

ADOLESCENT AUTONOMY IN RELATION TO PEER PRESSURE, PARENTAL DISCIPLINARY PRACTICES AND CERTAIN DEMOGRAPHIC VARIABLES

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ABSTRACT

Adolescence is the most important period of human life which is called the transitional period of life. It is generally defined with reference to a specific period of years. Many psychologists consider it a period between 13 & 18 years of age while some of them put it between 10 & 19 years and yet others extend it up to 24. But adolescence may not be seen only in association with the precise number of years as its periodicity varies from person to person. It can start as early as at the age of 10 & as late as 14. Moreover, defining the age of adolescence varies from one socio-cultural setting to another. The onset of adolescence varies from culture to culture depending on the socio-economic conditions of the country. A young person attending school may be considered an adolescent at one place while another person of the same age at another place may be married and considered an adult. Adolescence, therefore, may appropriately be defined as the period of physical, psychological and social maturation from childhood to adulthood, the period extending from puberty to the attainment of full reproductive maturity. Hall has called this period as a period of strain and fraught with many problems but other psychologists have laid emphasis on the cultural conditions, the cause of problems in the adolescence.

RATIONALE OF THE STUDY

“It is clear from the literature that adolescence is a period during which great differentiation takes place on the social terrain” (Rose, 2005). Although adolescents are still close to their parents, they spend increasingly more time with their friends. Their physical and emotional dependence on their parents decreases and they move closer to the peer group. During this time, “the Autonomy development of adolescents reaches a crisis point and the development of a unique and stable personality is often a very difficult aspect to deal with” (Ryan & Deci, 2003). Cognitive, emotional and attitudinal changes which are characteristic of adolescence, often take place during this period and this can be a cause of conflict, stress and depression on one hand and positive personality development on the other. Because the adolescents are experiencing various strong cognitive and physical changes, for the first time in their lives they may start to view their friends, their peer group, as more important and influential than their parents/guardians. Similar to Stanley Hall's characterisation of the adolescent period as one of storm and stress, many other theorists have also portrayed adolescence as a troubled and unique period of the life cycle. Adolescence is a time of turbulence, when youths go through biological, psychological and social changes as they grow from childhood to adulthood. For many youths, rapid physical changes often outpace their

social and emotional maturity, yet social expectations increase because they are viewed by some as more like adults than like children. So, they live in a state of ambiguity. Moreover, now-a-days, stress is becoming a common problem in everyday life and especially life for many young people is a painful tug of war filled with mixed messages and conflicting demands from parents, teachers, coaches, employers, friends and oneself. Growing up negotiating a path between independence and reliance on others is a tough business. It creates stress and it can create serious depression for young people ill-equipped to cope, communicate and solve problems. Teenagers may lead to other negative consequences such as poor academic performance, low self-esteem and low well-being. Their consequences, in turn can lead to other problems and issues. “Adolescents’ growth and development is also closely linked with his/her adjustment at home. It usually follows that an adolescent who experiences a normal and well-integrated home and school life carries over into all his other associations a similar wholesomeness of attitude and control of behavior” (Field et al, 1995; Kokko and Pulkkinen, 2000 and Lai and McBride-Chang, 2001). Moreover, the cause of an adolescent's social maladjustment often can be traced to a home environment in which the teenager has had little or no opportunity to experience cooperative group living. In fact, home environment is the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home and connotes the psychological environment of home. Parental Disciplinary Practices means the disciplinary reactions of the father and mother towards the behaviour of child in different situations based on their actions and temperament and this plays a crucial role in the development of the children.

Shah and Sharma (1984) “found if parents want their children to achieve better, they should provide and maintain in the family, highly congenial atmosphere”. Albers et al. (1986) “showed that disturbed family functioning predicted poor quality of later intimate relationships among adolescents. Poor parental disciplinary practices have been reported to have long term effects on adolescents' life style” (Albers et al. 1986; Olsson et al., 1999; Lai and McBride-Chang, 2001).

