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A comparison of the psychological characteristics of adolescence and drawing its profile according to specialists and parents in Isfahan City (Iran)

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Abstract

The aim of this study was to compare various points' view of specialists and parents in Isfahan-Iran, about the psychological characteristics of adolescents. The research method was ex post facto, and the statistical population included all specialists and parents in Isfahan (Iran) 2011. The statistical sample included 377 (parents) and 186 (Specialists), who were selected according to cluster random sampling specialists was available sampling. The research instruments were a researcher mad questionnaire. Statistical data analysis test Manova and Schaffe to compare the two groups showed that there are significant differences between the points of views of parents, specialists about the psychological characteristics of adolescence in Isfahan ($P < 0.01$).

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1. Introduction

Adolescence in contemporary Western industrial society is shaped and defined by the interplay of complex biological, cultural, economic, and historical forces. This lengthy transitional state, which may last a decade or more, is a distinctive period in which a youngster is no longer a child nor yet fully adult, but partakes of some of the challenges, privileges, and expectations of both epochs. (Martin&volkmar, 2007). Stanly Hall is regarded as the father of the studies on the teenagers' impulsions (Hogan, 2003), and Gazel was one of the people who makes awareness of the child's growth meaningful to the parents (Thelen&Adolph, 1992)

Erickson was the first who recognized the personal identification as one the main outcomes of the teenagers' characteristics, making an important step towards changing into a fruitful person. Erickson defined the teenagers' conflict as the conflict between the identity and confusion, and he believed that the successful solving of the previous stages of growth can provide the field for the true solving of this conflict. Based on Erickson's idea, the society and the schools in which the teenagers attend have an important role, making a field for the teenagers' exploration (Erickson, 1968). Teenage years are accompanied by changes in all biological, social, and cognitive fields. The identity growth is followed by the changes in the relationships with the peers and friends, revising the relations with the family, especially in the relations between parents and teenagers (Hill& Bromell&Tyson, Flint

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2007). Teenage stage and maturation never occur in a social vacuum, and it's under the influence of the social construction in which the teenagers grow up. Some of the psychological experts state the initial behaviours of the parents are the basis of the growth and development of the teenagers and the children (Austrian, 2008). Therefore, in making a picture of the teenagers, one must regard the cultural, ethical, historical, gender, social varieties, as well as, the life style (Hirsch, Roffman, Pagano&Deutsch, 2000). Regarding the importance of this period, parents and family find an important role. If parents are aware of the characteristics of this period and if they are aware of their children's needs, they can make a better relationship with them, and as a result the teenagers can cope with the stresses of the teenagers' period much better. Sometimes, the parents' lack of awareness and their mistreatment to the children can make the teenager unable to control certain situations, making various disorders in them. Not understanding the teenagers can lead to a conflict between the teenagers and the parents. In this way the Specialists' awareness can also help the teenagers make the correct decision to meet their needs. This is achieved when there is a harmonious training between the parents and the Specialists, and it will be possible only through changing their approaches towards teenagers and the features of this period lead to a closer interaction between them. Lack of awareness of the parents and the Specialists from the features of this period, lack of cognition from the natural process of growth at this period can have a negative effect on the parents' interactions with the teenagers, making psychological and mental disorders for them. In another study, Gutgesell and Payne (2004) studied the relationship between parents and the teenagers. The research results revealed that around 75% of the teenagers and their parents had a lot of experiences at this period and regarded this period as the period of the storm and pressure. In a study, Overall et. al (2011) showed that the social criteria and the peers have an important influence on the initial acceptance of the teenagers. In this way, in the present study, it's tried to study the amount of harmony between the parents' and the teenagers' points of views as two effective groups in the children's growth development and their bringing up. It's also tried to program the activities of the teenagers in the growth process.

Method

Statistical population

The research method was ex post facto. The statistical population consisted of all parents of adolescents, aged 12-25 years, and all specialists (psychologists, psychotherapists, teachers, and consultants) living in Isfahan (Iran), 2011, who were selected randomly in several stages. In this way 377 parents and 186 of the experts were selected through randomization method.

Research instrument

The research instrument was a questionnaire of 56 items on the psychological features of the teenage period. To measure the psychological features of the teenage period, the questionnaire was constructed by the researchers (Afsar, Aghaei, Nouri&Golparvar, 2011). Before constricting the final version of the questionnaire, various texts on basic the features of the teenagers were studied and the related features were selected; then the extracted features were converted into questions, in the Likert 5- points. After revision by supervisors as well as 6 experts, some editions and necessary changes were made on the questions, and a final questionnaire with 56 items' was provided for the final administration. To study the construct and the content validity, the researchers asked for the ideas of the supervisors, the consultants, and some of the professors at the university. To study the construct validity of questionnaire, the exploratory factor analysis with VARIMAX was used.

