



“Adolescent Fears and Their Family Relationship”

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ABSTRACT:

Fear is a natural and useful companion of human beings throughout their whole lifespan. The study tries to map the fears of 14-year old adolescents. It is based on data collected as part of the survey method; subjective responses about the contents of fears were collected. These contents were categorized into 24 general categories, which cover a wide range of the topic. Fear of punishment – The category which is comprised with 79% of the adolescent fears of both girls and boys in relating to the school punishment by the teachers. e.g. home work, making noise, late coming, irregularities etc, and parental punishment in homes. Fear of animals – The category which is comprised with 75% of the adolescents have fears of attacking animals Like snakes, Scorpio etc. Generalized fear category is comprised with 69% fears exhibited by the adolescents in the field of responsibility etc.

INTRODUCTION

Adolescence is a major transitional period in a person's life. With the onset of puberty come not only physical changes, but also many other important changes. For example, the social world of an adolescent changes to become more peer focused than before. However, parents do not disappear from the daily life of an adolescent. Therefore, a major task of adolescence is to figure out which people can help satisfy what need. Attachment theory may be helpful in understanding some of the patterns that exist across the transition to adolescence. Specifically, this project will use attachment theory to understand the relationships that adolescents have with their mother, father and peers.

Development of the emotion of fear throughout a whole lifespan is very complex. Tracking the developmental trajectory of this basic emotion has been a challenge to researchers for years. The importance of research projects focused on normative fears in childhood and adolescence lies, among others, in the possibility of providing information on developmental relations, frequency, intensity and duration of this emotion, and, thereafter, they provide a definition of pathological fears and phobias on such a background (Muris & Ollendick, 2002).

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Family Relationships: The collective body of persons who live in one house under one head including parents, children and servants are called family. The children who develop the emotional bond are called the family relationship. In the family children enjoy good health and to bring true happiness. Family creates emotional bonds with not only their children, but with other individuals as well. Parent-child relationships impact social development, such as the creation of peer relationships. These new peer relationships, however, look different than those with parents. For example, adolescents begin to spend less time with parents and much more time with their peers argues that the forming of closer peer bonds allows adolescents to explore independence from parents. The ability of parents and children to communicate with one another is related to security of attachment. For example, attachment security is related to better connectedness of communication in the mother-child relationship. The connection between attachment and communication across infancy and middle childhood. The mother-child relationships play in adolescent attachment because these relationships co-exist in the family

Need and importance:

- ❖ To know about the fears of adolescents.
- ❖ To provide proper knowledge identify fears among adolescents.
- ❖ Emotional feelings, biological attitudes, social changes and sexual change will be made fear among adolescents.
- ❖ To give proper guidelines by the parents and teachers to adolescent children to reduce their emotional feelings, biological attitudes, social changes and sexual changes.
- ❖ To study the Parent-child relationships impact social development
- ❖ To improve the ability of parents and children to communicate with one another
- ❖ To develop a good relationship between each of the family member in a family

REVIEW OF THE LITERATURE:

Radka Michalčáková, Lenka Lacinová, (2009) Fears in Adolescence. This research study is Fear is a natural and useful companion of human beings throughout their whole lifespan. The study tries to map the fears of 15-year old adolescents. It is based on data collected as part of the ELSPAC project (European Longitudinal Study of Pregnancy and Childhood). On the basis of the "Cake of Fear" method, subjective responses about the contents of fears were collected. These contents were categorized into 19 general categories, which cover a wide range of the topic. With the number of fears ranging from 0 to 22, respondents reported 5.3 on average. The category Fear of losing someone, fear for somebody/something occupies first position, with fears related to death and concerns about friends and family being most prominent. Generalized fears are ranked second, noticeably represented with fears of failure and the future. The third largest category is the category of school-related fears. Differences in the incidence of fears are discussed regarding gender and developmental stage. Bokhorst L. (2007) “Changes in social fears across childhood and adolescence”. The study variance of the structure of fear across child and adolescent development was investigated using the response of 3,803 young people (aged 6–18 years) to the Fear Survey Schedule for Children-Revised (FSSC-R). It was hypothesized that the structure of fear, particularly social fear, would become more differentiated during adolescence. Confirmatory factor analysis was utilized to test the goodness-of-fit of a 5-factor solution (with one social factor, that is Failure and Criticism) and a 7-factor solution (with social items divided into three distinct sub factors) among three age groups. Results indicated that a 5-factor solution (including just one social factor) adequately characterizes the structure of fear in childhood (6–9 years), whereas a 7-factor solution (including three social factors) more appropriately characterizes the structure of fear in adolescence (10–13 and 14–18 years). It appears that a global social fear exists until around the age of 9, and that social fears becomes more differentiated thereafter. Bryington Fisher (2005) “The factor structure of the Fear Survey Schedule for Children—II in Trinidadian children and adolescents”. The study Part of understanding normal and abnormal fear in children and adolescents is having knowledge of how they acquire fears and of how fears change across development. One way to examine the relative contributions of heredity and environment to the experience of fear is to study fear across cultures. The Fear Survey Schedule for Children is one measure that has some evidence for cross-cultural validity. The present analysis examined the factor structure of the FSSC-II scores of 884 Trinidadian children and adolescents. Factor consistency across age, sex, and



