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## Socio-Psychological Aspects of Adolescent Socialization in Lone-Parent and Two-Parent Families

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### Abstract

The article presents major scientific viewpoints on socialization, problems of adolescent socialization, special features of the socialization of adolescent in one-parent families. It includes the results of investigating the internal (individual psychological features of personality) and external (some features of relationship in different social systems) determinants of adolescent socialization in one-parent and two-parent families. The results obtained supplement the content of the one-parent family cycle stage called “Growing up of children” for teenagers. As a personal feature (an internal determinant), adolescent anxiety has been found to correlate with a low level of organizational skills development in adolescents from one-parent families. On the external level of socialization determination the most important factor is an adolescent’s interaction with his or her parents.

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Keywords: lone-parent family; single-parent family; psychological features of adolescents; teenagers.

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## 1. Introduction

There is insufficient information about factors of parent-child relationships and personal traits of children from lone-parent and two-parent families, which determines the socialization of children at different age stages. The data about the family's influence on adolescent socialization are not consolidated, it can be found mainly as an additional characteristic in studies devoted to other issues. It makes the research of determinants of teen socialization highly topical for Russian society.

Socialization as a concept is complex and there are a lot of scientific areas like psychology, pedagogy, sociology, etc., which tend to study socialization as an object of science.

The author of this article uses the understanding of socialization as a process of assimilating, accumulating, reproducing and transforming social and individual experience which is represented in the form of all possible values. This approach is based on the generalized concepts of G.M. Andreeva, R.M. Shamionov, E.P. Belinskaya, O.A. Tikhomandritskaya [1, 2].

According to the approach by R.M. Shamionov, the structure of socialization determination is a system of external determinants (norms, traditions, expectations, conditions of real life, caused by institutions and agents of socialization) and internal determinants (individual features, values, personal traits, and cognitions) [2].

In this research the author understands internal determinants of socialization as individually typological characteristics of a personality which include trait anxiety, communicative and organizational skills, aggression and other personal traits.

External determinants are interpersonal relationships in the teenager-parents, teenager-peers, teenager-teacher social systems.

In her previous studies the author of this article proposed a theoretical integrative model of a one-parent family lifecycle, which includes 8 stages: marriage, birth of children, family breakdown, adaptation to the situation of a family breakdown, the adoption of lone parenting, the growing up of children, separation of children, creation of a new family. This lifecycle model is mainly based on mother lone-parent families that appeared as a result of a divorce or widowhood, but it could be useful in describing typical psychological characteristics of different one-parent families.

In this research the author studies empirically the specifics of adolescent socialization at the stage "Growing up of children" of the author's model.

The author's previous results demonstrated that the success of adolescent socialization depends primarily on external determinants, to be more exact, on the nature of interpersonal relationship in the teenager-parents and teenager-peers systems [1, 3]. There were 491 participants in this research including 338 adolescents from two-parent families and 153 adolescents from one-parent families. The data obtained in this study of determinants of teen socialization in one-parent families, were as follows:

- If parents teach their younger adolescents (10-11 years of age) to be proactive and use flexible methods of upbringing, those adolescents have fewer problems in communicating with peers and interacting with adults during their transition from elementary school to middle school (5<sup>th</sup> grade).
- If mothers control their senior teenagers, the latter seek to secure people's respect and vie to succeed.
- In conjunction with the existing system of clear-cut behavioral rules for relationships between parents and adolescents, the positive past of teenagers from one-parent families allows them to confidently cope with difficulties.
- As a socialization criterion, successful socio-psychological adaptation correlates to senior adolescents' ability to make their own decisions, to move from plans to actions and manage different forms of their activity, such as communication, behavior and emotions [3, pp. 143-147].

In other words, negative socialization results in the lone-parent family structure can be compensated by the mother's competent behavior and upbringing to suit the actual conditions. So the study described in this article is a continuation of the author's current scientific elaborations.

The hypothesis of the study is as follows: there exist certain differences in socialization determinants between adolescents from one-parent families and those from two-parent families.

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