The factor analysis, in one stage with Kaiser, Meyer &Olkin (kmo) were equal to .935 (Human, 2001), and through Bartlett tests, it was equal to 33750.3, ($p < .001$). the 12 obtained factors with special values higher than 1 could cover covered 48.87% of the total variances of the questionnaire. Based on the content of the question 12 factors were obtained and named as follow: anxiety(5questions, alpha, 0.76), challenge and criticism(5questions, alpha, 0.7), appearance and romantic relationships(5questions, alpha, 0.7), fear of general health(3questions, alpha, 0.5), futurism and confusion(2 questions, alpha, 0.23), independence seeking and conflict(5question, alpha, 0.7), behavioural changes(4 question, alpha, 0.6), tendency toward peer(3questions, alpha, 0.6), idealism and fantasy(4question, alpha, 0.6), social desirability(2questions, alpha, 0.6), courage and integrity(2 question, alpha, 0.39), shame and shyness(2 questions, alpha, 0.4)

Analysis method

Two levels of descriptive and inferential analyses were applied on the statistical data. In the descriptive level, the distribution frequency tables, and the mean and the standard deviation were calculated. In the inferential level, the multi-variant variance analysis (Man ova), and the follow up tests (Scheffe) were applied to make a comparison between the two groups. To analyse the data, SPSS (16) software was used.

Results

Table1: The descriptive data of the parents and Specialists about Psychological Characteristics of Adolescence

Variable	Group	Number	Mean	Std.Dviation	Std_error
Anxiety	specialists	186	3.59	0.52	0.05
	parents	377	3.59	0.66	0.03
Criticism & challenge	specialists	186	3.51	0.61	0.03
	parents	377	3.52	0.65	0.05
Appearance & romantic relations	specialists	186	4.1	0.43	0.03
	parents	377	3.84	0.62	0.03
Independence & conflict	specialists	186	3.71	0.56	0.05
	parents	377	3.4	0.65	0.03
Fear of public health	specialists	186	3.56	0.7	0.05
	parents	377	3.35	0.84	0.03
Behavioral changes	specialists	186	3.87	0.57	0.05
	parents	377	3.85	0.63	0.03
Tendency toward peer	specialists	186	3.89	0.54	0.05
	parents	377	.873	0.61	0.03
Idealism& fantasy	specialists	186	4.2	0.5	0.04
	parents	377	3.93	0.64	0.03
Social desirability	specialists	186	4.07	0.44	0.05
	parents	377	3.87	0.57	0.04
Courage & integrity	specialists	186	4.08	0.62	0.05
	parents	377	4.05	0.7	0.04
Futurism & confusion	specialists	186	3/64	88.0	0.06
	parents	377	3/87	74.0	0.04
Shame & shyness	specialists	186	3/74	96.0	0.06
	parents	377	3/45	84.0	0.04

Table 1: shows the mean and the standard deviation of the features of the teenagers from the points of views of the parents and Specialists.

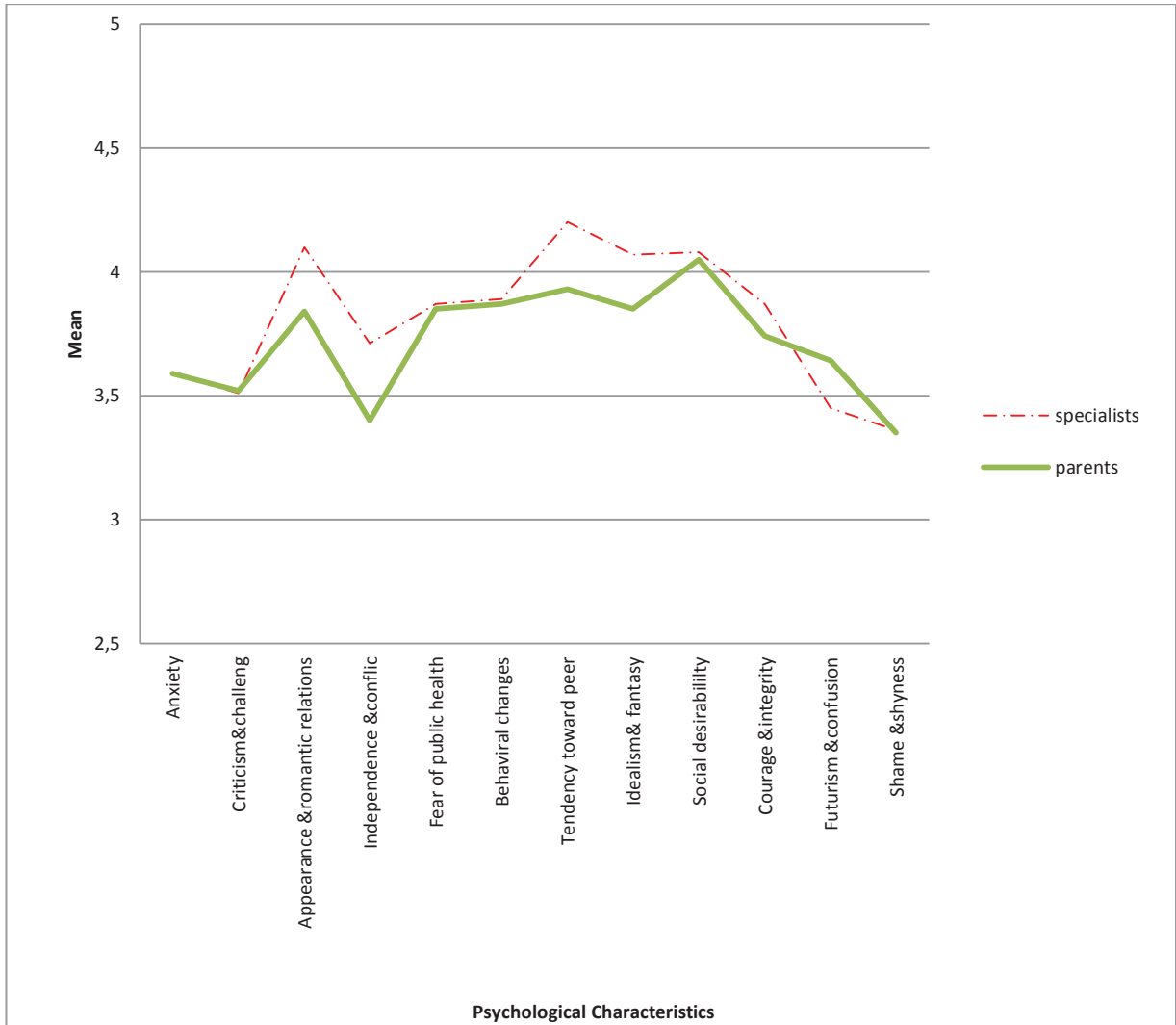
Table2: Results of multivariable analysis of variances in parents and Specialists