The present investigation attempts to study the adolescent autonomy in relation to peer pressure, parental disciplinary practices and certain demographic variables. The review of the literature available in the field of adolescent's autonomy reveals some astonishing facts. “Approximately half of all adolescents are at moderate to high risk of engaging in one or more self destructive behaviors including unsafe sex, teenage pregnancy and child bearing, consuming drug and alcohols, abuses failure or dropping out of school and delinquent behaviors”. No doubt the problems of different parts of the world under different family and peer group conditions differ. The development of autonomy involves an increase in adolescents’ subjective sense of his or her independence, especially in relation to peer pressure and parents. The studies reported above reveal that very little research work has been carried out in this area. The present study is an attempt in this direction. Also the study is novel in this area and this study would be helpful to sort out the emerging problem of adolescents. The study would be helpful for adolescents, the teachers and parents as well. They would know about the positive as well as negative aspects of peer pressure and the effect of exercising positive parental disciplinary practices. Therefore, they would be able to provide them proper guidance and help them in their wholesome development. That’s why the

investigator has selected this problem for detailed study and research work. Taking cognizance of the facts stated above, the present investigator visualized a need to investigate on the present problem which is delineated as under:

STATEMENT OF THE PROBLEM

‘ ADOLESCENT AUTONOMY IN RELATION TO PEER PRESSURE, PARENTAL DISCIPLINARY PRACTICES AND CERTAIN DEMOGRAPHIC VARIABLES’

DEFINITION OF OPERATIONAL TERMS USED

2. **Adolescent Autonomy:** “Adolescent autonomy has been operationalized in terms of a growing sense of detachment from parents. It is a sense of independence especially with regard to parental control and family decision making”.
2. **Peer Pressure :** Peer pressure refers to the influenced exerted by a Peer group in encouraging a person to change his or her attitudes, values or behaviour in order to group norms. It is the force that someone feels to behave or dress in a certain way. It may be present at school, home or within the general community.
3. **Parental Disciplinary Practices (PDP):** PDP in the present study means the disciplinary reactions of the father and mother towards the behaviour of child in different situations based on their actions and temperament and this plays a crucial role in the development of the children.
4. Demographic variables
 - Locale: Residence situated in Rural and Urban areas.
 - Gender: State of being Male or Female.
 - Stream: Students opting Science or Arts subjects.
 - Type of School: Govt. schools run by Government and Private schools administered by private authorities.

OBJECTIVES OF THE STUDY

A) Objectives related to Adolescent Autonomy and Peer Pressure :

- 1) To study the relationship between Adolescent Autonomy & Peer Pressure
- 2) To study the relationship between Attitudinal Adolescent Autonomy & Peer Pressure.
- 3) To study the relationship between Emotional Adolescent Autonomy & Peer Pressure.
- 4) To study the relationship between Functional Adolescent Autonomy & Peer Pressure.
- 5) To compare the Attitudinal Autonomy of Adolescents with high & low Peer Pressure.
- 6) To compare the Emotional Autonomy of Adolescents with high & low Peer Pressure.

7) To compare the Functional Autonomy of Adolescents with high & low Peer Pressure.

8) To compare the Autonomy of Adolescents with high & low Peer Pressure.

B) Objectives related to Adolescent Autonomy and Parental Disciplinary Practices (PDP):

9) To study the relationship between Adolescent Autonomy & Parental Disciplinary Practice.

10) To study the relationship between Attitudinal Adolescent Autonomy & Parental Disciplinary Practice.

11) To study the relationship between Emotional Adolescent Autonomy & Parental Disciplinary Practice.

12) To study the relationship between Functional Adolescent Autonomy & Parental Disciplinary Practice.

13) To compare the Autonomy of Adolescents with high & low score on Parental Disciplinary Practice.

14) To compare the Attitudinal Autonomy of Adolescents with high & low score on Parental Disciplinary Practice.

15) To compare the Emotional Autonomy of Adolescents with high & low score on Parental Disciplinary Practice.

16) To compare the Functional Autonomy of Adolescents with high & low score on Parental Disciplinary Practice.