nationality was examined by calculating the coefficients of congruence for each pair of conceptually similar factors. Results indicated a five-factor structure for the overall sample. Although the solution was conceptually similar to those reported in other studies that used versions of the FSSC, the obtained structure was not congruent across age, sex, or nationality. Caroline e. Murphy (2002) “Family environment, and inter personal Fear: a study of congruence between college students and Their parents”. The study built upon work by Lohman and Jarvis (2000) by examining the relationships among coping, family environment, and the congruence between college students in their late adolescent years and their parents in reporting these dynamics in relation to the adolescents. psychological health. Rather than using a general measure of psychological health, however, the current study examined the adolescents. Interpersonal fear, which has been established as a salient concern for individuals in this age range (Gullone, 2000; Ollendick & King, 1994). Students reported on their coping strategies, perceptions of family environment, interpersonal fear, and attachment to their parents and peers. Parents reported estimates of their child's interpersonal fear and coping strategies, as well as on their own coping strategies and perceptions of their family environment. Numerous significant relationships exist among coping, family environment, fears, and attachment. Parent-student dyads were relatively congruent on their reports of the students. coping strategies, their family environments, and the students. Interpersonal fear, but congruence between students. and parents. coping reports was significant only in predicting family cohesion. Students. interpersonal fears were associated with increased use of avoidant coping, strong attachment to parents, and low family cohesion. Active coping strategies were related to high family cohesion and strong attachment to peers. It appears that college students in their late adolescence are strongly influenced by family and peer environments and their choice of active, rather than avoidant coping. Limitations and directions for future research are discussed. Andrea L. Barrocas () “Adolescent Attachment to Parents and Peers”. This study Attachment bonds exist in relationships across the lifespan. Adolescence may be a particularly crucial period for attachment relations. As relationships with parents shift and those with peers gain importance, patterns of attachment may change as well. There is a huge gap in the attachment literature on the utilization of mother, father and peers attachment figures, specifically how attachment to parents relates to that with peers and, importantly, how adolescents are attached to their fathers as compared to their mothers. This study explores these patterns of attachment in adolescence. Twenty-four racially diverse, mostly middle class adolescents' (grades eight and ten), mothers' and fathers' attachment was measured using the Inventory of Parent and Peer Attachment (IPPA) questionnaire. Overall, adolescents rated attachment to mother and father similarly, suggesting generalization of attachment representations, but they rated attachment to peers, especially on the communication dimension, higher than to parents, suggesting a rise in the importance of peers. Implications of these findings for adolescent attachment relationships are discussed.

OBJECTIVES OF THE STUDY

- ❖ To study the fears among adolescents.
- ❖ To study the fears among adolescents in respect to their gender.
- ❖ To find out the differences in fears among adolescents in respect to their gender.
- ❖ To find out the differences in fears among adolescents in respect to their parents qualification.
- ❖ To find out the differences in fears among adolescents in respect to different levels of Family relationship.
- ❖ To find out the differences in the family relationship among boys and girls.
- ❖ To find out the correlation between fears among Adolescents and their family relationship.

HYPOTHESIS OF THE STUDY

- There is no significant difference in the fear among boys and girls.
- There is no significant difference in the fear among adolescents with respect to their parents high and low qualification.
- There is no significant difference in the fear among adolescents with respect to their high and low family relationship.
- There is no significant difference in the family relationship among boys and girls.
- There is no significant Relationship between adolescents Fear and family relations.

Variables of the study: The following variables are considered for the study fear among Adolescent and their Family Relationship. The demographic variables like gender, locality, and level of qualification

SAMPLING PROCEDURE

For the present study the investigator Employed Simple Random Sampling technique. The population comprises 896 of 9th standard students of Sandur town. The researcher has selected five high schools from 10 by lottery method. The sample consists of 300 boys and girls.