row	Variable	Sum of squares	df	Mean square	F	sig
1	Anxiety	0.33	2	0.16	0.37	0.69
2	Criticism challenge	7.31	2	3.65	8.6	0.001
3	Appearance &romantic relations	10.1	2	5.4	12.29	0.001
4	Independence & conflict	15.64	2	7.81	18.15	0.001
5	Fear of public health	0.18	2	0.09	0.21	0.81
6	Behavioural changes	21.79	2	10.89	27.35	0.001
7	Tendency toward peer	32.63	2	16.32	40.28	0.001
8	Idealism& fantasy	7.26	2	3.63	10.54	0.0010
9	Social desirability	0.16	2	0.08	0.15	0.86
10	Courage & integrity	3.27	2	1.63	2.95	0.053
11	Futurism & confusion	8.84	2	4.24	6.88	0.001
12	Shame & shyness	24.15	2	12.07	15.88	0.001

Table3: Scheffe post hoc test results comparing between parents and Specialists

Variable	Group1	Group2	Mean difference	Std.error	sig
Appearance &romantic relations	Specialists	parents	0.25	0.06	0.001
Independence &conflict	Specialists	parents	0.31	0.06	0.001
Tendency toward peer	Specialists	parents	0.27	0.06	0.001
Idealism& fantasy	Specialists	parents	0.22	0.06	0.01
Futurism &confusion	Specialists	parents	-0.18	0.06	0.03

As seen in table 3, the differences between the two groups (parents and Specialists) in 5 meaningful dimensions .



Figures 1: psychological profile of psychological characteristics of adolescence from the erective of parents and specialists in Isfahan (Iran).

Conclusion and discussion

The following differences between the points of views of parents and specialists were found:

1. The Specialists, as compared with parents, believed on more independency and conflict for the adolescence period
2. The Specialists, as compared with parents, believed on more peering than parents.
3. The Specialists had greater authority in idealization and dreaming than parents for the teenage period.
4. The Specialists had greater authority in appearance and romantic relations than parents for the teenage period.
5. The Specialists had greater authority in regarding future and confusion than parents for the teenage period.

Looking at the difference between the points of views of the parents and the Specialists, one may see a gap between their ideas which is statistically significant. The research findings indicate that the features of the teenage period differ according to the ideas of parents and the Specialists. This difference has serious and important implications. The research findings show that there are conflicting ideas between the points of views of the parents' as well as Specialists and the teenagers'. On the other hand, the results of the present study were consistent with Gutgesell and Payne (2003), Oberal, et. al (2010). It seems that some of these conflicts are due to the differences in the approaches of parents and the Specialists. On the other hand, the duration of the relationship between parents and teenagers is decreasing. Also it seems that the Specialists in Isfahan, Iran, as compared with parents have overstated the features of this period. On the other hand, the Specialists' points of view are knowledge-based, while the parents' idea is experienced-cantered. Based on figure 1, this gap between their points of views is a danger alarm for the society and therefore the present research findings should be considered carefully. The findings of this research can be a basis for planning further research to understand the psychological needs of the teenagers.

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