Experience of an Adolescent during 1999 To 2001:  
A Case Study Report from His Sister  
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Abstract

This case study report is totally based on XIth and XIIth standard of an adolescent who came out from home for his study at outside. Here the investigator is trying to share such case experiences so that readers can understand about the adolescent period. In this paper, the investigator wants to mention about different cultural aspects, different board where the adolescent passed out his/her Xth standard and his/her copying nature when he or she was admitted to the school. Here the investigator also share the role of class teachers are very important and their handling process is more beneficial to the adolescent. As we know that no one is perfect at birth. Becoming a perfect person means, encountering many challenges in one’s life. So, in this paper, adolescents problem at the initial stage is due to lack of awareness of different cultural aspects, different board where the adolescents passed out their Xth standard etc. After having given proper encouragement and possible guidelines to the adolescent about such problems, adolescents can able to deal with their own problem. When he/she got such work successfully, the adolescent started changing those problems into a successful journey in one’s life. So, the investigator wants to give messages like: to prepare their mind before entering to different cultural aspects by giving counsel to them; to understand and aware of the languages what one speaks over there and many sound differences of languages may come out and say, do not take it seriously, if people laugh you about the language you speak and they could not get what you are saying, just aware them that you also don’t understand what they are speaking at the initial point; try to increase their performance and quality of their mark so that others can notice you etc. in the conclusion, parental/guardian support are very much needed before they are unable to solve the problem. Once the problems have been solved then there is his own way of handling strategies may come up. In this paper such things are reflected.

Keywords: adolescent, coping, strategies, challenges, cultural aspect, language

The term adolescence comes from the Latin word adolescere, meaning “to grow” or “to grow to maturity.”

Traditionally, adolescence has been thought of as a period of “storm and stress”—a time of heightened emotional tension resulting from the physical and glandular changes that are taking place.

Not all adolescents, by any means, go through a period of exaggerated storm and stress. Most of them do experience emotional instability from time to time, which is a logical consequence of the necessity of making adjustments to new patterns of behaviour and to new social expectations.

The term “adolescence” is used to denote a period during which the growing person makes the transition from childhood to adulthood. As expressed by Eisenberg (1965), adolescence as a distinct developmental stage is critical in terms of its impact on a changing society as well as the effect it has on the development of the individual. The goals of adolescent development are determined to an important degree by the young person’s innate capacities and by the pattern of relationships that has developed within the family. Goals are determined also by the cultural demands placed on the individual. Cultures differ in the support given to adolescents and in the demands made on them (Mead,1953).
The basic changes that occur during adolescence spring mainly from the individual’s genetic endowment. The timing and course of these changes, and the stature of mind and body the young person eventually achieves, are determined to an important degree by heredity.

- Physical maturity: The most obvious outcomes of development in adolescence appear in physical stature and proportions and in primary and secondary sex characteristics.
- Progress toward mental maturity: Dramatic changes in cognitive development occur during adolescence. During this period the adolescent achieves or almost achieves full growth of the mental capacities that are measured by mathematical reasoning tests and tests of verbal ability. We say, “Almost achieves” some people continue to “grow” mentally into their 20s and beyond in certain areas. (Schaie and La Bouvie-Vief, 1974). Some grow not only in knowledge and understanding, but also in verbal ability and ability to deal with symbols and abstraction after they have reached an age when we usually consider adolescence to be over.
- Progress toward emotional maturity: Another goal in adolescent development is to make some progress toward achieving emotional maturity. There are two aspects of maturity emotionally that are linked psychologically with physical maturity.
- Finding the self: Leta S. Hollingsworth (book adolescence, 1928) viewed adolescence as a period when, more than at any other time of life, it is important for young people to establish convictions about their identity. More recently, Erikson (1959, 1968) has similarly emphasized that a principal task of adolescence is the achievement of what he calls ego identity.
- Ideas and attitudes pertaining to the self have been evolving since earliest childhood.
- The task of “finding the self” has many other facets. Not only is it essential that adolescents become concerned with viewing themselves as they are, but they must also be able to project themselves into the future. They are in a state of being and also as in a process of becoming. When adolescents are in the process of “self-discovery” they face many alternatives—at least in theory. According to Erikson (1965), in order to achieve integration of the ego the young person must “from all possible and imaginable relations, make a series of ever-narrowing selection of personal, occupational, sexual and ideological commitments (Erikson, 1963, p.13).
- In the process of establishing an identity as a distinct self, many adolescents face questions about their origins and endowments.
- This aspect of finding the self may be very difficult for orphans, adopted children, and members of minority groups against whom there is prejudice.
- One important part of the adolescent’s establishment of an identity is to define and accept one’s sex role. Another aspect of finding the self is to begin to formulate, more or less clearly, a hierarchy of goals. Instead of being torn by a mess of inconsistent aspirations, it is important for adolescents to establish some degree of order in their aspirations for the future.
- Adolescents who are on the way to finding themselves have the rudiments of a philosophy of life. Adolescents who have the beginnings of a philosophy of life have principles of conduct, an inner guide, as it were. They will be puzzled, baffled, and bewildered at times, but they are not unscrupulous opportunists one day and passionate idealists the next; they do not constantly waver between moral responsibility and irresponsibility, even though they are likely to be doubtful at times and continue to face moral conflicts.
- Emancipation from parents: One of the tasks an adolescents faces in establishing an identity of his own is to outgrow dependency on his parents, to achieve what has been called emancipation from his parents. This frequently involves a struggle that is mixed rebellion. But when adolescents satisfactorily cross this hurdle, they will be capable of self-direction, without feeling a continuing need, as they grow older, either to depend on their parents or to defy them.