TOOL USED FOR THE STUDY:

Fears among the Adolescents Inventory: The self developed tool consists 24 items. Yes or No Type (Yes-2 , No-1) Reliability was found through Test-retest method of i.e. $r = 0.74$ found to be highly reliable. The same was used to collect data.

Family Relationship Inventory (FRI) For the present study the Family Relationship Inventory (FRI) (1997) developed by Sherry G.P. and Sinha J.C. was used

Interview Schedule was also used to get responses from students.

Statistical Techniques used: t'- test, Correlation and Percentage analysis was used to analyse the data.

ANALYSIS OF DATA –OBJECTIVE AND HYPOTHESIS WISE:

Objective-01 “To study the fears among the adolescents”

Table 1 Table shows category of fears and respective percentage of their responses.

Order	Category Name	adolescents %
01	Fear of punishment	79.00
02	Fear of animals	75.00
03	Generalized fear	69.33
04	Fear of Electricity	69.00
05	Fear relating to specific places, ways of living	61.66
06	Fear of unfulfilled wishes	62.33
07	Fear of losing someone, fear for somebody/something	62.33
08	School-related fear	63.66
09	Fear of general danger	60.33
10	Fear of being endangered by others	55.33
11	Imagination fear	51.33
12	Fear of losing one’s way, of getting lost	48.33
13	Fear of Poison	47.00
14	Fear related to blind-beliefs	47.00
15	Fear of new situations	43.66
16	Traffic-related fear	41.33
17	Fear of objects, substances or their attributes	40.66
18	Fear for health and body, fears of unpleasant bodily sensations	40.00
19	Fear of one’s own inadequacy	38.33
20	Sleep fear	38.00
21	Fear mediated by media	36.66
22	Fear of opposite sex attraction	32.33
23	Fear of sports	24.00
24	Fear related of opposite sex.	19.33



The table.1 Shows the different types of fears exhibited by the adolescents. It is divided into three categories. Majority of the students have fears like punishment, fear of animals, generalized fears, fear of electricity, fear related to specific fears, fears of desires, fear of losing someone and school related fears. These are at level is very high level among the adolescents.

It is also found that the adolescent have exhibited the normal level of fear in relation to general danger, imaginative fears, outer threatening, traffic related fears and fears related to new situation. Finally adolescents have shown very less fear about opposite sex attraction, fears of sports and fears related to opposite sex, these fears found in rare cases and less situations.

Objective: 2 To study the fears among adolescents in respect to their gender.

Table 2 Table shows category of fears and respective parentage of girls and boys.

Sl.No.	Category Name	Girls %	Boys %
01	Fear of punishment	83.00	70.00
02	Fear of animals	83.33	66.66
03	Generalized fears (war, earthquakes etc)	80.66	58.00
04	Fear of Electricity	69.33	68.66
05	Fear relating to specific places, ways of living	68.00	55.33
06	Fear of unfulfilled wishes	66.66	58.66
07	Fear of losing someone, fear for somebody/something	75.33	49.33
08	School related fear	68.00	59.33
09	Fear of general danger	67.33	53.33
10	Fear of being endangered by others	70.00	40.66
11	Imagination fear	68.00	34.66
12	Fear of losing one's way, of getting lost	62.00	34.66
13	Fear of Poison	42.66	51.33
14	Fear related to blind- beliefs	53.33	40.66
15	Fear of new situations	50.66	36.66
16	Traffic-related fear	52.66	30.00
17	Fear of objects, substances or their attributes	47.33	34.00
18	Fear for health and body, fears of unpleasant bodily sensations	54.00	26.00
19	Fear of one's own inadequacy	49.33	27.33
20	Fear related to sleep	50.66	25.33
21	Fear mediated by media	54.00	19.33
22	Fear of opposite sex attraction	35.33	03.33
23	Fear of sports	34.00	14.00
24	Fear related of opposite sex	24.66	40.00

It is found in the above table 2 that girls showed normal and average basis fears like Fears of punishment, unfulfilled wishes, Imagination fears, fears of animals, and general dangers were considered as high among the girls. Some fears situation considered less among girls, like fear of opposite sex, fear of sports, sleep fears situations were comes under below normal level. The common fears situation among the girls like new situation, bodily sensation fears, losing one's way etc, considered as common fears among the girls. The less fears situation shown by the boys like, fear mediated by media, fear of sports, fears of one's own adequacy, sleep fear etc.

The common fears situation among the boys were opposite sex attraction, general danger situation, new position, imagination fears, and fears relating specific places etc. The very less fears situation considered among the boys like fears of punishment movement, fears of unfulfilled wishes, and

fears of animals situations. The girls showed more fears in more situation compared to the boys. Some situations which were considered less fear Mean while in that situation also girls showed more fears. The boys were not showed fears in common situation.

The table reveals that the girls reported a higher number of fears compared to boys in the field of traffic, electricity, generalized fears, opposite sex, mediated by media etc. Compared to boys, girls are facing more fear situation in their daily life. The analysis of this study shows that the content of this emotion can vary wisely in the period of adolescents. The content of fears expressed concerns the possible loss of friends. The importance of friends for adolescents in the shadow of those fears entirely corresponds with developmental characteristics of the period under consideration. The importance of peer group grows stronger while the process of gradual separation from family continues. The second most commonly identified category is the group of so called generalized fears. Frequent occurrence of fears belonging in this category corresponds with development of cognitive processes in the period under observation and with overall psychosocial development. This group of fears clearly shows the basic developmental tendency of children's fears.

Objective: 3 “To find out the differences in fears among adolescents in respect to their gender”

Hypothesis: 1 “There is no significant difference in the fears among boys and girls”

Table 3 shows mean, SD, and 't' values of boys and girls

Group	Number	Mean	SD	t-value
Boys	150	34.26	4.60	6.88**
Girls	150	38.21	5.31	

** Significant at 0.01 level

The above table-2 reveals that the, obtained t-value is 6.881 which is greater than the theoretical value 2.56 with the degrees of freedom 298. The obtained value of 't' is significant at 0.01 level. Hence the Null Hypothesis is rejected and formulated the alternative hypothesis i.e. “There is significant difference in the fears among boys and girls”. Comparing the fear mean score of two groups, girls students fears mean (38.21) is more than boys (34.26). It can be inferred that Girls have more fear than boys.

Objective:4 To find out the differences in fear among adolescents in respect to their parents' qualification.

Hypothesis:-2 “There is no significant difference in the fears among adolescent in respect to their High Qualification and Low Qualification Parents”

Table 4. shows mean, SD, and 't' values of High &Low level Qualification parents

Parents' Qualification	Number	Mean	SD	t-value
High Qualification	65	33.89	4.03	4.09**
Low Qualification	235	36.88	5.49	

** Significant at 0.01 level'

The above table 4 reveals that the, obtained t-value is 4.09 which is greater than the theoretical value 2.56 with the degrees of freedom 298. The obtained value of 't' is significant at 0.01 level. Hence the Null Hypothesis is rejected and formulate the alternative hypothesis i.e. “There is significant difference in the fears among adolescent in respect to their High Qualification and Low Qualification parents”. The low

level qualification parents' children fears mean is (36.88) grater than the children of high level qualification parents'(33.89).

Objective:5 “To find out the differences in fears among adolescents in respect to different level of family relationship”

Hypothesis:-3 “There is no significant difference in the fears among adolescent in respect to their Highly Family Relationship and Low Family Relationship”

Table – 5 Shows mean, SD, and 't' values of highly & Low level Family Relationship

Family Relationship	Number	Mean	SD	t-value
High level	65	33.89	3.67	4.848**
Low level	235	36.99	5.49	

** Significant at 0.01 level

The above shows that the, obtained t-value is 4.848 which is greater than the theoretical value 2.56 with the degrees of freedom 298. The obtained value of 't' is significant at 0.01 level. Hence the Null Hypothesis is rejected and formulate the alternative hypothesis i.e. “There is significant difference in the fears among adolescent in respect to their High Family Relationship and Low Family Relationship”. The fear of the High family relationship children mean was (33.89) greater than the low family relationship mean (36.99)

Objective:6 “To find out the difference in the family relationship among boys and girls”

Hypothesis:-4 “There is no significant difference in the Family Relationship among boys and girls”

Table 6 shows mean, SD, and 't' values of boys and girls family relationship

Family Relationship	Number	Mean	SD	t-value
Boys	150	17.11	2.25	7.045**
Girls	150	18.74	1.72	

** Significant at 0.01 level

The above table reveals that the, obtained t-value is 7.045 which is greater than the theoretical value 2.56 with the degrees of freedom 298. The obtained value of 't' is significant at 0.01 level. Hence the Null Hypothesis is rejected and formulate the alternative hypothesis, “There is significant difference in the Family Relationship among boys and girls”.

The girls family relationship mean is (18.74) greater than the boys family relationship, (17.11). It is found that girls have higher family relationship than the boys .

