousness, sex and temperament do not have any significant result on academic achievement of XII grade pupils.

\[(\text{df} 1.72 \quad F = .69 \quad \text{Level} = .05 \quad \text{not significant})\]

**5.2 follow-up studies:**

In view of the above facts, findings and conclusions we propose the following follow-up studies which could be taken up as diagnostic and corrective measures:

1. This study can be conducted on the adolescent studying in different kinds of school.
2. A study can be conducted by taking sex-consciousness, emotional maturity, adjustment as independent variable.

3. A study can be conducted by taking the different dimensions of temperament of an adolescent as independent variable.

4. An experimental study can be conducted by taking sex-consciousness as a dependent variable.

5. A study can be conducted by taking social problems, sex-consciousness and temperament.

5.3 Suggestions:

1. It is found that there is a significant difference between boys and girls on the sex-consciousness. Hence a proper training programme should be organized so that the adolescent should not be over conscious about the sex.

2. It is found that there exists a significant difference between the high and low temperament and it is also found that the temperament is leaving an impact upon the Academic Achievement. Hence it is suggested that there should be a congenial environment in the school as well as in the home so that a proper development of Temperament can be brought about.

3. In a three-year study of more than 20,000 adolescents, psychologist Laurence Steinberg (Reader's Digest July 1997, Pg. 146) found that teens who shared details of their lives with parents were less likely to have trouble with school work or get involved with drugs or alcohol.

Yet more and more parents have a tough time connecting with their teen-agers. Here are seven steps for parents who want to break down the wall of silence.
i) Create a "listening climate". "It's not natural for teen-agers to want to sit down and talk," says Dr. Candace Erickson, a New York behavioural and developmental paediatrician. "You have to make it seem natural for them." The key she adds, is to create an ongoing "listening climate" in your home. "This way, when teens have something important to discuss, coming to you with the problem will seem like an ordinary thing to do."

One of the best ways to achieve this is to set aside special time with your teen-ager on a regular basis. Dinner is an important time & space.

ii) Learn the art of "parallel conversation". The best discussions with teenagers tend to happen when you're engaged in "parallel conversation". That's when you're doing something ordinary together, side-by-side, putting more emphasis on the activity than on what you're saying, and not looking directly at each other.

The non-confrontational setting keeps parents, as well as kids, at ease. Most fathers shy away from what they think of as 'conflict'. Such time together could include anything from watching TV to driving somewhere.

iii) Be a consultant, not a manager. Teens recoil when parents give them advice, even good advice. They don't need a manager, they need a consultant, an ally.

It's particularly important not to jump in with advice when you know your teen has made a mistake. They don't want to be told how badly they've messed up, let alone how to get out of a fix - rather, you need to help them think through the situation. Often teen-agers will impress you with what they come up with on their own.
iv) Present a united front. Probably every child has tried, at one time or another, to play off one parent against the other—using that old line play off one parent against the other—using that old line: "But Dad said I could go!". Teens, however, are even more like to play this game if they see their parents arguing about anything.

The simple rule is: don't argue in front of the kids. Of course this is easier said than done, and sometimes kids overhear a fight. If this happens make sure you resolve the fight in front of the kids, signaling that the crisis is over and you support each other.

v) Give your kids privacy. Teens need to have a sense that their parents are not in total command of their lives. Their room is especially important. Another part of this demand for privacy is a teen-ager's emotional and physical withdrawal; monosyllabic responses, pulling away from your hugs, refusing to go places with you. Some parents feel so upset and rejected when teen-agers retreat or push them away, but it's a normal part of adolescence. What many parents don't realize is that even while the teenager is retreating, he doesn't want you to pull away too.

vi) Write it down. Several experts advise parents to write what they can't bring themselves to say to their teen-agers— or what the teens refuse to hear. When you put things in writing, they take on added weight. People believe that things are more 'true' when they see them in writing and when they can read them over and over again.

vii) Take what you get. When you don't have a lot of information coming in which is true of the teen years— you should treat whatever your child does share with you as a gift.
Experts agree that parenting teen-agers is a process of negotiation and of redefining your relationship with your child - and open communication is the key. What teens really need is a guide; a mature, wise person to whom they have access when they need help.

It has been found that too many restrictions curb the independence of an adolescent and give them the feeling that their parents do not trust them. They lose self confidence and begin to do things in the shy.

One important thing that we should do is to discuss controversial moral issues when rights have been violated. Impress upon them the importance to think for themselves. Give them a voice in the family.

Evolution is the reason for the advancement of puberty. Media exposure is also helping the mental ageing process. In many cases, we see that physiologically they may not be advanced, but mentally they are. The life style change has also brought about the need to introduce sex-education in schools (The CBSE board has already introduced it in the school curriculum as "Life Skills").