Researchers like Paul E. Jose, Holly Wilkins & Jason S. Spendelow (10th jan 2012) reported that Social anxiety in adolescence is manifested by anxiety about and avoidance of social interactions. Adolescent girls reported higher levels of social anxiety, rumination, and co-rumination than boys. Social anxiety directly predicted higher levels of rumination and indirectly predicted higher levels of co-rumination over time.
Another researchers like Shawn J. Latendresse, Richard J. Rose, Richard J. Viken, Lea Pulkkinen, Jaakko Kaprio & Danielle M. Dick (2009) had said that among adolescents, many parenting practices have been associated with the initiation and development of drinking behaviors. However, recent studies suggest discrepancies in parents' and adolescents' perceptions of parenting and their links with adolescent use.

**Objective of the study:**

The main objective of this study is “to give aware about the adolescent during their crucial period of time.”

**Method:**


Instrument: Case study method

**Procedures:**

Here the investigator got the information from the case narrative person’s sister. She noted down the adolescent day to day work and kept whatever the adolescent narrated. His sister also took as a guardian and met the teacher-in-charge for the adolescent and took feedback from the teachers also. The investigator took all such information from his sister to build up this paper so that readers can understand more information about adolescence.

**Design:** Longitudinal design.

**Case study Report from the adolescent (Result):**

“He was born on 1984. He was the last child of the family. So every family member gave attention to him. Each family members like him very much. He passed out his Xth standard on 1999. He took first in the Xth standard for the region. He got many prizes. He came to another place on 1999 for XIth and XIIth standard for further study. He got admission to another place (outside his/her home town). Now his journey for initial problem is going to come out. He took admission on non-medical science stream i.e., physics, chemistry, Mathematics etc. he wants to become an engineer. So, in his school days, his own sister used to stay with him. Do you know? What happen? In the school, as we all know, peer group formation is very strong and they make such friendship coming from the same board at the initial stage. He came from different board, different geographical area, etc. so, in the initial stage, he faced uneasy feelings about the new atmosphere. He never allows to go by school bus also. So he used to go by cycles. Then, whenever he came back from school, he said that he was lazy to go to school. During this period, moral support is important. So his sister asked, why? May be you could not able to adjust to the new atmosphere and another reason is that you got lots of prestige and fame about you in your place for your academic career, here you got different adolescent passing from different board. So your laziness lies in these aspects. Right? So his sister’s suggestion to you is that: boost up your career and brought good mark in XIth standard and let’s see. O.k. and never say you are lazy to go to school. Like that his sister used to encounter him when XIth result has been out, his mark is very good. Then his classmates started giving attention to him. One thing is that one of his chemistry teacher, when his sister, role of guardian also at that time, met her, she said to his sister, “your brother is shy, so I appointed him as the class representative and latter he (case report person) told me (teacher) that he wants to resign from class representative. Then the teacher said that you have to bring high mark in my subject, then o.k. I will remove you from class representative. He challenges and he got the mark.” When his sister met his class teacher-in-charge for their progress report, his sister met each of his class
teacher-in-charge. His sister also said to his teacher, “yes, you are right, he is the youngest (last) child of our family. We all gave attention to him.”

Here his sister wants to appreciate his chemistry teacher’s inspiration to her brother. Then when he got high mark on XIth standard, his classmates started asking where he stays, whom you stay? How did to come to school? Etc. See, here his classmates are bothering his friend and they learnt that he is coming from far places to study. Such things he started narrating to his sister when he returned from school. His sister felt happy and she said that now you have to get your positive feedback from your friends. Right? At that time, in the rent house one of sister (who passed out Msc. chemistry) also stay together for some period of time. He used to ask from the sister about his chemistry subject also. Now, do you know what happen? He told to his sister that his classmates laugh him coming by cycle. So he wants to go by school bus. His sister said, when you go to the school, just tell your bus route number and your place of pick point, o.k. he said, “No, you have to go. Only guardian came to inform such things.” Here his sister noted that he is very low in interpersonal relation. Then his sister had gone there and inform about the bus route number. Then his initial problem is reducing day by day. Because inside the bus, many small children are also boarding, then he started narrating about such children’s activities. His sister felt good. Then XIIth standard exam was done and got good marks. When his result of XIIth standard was announced, she (his sister) started teaching to him, now you go and take your marksheet. Here he said, yes, he had gone with his one of friends to get his marksheet. After that he got admission to another prestigious Institute and he got his goal and working very well along with his small family.”