Objective:6 “To find out the correlation between fears among adolescents and their family relationship”

Hypothesis:-5 “There is no significant relationship between adolescents fear and their family relationship”

Table 4.7 shows mean, SD, and 'r' values of Fear and Family Relationship

Group	Number	Mean	SD	r-value
Adolescent Fear	300	50.01	10.01	0.76**
Family Relationship		36.23	5.34	

** Significant at 0.01 level

The above table shows that the, obtained r-value 0.76 is greater than the theoretical value of 0.138 with degrees of freedom 298 at 0.01 level of significance. hence the Null hypothesis is accepted and stated as “There is significant correlation between fears among Adolescents and their family relationship”.

As the result is negative correlation it can be inferred that, as the family relationship increases the level of fears, decreases among the adolescents.

QUALITATIVE ANALYSIS AND INTERPRETATION

Interview: Interview conducted on 15 selected boys and girls of different schools and the responses are present in the following paragraphs.

To study the researcher conducted interview among adolescents, who were between 13 to 19 years old. Some of them reside in hostels and some in native areas. In their response researcher found a sort of repetition and resemblance and it can be concluded that,

Every adolescent has a fear. They are expecting co-operation from parents, friend, and teacher. They try to share everything with friends and parents. In the words of adolescents teacher must behave like a friend and give proper suggestions. They have imaginative fears like devil, dream, darkness. They need mental and moral support by their teachers and parents. They have fear of some animals like snake, tigers, etc. They blame their parents and teachers but not friends. From this study it comes to know that the parents impose their opinion on their child. Some students have home sick, Some students have fear of blind beliefs These things are very common in every response, So teachers and parents must try to get them away from their fears.

SUGGESTIONS:

Through the analysis of the response of the adolescent, researcher found that the adolescents expectations towards teachers and the parents. Adolescent as a students, expecting friendly nature from the teacher, that teacher should not common over the students but they have to create a situation to express students feelings and area of difficulty in learning stages. Through this teacher can help the adolescent to get out of fear. Where the adolescent as a child they feel and expect that their parents should listen their words and consider their desires and ambitions. Parents should not impose their opinion and values on them, Children's personality should be recognized by the parents. So it is the responsibility of the parents as well or teacher to provide security and freedom to the adolescent children in their adolescents.

Teachers and parents must remove the misconceptions related to physical growth and development of adolescent. Teacher and parents must have the proper knowledge of adolescent psychology and should Provide suitable environment for proper growth. Parents and teachers, properly deal with adolescents and must not impose their opinion and values on their adolescent children. Children's personality should be recognized by the parents A great care in to be taken for properly cultivating their imagination power. We have to provide security and freedom from unnecessary worries and anxiety and arranging guidance services is must.

CONCLUSION:

From the study on adolescent we can say that “There is a relationship in the fears among adolescents in respect of family relationship”. The greatest markers of developmental changes in the self in



adolescence are seen through independence, autonomy and detachment from caregivers adolescents strive for more autonomy and individuation from parents than before period of development and there is a higher level of detachment from parents. The amount of physical time that the parents and their children spend together decreases during adolescence as well. Although there is obvious physical distancing from parents, adolescents still show a desire for high levels of support from them. Representations of interactions with parents may, then, provide a support base for adolescents. Hence the family members or parents has to take necessary steps to get rid of fear among the adolescents by conducting counseling, open discussions, listening to their feelings, emotions, opinions, knowing their area of interest, giving proper guidance and consequences of situation. In the same way teachers also play very important role in the life of adolescents. Parents needs to spend more time with adolescents by visiting tourist spots, temples etc which leads to share their feelings mutually from which they can develop strong and friendly relationship and then automatically we can reduce stress and fears among adolescents.

The importance of looking at mother-child and father-child relationships both separate from one another and as dyads that interact in a system, since each relationship has different qualities that may impact later outcomes. As shown with the research on concordance, children can sometimes have differing attachments to mothers and fathers. In addition, children start to experience their relationships with their mothers and fathers in differing ways. This suggests that each parent contributes differently to children's development and importantly, points toward the differing influence that parents have on social outcomes, sparking interest in exploring mothers and fathers' impact on children's outcomes.

Adolescents have been brought up spending more time with, and engage in more open sharing of emotion, with mothers than with fathers' earlier research that points toward the importance of mothers for attachment related outcomes in adolescence. Specifically, adolescents reported higher levels of the quality of affect toward their mothers than fathers perceived maternal availability is important across the transition from childhood to adolescence, and the quality of the mother-adolescent relationship is strongly linked to attachment security as well. Allen and colleagues found that maternal behaviors, such as support and attunement, predicted security in the mother-adolescent relationship.

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