C) Objectives related to Adolescent Autonomy and Demographic Variables:

17) To compare the Autonomy of Male & Females Adolescents.

18) To compare the Attitudinal Autonomy of Male & Females Adolescents.

19) To compare the Emotional Autonomy of Male & Females Adolescents.

20) To compare the Functional Autonomy of Male & Females Adolescents.

21) To compare the Autonomy of Rural & Urban Adolescents.

22) To compare the Attitudinal Autonomy of Rural & Urban Adolescents.

23) To compare the Emotional Autonomy of Rural & Urban Adolescents.

24) To compare the Functional Autonomy of Rural & Urban Adolescents.

25) To compare the Autonomy of Adolescents optioning Art & Science streams.

26) To compare the Attitudinal Autonomy of Adolescents optioning Art & Science streams.

27) To compare the Emotional Autonomy of Adolescents optioning Art & Science streams.

28) To compare the Functional Autonomy of Adolescents optioning Art & Science streams.

29) To compare the Autonomy of Adolescents Studying in Govt. & Private Schools.

30) To compare the Attitudinal Autonomy of Adolescents Studying in Govt. & Private Schools.

31) To compare the Emotional Autonomy of Adolescents Studying in Govt. & Private Schools.

32) To compare the Functional Autonomy of Adolescents Studying in Govt. & Private Schools.

D) Objectives related to Adolescent Autonomy, Peer Pressure and Parental Disciplinary Practices

33) To study the relationship of Adolescent Autonomy with Peer Pressure partialling out the effect of PDP.

- 34) To study the relationship of Adolescent Autonomy with Parental Disciplinary Practice partialling out the effect of Peer Pressure.

HYPOTHESES OF THE STUDY

A) Hypotheses related to Adolescent Autonomy and Peer Pressure :

- H° 1** There exists no significant relationship between Adolescent Autonomy & Peer Pressure.
- H° 2** There exists no significant relationship between Attitudinal Autonomy & Peer Pressure.
- H° 3** There exists no significant relationship between Emotional Autonomy & Peer Pressure.
- Ho 4** There exists no significant relationship between Functional Autonomy & Peer Pressure.
- H°5** There exists no significant difference between **Autonomy** of Adolescents with **high and low** Peer pressure.
- Ho-6** There exists no significant difference between **Attitudinal** Autonomy of Adolescents with **high and low** Peer pressure.
- H°7** There exists no significant difference between **Emotional** Autonomy of Adolescents with **high and low** Peer pressure.
- H°8** There exists no significant difference between **Functional** Autonomy of Adolescents with **high and low** Peer pressure.

B) Hypotheses related to Adolescent Autonomy and Parental Disciplinary Practices:

- H°9** There exists no significant relationship between Adolescent Autonomy and Parental Disciplinary Practices.
- H°10** There exists no significant relationship between Attitudinal Autonomy and Parental Disciplinary Practices.
- H°11** There exists no significant relationship between Emotional Autonomy and Parental Disciplinary Practices.
- H°12** There exists no significant relationship between Functional Autonomy and Parental Disciplinary Practices.
- H°13** There exists no significant difference between **Autonomy** of adolescents with respect to **high and low** Parental Disciplinary Practices.
- H°14** There exists no significance difference between **Attitudinal Autonomy** of adolescents with respect to **high and low** Parental Disciplinary Practices.
- H°15** There exists no significance difference between **Emotional Autonomy** of adolescents with respect to **high and low** Parental Disciplinary Practices.
- H°16** There exists no significance difference between **Functional Autonomy** of adolescents with respect to **high and low** Parental Disciplinary Practices.

C) Hypotheses related to Adolescents Autonomy and some Demographic variables-

- H° 17** Male and Female Adolescents do not differ significantly on their Autonomy.
- H°18** Male and Female Adolescents do not differ significantly on their Attitudinal Autonomy.

H°19 Male and Female Adolescents do not differ significantly on their Emotional Autonomy.

H°20 Male and Female Adolescents do not differ significantly on their Functional Autonomy.