Discussion:

Adolescence is the period of human development during which a young person must move from dependency to independence, autonomy and maturity. The young person moves from being part of a family group to being part of a peer group and to standing alone as an adult (Mabey and Sorensen, 1995). Adolescent development can be considered in terms of the following challenges which inevitably occur: biological challenges; cognitive challenges; psychological challenges; social challenges; moral and spiritual challenges. During adolescence, major physiological changes take place. The young person grows in height, weight and strength, develops sexually, and changes in appearance. Girls develop breasts, boys’ voices break, body hair grows, and changes occur in sexual organs. These physiological changes occur over a period of time. They happen at different ages and different rates for different young people. Consequently, there may be issues for the adolescent who may feel embarrassed, self-conscious, and awkward and out of step with peers who are developing at a different rate. It is therefore not surprising that many adolescents become very anxious about their appearance. While biological changes are occurring in the adolescent, cognitive changes are also taking place. The adolescent develops a capacity for abstract thinking, discovers how to think about relationship issues, discuss new ways of processing information and learns to think creatively and critically. There are major psychological challenges for the young person with regard to a central feature of adolescence which involves the formation of a new identity. The adolescent is no longer a child; a new person is emerging. Most parents do not know what is normal and realistic with regard to their expectations of their adolescent children. As their children grow through adolescence many parents become worried, and at times distressed, by behaviors’ which are normal for adolescents. Rutter (1995) believes that most adolescents are not particularly difficult or troublesome but the problem, in Western society, is how parents respond to the adolescent phase. She argues that the parents’ response may create negative feelings and catapult the adolescent into antisocial behaviors. Steinberg’s (1990) hypothesis is that when children reach puberty the combination of the adolescent phase of development and the behavior and emotions of parents produces tremendous changes in the parents, with parents becoming increasingly distressed. This may often be accompanied by a decline in marital satisfaction, regret for missed childhood opportunities, recognition of the aging process, emotional rejection and isolation from an independent adolescent, increasing criticism from challenging teenagers, decline in respect for previously accepted authority and guidance,
powerlessness, loss of youthful appearance and doubt about their own sexuality. These changes, Steinberg and Steinberg (1994) believe, often result in parents, disengaging from their adolescents at a time when they need continuing guidance and support.

Adolescents believe that their major challenges revolve around relationship issues with peers and others and performance issues within society, school or college (Youniss and Smollar, 1985). Issues concerning peer relationships were universally considered to present problems, although more so for the older adolescent (Spirito et al., 1991). Along with forming close relationships and friendships, most adolescents are interested in belonging to a group whose members share common attitudes and interests. Within these groups they have strong expectations that their friends will be trustworthy and loyal to them. They tend to be intolerant of disrespectful acts, moodiness, and stubbornness, conceit, drinking too much and bragging. Such behaviors are most likely to cause conflict (Youniss and Smollar, 1985).

Important to the processes of social development and the formation of a personal identity are issues relating to moral and spiritual development. During adolescence the young person is confronted and challenged by a wide range of moral decisions. There are a number of differing views concerning the process of moral development. Important contributors to theory in the file are Kohlberg (1984) and Gilligan (1983). Kohlberg (1968, 1984) suggests a model that outlines stages of moral development based on ways of thinking about moral matters. As adolescents seek to establish their personal identity, they attempt to find meaning in their lives. They look within themselves to examine thoughts and feelings, and to reason about them. This lead many young people to seek answers to questions of a spiritual nature (Elkind, 1980). Adolescent spirituality is often demonstrated in a more fundamental way through the adolescent’s search for meaning in life’s daily experiences.

Adolescence hazards are related to Physical hazards (morality, suicide, physical defects, clumsiness and awkwardness, sex-inappropriate body build); and Psychological hazards: the major psychological hazards of adolescence center around the failure to make the psychological transitions to maturity that constitute the important developmental task of adolescence. In most cases adolescent fail to make these transitions not because they want to remain immature but because they encounter obstacles in their attempts to achieve mature patterns of behaviour.

Conclusion:

Keeping the above view of discussion, we, all know that adolescent is a period of stress and storm. Again during this period, they have strong expectations, desires to become a well qualified person. But sometimes their expectation and desires are challenged by the cultural forces, interpersonal level, personal level etc. From this case experiences, I would like to say that they need support, need inspiration etc. I can able to predict from such case study about the other adolescent who came out first time to the new environment and they may face similar problem or different problem also. But the result is tension, laziness, moody, stress etc may come out. In such period of time, adolescents prone to become addict on drugs, alcoholics, smoking etc. due to unable to cope well/wrong coping to the new environment. So adolescents need to prepare their mind by giving counsel to them; to understand and aware of other cultural aspects means culture are unique; or they can teach to the existing new environment adolescents about such aspects; try to increase their performance so that others can notice you that leads to increase your self-esteem etc. during adolescents period, they have not given any tension related from family at least, instead give more moral support and counsel them from time to time by their parents/guardian through phone, mails or personal contacts. Again I would like to emphasize the importance of counseling cell during this period who can able to analyze such new atmosphere.
References: