

## **SOCIAL ENVIROMENT, A KEY ROLE IN ADOLESCENT**

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### **Abstract**

The social and economic transition had a significant impact on the adolescent age group. Sometimes, the adolescent being in a crossroads, facing acute problems with the family and in society had to be in a dynamic adaptation for this difficult period of life. The economic changes to a consumption society, the development of technology, the video games, the uncontrolled clubs, have direct impacts on the proper development of adolescence nowadays. G. Stanley Hall (1846-1924) saw the age of adolescence as the transitional period of "storm and stress". The emotional condition fluctuates between power and indifference, joy and depression, selfishness and extensive human soul. While adolescent's body is changing, there are changes too in him/her relationship with parents, family and friends. Adolescent tends to go away from parents and family and to approach more and more to the social environment. Now parents can't provide all him pleasure, as they did during childhood, so they tend to get the pleasure with peers or other adults. Even the environment has a particular importance in adolescent's holistic development. Children learn by observing the behavior of others or by imitating them. Albert Bandura (1925) called this process modeling. To develop an identity and take place in society, the teenager needs to develop his sense of identity within a social group of the same age. In this environment, he is neither under educational advice, nor controlled. Adolescent reveals new experience relationships. He becomes a friend and he makes friends, develops new point of interest and creates his own world outside the family custom. He shares time, thoughts, and his concerns with friends and he trusts them. Adolescent learns what is right and what is wrong regarding main values of society such trust and respect for differences. Social environment is a key factor in the adolescent's development and the behavior. The environment in which the adolescent grows, family, educational institutions, teachers and the society are factors that help the adolescent become a social person, with principle, values, and strong character personality.

### **Introduction**

The social environment is a very wide concept, but in this paper we will consider the relationship that teens have with parents and peers, as fundamental factors of the social environment. These relationships certainly affect adolescent's emotional, cognitive, moral and social development. In our case we will consider the impact of this relationship to the general self-efficacy of adolescent. Adolescence is the period of time stretching from puberty to the early 20s. It is a time of great changes—physical, cognitive, social, and emotional. Adolescents also experience significant changes in their family relations, school

environments, and peer group affiliations, and these changes can have profound effects on adolescents' motivation and learning.

Different periods of life present certain challenges and competency demands for successful functioning. Changing aspirations, time perspectives, and societal systems over the course of the life span alter how people structure, regulate, and evaluate their lives in the lifelong way. Psychosocial changes with age do not represent lock-step stages through which everyone must inevitably pass as part of a preordained developmental sequence (Schunk & Meece, 2006). In terms of a metaphor used by Hartup (1989), the social world of children and adolescents is represented by a set of vertical and horizontal relationships. Vertical relationships form between individuals of different abilities and status. Parent and peer relationships serve different functions in adolescent development but their origins and functions are closely intertwined (Hartup, 1989).

By action and by example, parents shape the lives of their children from birth through adulthood. In adolescence, the influence of friends and peers take on greater importance, but research clearly demonstrates the continued significance of parents in shaping the behaviors and choices of teens as they face the challenges of growing up (Borkowsky, Ramey, & Bristol-Power, 2002).

Both types of adolescent relationships are closely related to self and identity development.

There is much evidence about the roles of parents, peers, and friends as important "significant others" in the process of adolescent self-definition and self-evaluation (Dusek & Flaherty, 1981).

In this paper we focus on the development of one type of cognitive factor—self-efficacy, defined as one's perceived capabilities for learning or performing actions at designated levels (Bandura, 1997). Although self-efficacy is a type of cognition, theory and research support the idea that it can affect other facets of development (e.g. social, emotional, behavioral) and that it is influenced by various personal, social and contextual variables (Bandura, 1997). Self-efficacy is hypothesized to affect individuals' task choices, effort, persistence, and achievement (Bandura, 1997). Compared with persons who doubt their capabilities, those who feel self-efficacious about learning or performing a task competently are appropriate to participate more readily, work harder, persist longer when they encounter difficulties, and achieve at higher levels.