H°21 Adolescents residing in Rural and Urban areas do not differ significantly on their Autonomy.

H°22 Adolescents residing in Rural and Urban areas do not differ significantly on their Attitudinal Autonomy.

H°23 Adolescents residing in Rural and Urban areas do not differ significantly on their Emotional Autonomy.

H°24 Adolescents residing in Rural and Urban areas do not differ significantly on their Functional Autonomy.

H°25 Adolescent opting Art and Science streams do not differ significantly on their Autonomy.

H°26 Adolescent opting Art and Science streams do not differ significantly on their Attitudinal Autonomy.

H°27 Adolescent opting Art and Science streams do not differ significantly on their Emotional Autonomy.

H°28 Adolescent opting Art and Science streams do not differ significantly on their Functional Autonomy.

H°29 Adolescent studying in Govt. and Private school do not differ significantly on their Autonomy.

H°30 Adolescent studying in Govt. and Private school do not differ significantly on their Attitudinal Autonomy.

H°31 Adolescent studying in Govt. and Private school do not differ significantly on their Emotional Autonomy.

H°32 Adolescent studying in Govt. and Private school do not differ significantly on their Functional Autonomy.

D) Hypotheses related to Adolescent Autonomy, Peer Pressure and Parental Disciplinary Practices

H°33 There exists no significant relationship between Adolescent Autonomy and Peer Pressure partialling out the effect of Parental disciplinary practices.

H°34 There exists no significant relationship between Adolescent Autonomy and Parental Disciplinary Practice partialling out the effect of Peer Pressure.

DELIMITATIONS OF THE STUDY

Keeping in view the time available and limited resources, the present study was delimited to the following aspects:-

1. Sample of the study was confined to the senior secondary schools of Dhanbad District.
2. The study was restricted to only these variables i.e. Adolescent Autonomy, Peer Pressure, Parental Disciplinary Practices and some demographic variables like gender, locale, streams & types of schools.
3. Only 400 students of XI and XII grades were considered for the study.
4. The study was delimited to the following tools:
 - > Adolescent Autonomy Questionnaire developed by the Investigator himself. (2013)
 - > Peer Pressure Scale by Dr. Sandeep Singh & Dr. Sunil Saini (2010)
 - > Parental Disciplinary Practices Scale (Mother & Father Form) by Dr. Roop Rekha Garg (1995).

RESEARCH METHOD USED

The study employed **Descriptive Method** of research. It is commonly used in educational research to study existing conditions and phenomenon. According to **Dr. Y.P. Aggarwal (2008)** descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply arranging and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships.

VARIABLES

Variable can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words variable are anything that can affect or change the result of a study. Independent and Dependent variables as used in the study are stated below.

Independent variable: Independent variables are the condition or characteristics that the investigator can manipulate or control in an attempt to ascertain their relationship to observed phenomenon. Independent variables are of two types: one which can be controlled by the experimenter and the other which cannot be controlled by the experimenter but still affects the experiment. Independent variables are thus classified as experimental variable or treatment variable and orgasmic or attribute variables. **Peer pressure, Parental disciplinary practices and demographic variables** have been taken as the Independent variables.

Dependent variable: Dependent variable refers to those conditions or characteristics that appear or disappear or change as the experimenter introduces, removes or changes independent variables. Dependent variables are those variables that are affected as the result of independent variable. **Adolescent Autonomy** is the dependent variable in the present study.

POPULATION AND SAMPLE

Population : The population for the present study consists of all the adolescents studying in the senior secondary schools of Odisha state. Sampling was done in order to get institution representation and student representations.

Sample : In the present investigation **Random sampling technique** was used for the selection of the sample. The random sample is sample in which each element has an equal and independent chance of being included. The sample comprised of 400 students of 11th & 12th class from twelve schools of Dhanbad District. The schools were selected randomly and all the students of these schools were taken in the sample to maintain objectivity.

PROCEDURE OF DATA COLLECTION

For the purpose of collecting data rapport was established with the students by explaining them the objectives of the present study in brief. The data were collected by administering the test in groups (range 25 - 40 students) on

different days from different schools.

The investigator asked the students to express their view freely, fearlessly and without hesitation. It was made explicit to them that their frank and prudent answer would not harm them in anyway, rather than would add objectivity and worthiness to the study. In this way the data were collected in 14 days from twelve schools.

TOOLS AND TECHNIQUES USED IN THE STUDY

The researcher has used the following tools for data collection:

1. Adolescent Autonomy Questionnaire developed by the Investigator himself.
2. Peer Pressure Scale by Dr. Sandeep Singh & Dr. Sunil Saini.
3. Parental Disciplinary Practices Scale (Mother & Father Form) by Dr. Roop Rekha Garg.

MAJOR FINDINGS, DISCUSSION OF RESULTS, EDUCATIONAL IMPLICATIONS & SUGGESTIONS

Any research work in the area of education would become meaningless unless its findings have implications to the field of Education. Keeping it in view the present chapter focuses on the main findings and implications of the study. Some potential areas for further research in the field related to this study have also been identified.

MAJOR FINDINGS OF THE STUDY

Findings of Section-I

1. Positive and significant correlation was found between Adolescent Autonomy and Peer Pressure.
2. Positive and significant correlation was found between attitudinal dimension of Autonomy and Peer Pressure.
3. Positive and significant correlation was found between Emotional dimension of Autonomy and Peer Pressure.
4. Positive and significant correlation was found between Functional dimension of Autonomy and Peer Pressure.
5. Adolescents with high and low peer pressure did not differ significantly on autonomy. No significant difference was found in attitudinal autonomy of adolescents with high and low peer pressure.

Adolescents with high and low peer pressure did not differ significantly on their emotional autonomy.

8. Adolescents with high and low peer pressure did not differ significantly on their functional autonomy.

Findings of Section-II

9. Positive and significant correlation was found between Adolescent Autonomy and Parental Disciplinary Practices.
10. Positive and significant correlation was found between Attitudinal dimension of Autonomy and Parental Disciplinary Practices.

11. Positive and significant correlation was found between Emotional dimension of Autonomy and Parental Disciplinary Practices.
12. Positive and significant correlation was found between Functional dimension Autonomy and Parental Disciplinary Practices.
13. No significant difference was found in Autonomy of adolescents with high and low score on parental disciplinary practices.
14. Adolescents with high and low score on parental disciplinary practices were found to have no significant difference on attitudinal autonomy.
15. No significant difference was found in emotional Autonomy of adolescents with high and low score on parental disciplinary practices.
16. Adolescents with high and low parental disciplinary practices did not differ significantly on functional autonomy.

Findings of Section-III

17. There was significant difference in autonomy of male and female adolescents. Further mean scores revealed that male adolescents have high autonomy than that of female adolescents.
18. There was significant difference in attitudinal autonomy of male and female adolescents. Further mean scores revealed that male adolescents have high attitudinal autonomy than that of female adolescents.
19. There was significant difference in emotional autonomy of male and female adolescents. Further mean scores revealed that male adolescents have high emotional autonomy than that of female adolescents.
20. There was significant difference in functional autonomy of male and female adolescents. Further mean scores revealed that male adolescents have high functional autonomy than that of female adolescents.
21. There was significant difference in autonomy of rural and urban adolescents. Further mean scores revealed that rural adolescents have high autonomy than that of urban adolescents.
22. There was significant difference in attitudinal autonomy of rural and urban adolescents. Further mean scores revealed that urban adolescents have high attitudinal autonomy than that of rural adolescents.
23. There was significant difference in emotional autonomy of rural and urban adolescents. Further mean scores revealed that rural adolescents have high emotional autonomy than that of urban adolescents.
24. There was significant difference in functional autonomy of rural and urban adolescents. Further mean scores revealed that urban adolescents have functional autonomy than that of rural adolescents.
25. There was significant difference in autonomy in respect of adolescents opting art and science streams. Further mean scores revealed that science stream adolescents have high autonomy than that of arts stream adolescents.
26. There was significant difference in attitudinal autonomy in respect of adolescents opting art and science streams. Further mean scores revealed that science stream adolescents have high attitudinal autonomy than that of arts stream adolescents.