Beginning in infancy families provide experiences that influence children's self-efficacy. Families differ in capital such as financial and material resources (e.g. income) human or non-material resources (e.g. education) and social resources (e.g. social networks and connections) (Bradley & Corwyn, 2002). Families differ in how well they motivate their children to attempt challenges and to achieve, the types of models available to children, and the extent to which they teach children strategies to cope with difficulties. Self-efficacy will be enhanced when children are motivated to achieve, when they are exposed to positive academic and social models, and when they are taught strategies that they can use to overcome challenges.

The influence of peers is especially potent among adolescents because peers contribute significantly to their socialization and views of themselves. With development peers assume much of the socialization function formerly carried out by parents and caregivers. Peer influence operates extensively through peer networks, or large groups of peers with whom students associate. Peer influence on self-efficacy

also occurs because adolescents are unfamiliar with many tasks and have little information other than their friends' behaviors with which to gauge their own self-efficacy (Schunk & Meece, 2006).

Personal mastery experiences refer to an individual's previous successes or accomplishments with a given task and are considered to have the strongest and most consistent influence on

self-efficacy (Schunk & Meece, 2006). Verbal persuasion in the form of encouraging feedback from important others, such as parents, teachers, and peers, has been found to positively impact self-efficacy if subsequent performance of the task is successful (Schunk & Meece, 2006).

The relationship of parental and peer attachment bonds with career decision making self-efficacy among adolescents and post-adolescents was studied with a sample of 300 males and 250 females recruited from different government colleges and universities of Rawalpindi and Islamabad, Pakistan by Nawaz and Gilani (2011). Study concluded that both parental and peer attachment bonds contribute in predicting career decision making self-efficacy, although parental influence seems stronger than the peer influence.

## The study

In continuity of the information that we have related the relationship of adolescent with the parents and peers, and its effect on their general self-efficacy, we saw interesting to conduct a study for the Albania contexts. The current study will investigate the relationship of adolescents with parents and peers and their general self-efficacy. For the purpose of this study, we will select in a random way 180 adolescent with an age range from 15 to 16 years old. After collecting all the data from the participants, later we will analyze the results and conceptualize the findings.

The research questions that we will try to find out through this research are:

1. Is there a link between adolescent relationship with him/her mother and with him/her sense of self-efficacy?
2. Is there a link between adolescent relationship with him/her father and with him/her sense of self-efficacy?
3. Is there a link between adolescent relationship with their peers and their sense of self-efficacy?
4. Which of these connections is stronger?

Why this population? Because, it is the basic characteristic of relationships between parents and children that change during adolescence (Youniss & Smollar, 1985). Adolescents act more and more often as equal partners in communication with their parents. Parents have more chances to assume the symmetrical roles of friends instead of the role of authority. Compared to the life experience of a child the adolescent peer context is more differentiated too. The meaning and importance of close friendship is growing along with peer conformity and peer pressure (Macek & Ježek, 2007).

To get response to our research questions would be valid to use these instruments to collect data: IPPA (Inventory of Parent and Peer Attachment) is designed to measure adolescents' perceptions of positive and negative affective dimension / cognitive relationship with parents and close friends. Especially to see how well these figures serve as a source of psychological security (Greenberg, 2009). It is a self-reporting questionnaire with a 5-point answer format Likert scale. The revised version (Mother, Father, and Peer Version) is comprised of 25 items in each of the mother, father, and peer sections, yielding three attachment scores.

GSE (General Self-Efficacy Scale) was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events (Schwarzer & Jerusalem, 2013). The scale is usually self-administered, as part of a more comprehensive questionnaire, with 10 items, and the responses are made on a 4-point scale.

Since the study is a quantitative study, of course the data will be analyzed with SPSS, drawing descriptive analysis, correlation, etc. Writing conclusion and recommendation would be an important part of the research, because in this way the study will be practical and valid for adolescents and their parents.

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