27. There was significant difference in emotional autonomy in respect of adolescents opting art and science streams. Further mean scores revealed that science stream adolescents have high emotional autonomy than that of arts stream adolescents.
28. There was significant difference in functional autonomy in respect of adolescents opting art and science streams. Further mean scores revealed that science stream adolescents have high functional autonomy than that of arts stream adolescents.
29. There was significant difference in autonomy in respect of adolescents studying in govt. schools and private schools. Further mean scores revealed that adolescents studying in govt. schools have high autonomy than that of adolescents of private schools.
30. There was significant difference in attitudinal autonomy in respect of adolescents studying in govt. schools and private schools. Further mean scores revealed that adolescents studying in govt. schools have high attitudinal autonomy than that of adolescents of private schools.
31. There was significant difference in emotional autonomy in respect of adolescents studying in govt. schools and private schools. Further mean scores revealed that adolescents studying in govt. schools have high emotional autonomy than that of adolescents of private schools.
32. There was significant difference in functional autonomy in respect of adolescents studying in govt. schools and private schools. Further mean scores revealed that adolescents studying in govt. schools have high functional autonomy than that of adolescents of private schools.

Findings of Section-IV

33. Positive and significant correlation was found between adolescent autonomy and peer pressure partialling out the effect of parental disciplinary practices.
34. Positive and significant correlation was found between adolescent autonomy and parental disciplinary practices partialling out the effect of peer pressure.

DISCUSSION OF RESULTS

Researches on gender difference in development of autonomy reveals several inconsistencies. The findings of the present investigation that there is significant difference between autonomy of male and female adolescents, is in agreement with the finding of Douvan and Adelson (1966), Coleman (1961) who suggested that boys develop autonomous behavior more rapidly than girls. The findings of the present investigation that there is significant difference between emotional autonomy of male and female adolescents is in agreement with the finding of Suinder Tung and Rupan Dhillon (2006) who found significant difference in male and female on the deidealization dimension of emotional autonomy, with females capable of deidealizing the parents at an early age than the male adolescents. However in the present investigation the male were found to be higher on emotional autonomy has compared to female. On the other hand, recent literature of Steinberg & Silverberg (1986) found

emotional autonomy during early adolescence to be greater among girls, but it is in contradiction to the findings of present investigation which reveals that male adolescents have higher score on emotional autonomy than females.

According to present investigation peer pressure and parental disciplinary practice are also positively correlated with adolescent autonomy. These findings are in agreement with the findings of Charlotte A. Geary (2009) who conducted a study namely “Adolescent Autonomy with Parents as a predictor of low susceptibility to Peer pressure” and found that parental disciplinary practices and peer pressure is related with adolescent autonomy. His findings also suggest that adolescents may not move from a dependency on parents to a dependency on peers at once. Instead autonomy seems to be a consistent trait over time and across different social relationships.

The findings of the present investigation that there is significant difference between autonomy of male and female adolescents is in agreement with the finding of Manuela Fleming (2010) who conducted a study namely, “Adolescent autonomy: Desire, Achievement and Disobeying Parents between early and late adolescence.” and found significant difference between achievement of autonomy of male & female adolescents. According to his findings progress in autonomy was achieved by male adolescents more as a results of disobeying parents than was the case with female adolescents.

SUGGESTIONS FOR FURTHER RESEARCH

Any study, however, wide it may be, its scope cannot claim to be all inclusive and points out the scope for further investigation with other equally relevant variables. In an attempt for solution of the problem, new problems arise. It is from this point of view, some suggestions are being made for further investigation of some of the important issues that seem to originate from the present work:

1. The study needs to be replicated on a larger sample to confirm the findings of the present study. It was not possible to do so in the current study, but the exploration with a more diverse sample is important for developing a complete understanding of the topic.
2. Further study may be conducted involving other variables like school environment, Internet addiction and other variables.
3. This study was delimited to the sample of only 11th and 12th grade whereas similar study may be conducted on younger adolescents i.e. grade 9th and 10th.
4. Further research may be undertaken on adolescents with special needs with the same variables.
5. This study was confined to the state of Haryana only. A similar investigation may also be conducted on students of different states. Inflect a comparative analysis of adolescents of different states can be done.
6. The present study covered 11th & 12th adolescent rural-urban, male -females, science-arts

7. students only. Similarly investigation on childhood, late adolescents and youth may be conducted.
8. The present needs to be investigated in different dichotomous dimension of parental disciplinary practices namely: hate-love, discouragement-encouragement, rejection-acceptance, dependence-independence, autocratism-democratism, submission- dominance etc.
9. The present study can be done on students of different professional courses such as Law, Medical, Management, Engineering & Technology etc.
10. A similar study can also be carried out to see the effect of School environment on the Adolescent Autonomy.
11. A study may be undertaken to find out the roll of Motivation in enhancing Adolescent autonomy.

CONCLUSION

“A fair idea put to use is better than a good idea kept on polishing wheel”. The most important characteristic of any research is that it must contribute to the development of the area concerned. It is well known fact that that adolescence is the most difficult stage of life, not only for the adolescent himself/herself but also for all significant others i.e. parents, teachers, counselors etc. Some of the findings of the present investigation carry a message for parents and teachers with regard to handling this most crucial phase adolescence. Following are some of the important implications of the present study: Though the preset study was restricted to only 400 students of one district of Haryana, its findings have important educational implications for parents, counselors and administrators and adolescents themselves. Parents at home & peer group in school or playground always play a major role in influencing and developing adolescent autonomy. A man is known by the company he keeps. Adolescents should be selective in choosing friends at such a stage when adolescents are in impressionable period peer group can influence the child in desirable or undesirable way. If the peer group of an adolescents is good with positive mind set, there is every possibility that he/she will also imbibe positive behavior which may help him/her become an independent take his/her own decisions & gradually acquire autonomy. Parents should understand the kind of changes an adolescent is going through and the kind of pressures he has to face, because at one point of their life, they were also under the same situation, so they should act as the facilitators for them in helping them in handling such situations and encouraging them to take their own decisions. They should provide democratic parental disciplinary practices, so that the child grows to an adult so perfectly who turns out to be a responsible and mature individual and independently deal with the physical & social environment around him or her. Parental disciplinary practices play an important role and the present study revealed that the bad parental disciplinary practices can cause hindrance in their independence, as children in this age want independence and to explore the world. Parents should provide more rewards, nurturance & permissiveness and should allow the adolescents to express their views freely. There should be a provision of opportunities with little interference

from parents, which may help in proper development of the child. Some parents knowingly and unknowingly over protect their children. They treat them like precious “dolls” always under their supervision. They expect them to do everything as per their (parents) wishes. Such parents want to live through their children. They want their children to do what they (parents) could not do in their lives and try to compensate indirectly through their wards. This is not a healthy parental practice. Parents should provide reasonable freedom to the children so that they may not remain puppets and can explore the world independently by seeking guidance wherever & whenever necessary and the development of adolescents may not remain inchoate in the absence of a meaningful exposure. In the words of Khalil Gibran-

“Your children are not your children.
 They are the sons and daughters of Life's longing for itself.
 They come through you but not from you,
 And though they are with you yet they belong not to you.
 You may give them your love but not your thoughts,
 For they have their own thoughts.
 You may house their bodies but not their souls,
 For their souls dwell in the house of tomorrow, which you cannot
 visit, not even in your dreams.
 You may strive to be like them,
 but seek not to make them like you.
 For life goes not backward nor tarries with yesterday.
 You are the bows from which your children
 as living arrows are sent forth.
 The archer sees the mark upon the path of the infinite,
 and He bends you with His might
 that His arrows may go swift and far.
 Let your bending in the archer's hand be for gladness;
 For even as He loves the arrow that flies,
 so He loves also the bow that is stable”.

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