

Factors Promoting Socialization of Adolescents

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Abstract. The article discusses problems of socialization that are particularly significant in adolescence, when a adolescent attempts to find his / her place and establish him / herself in the adult world. The conducted research is based on longitudinal studies and focuses on highlighting some factors that affect the process of socialization in the families of adolescents and non-formal school education.

Keywords: *adolescent, socialization, family, non-formal school activity.*

Historical development of a human being is closely related to the process of socialization that teaches “the lifestyle of a society to children and new members of the society” (Giddens, 2005), and thus, providing prerequisites for a person to become “a social being or a personality” (*Tarptautinių žodžių žodynas*, 1985). Hence, “socialization (Fr. *Socialisation*) is the formation of a personality that is socially valuable employing purposeful education and environment factors” (Jovaiša, 2007), which opens space for social sciences to explore the phenomenon of a human being. A diverse and overall environment which hosts adult (and other) persons creates conditions for a child to participate in the life of different structures and society, to master, adapt and perceive laws of their development, moral, political, economic and cultural space, as well as to take over and assume to perform certain social roles in the everlasting process of socialization. Lithuanian and foreign scholars (A. Šerkšnas, B. Bitinas, M. Barkauskaitė, E. Martišauskienė, J. Laužikas, M. Lukšienė, A. Juodaitytė, G. Kvieskienė, I. Leliūgienė, J. Vaitkevičius, J. Moreno, A. H. Maslow, T. Parson, D. Schwanitz, K. B. Valsh, E. A. Kolominsky, D. G. Brim, H. Arend, A. F. Ashman, B. G. Ananyev and others) discuss various aspects of human development and define socialization factors (personal, group, institutional and organi-

zational), properties of the whole socio-cultural world that reach a person through micro, macro and mezzo environments, as well as define issues that occur in socialization.

The global space that is affected by the changing new technologies, political, economic and social structures, as well as social values, attitudes and approaches influence every person, especially a child or a adolescent, who is actively involved in taking over experience and adaptation in the process of socialization. M. Lukšienė (2000) claims that “lately it has been difficult to orientate in the kaleidoscopic changes and novelties, i.e. it has been difficult to perceive the differences between facts and phenomena, as well as to perceive different processes and their purport”. Consequently, one should be aware of and assess the complexity of socialization issues in its main institutions – the family and school – in the processes of social adaptation and interiorization.

Social adaptation is “the adaptation of an individual to social and cultural conditions, as well as to social roles and norms, social groups, organizations and social institutes <...>”, whereas interiorization is “overtaking of social norms and values and their access to the internal world of a person” (Juodaitytė, 2002; Barkauskaitė, 1979; Schwanitz, 2001); both of them contribute to a person’s activity and interaction in the family and school and help to introduce a child or a adolescent in the life of the surrounding community and the whole society. Human ability to adapt and internalize in the continuously changing social environment determines the quality of his / her life, as well as the social status in a group and a community. Hence, the process of socialization that does not create conditions to develop an ability to cooperate and internalize positive communication norms, values, etc. can lead a person to exclusion and repudiation, and thus, becoming a problem and a burden of the society (Schwanitz, 2001; Tillman, 1994; Kolominsky, 1999; Kvieskienė, 2005; Barkauskaitė, 2001 and others).

Lithuania’s Progress Strategy “Lithuania 2030” (*Official Gazette*, No. 61-3050, 2012) and National Education Strategy for 2013–2022 (*Official Gazette*, No. 140-7095, 2013) establish the main objectives for training and education: to develop accessibility to education and equal rights, to promote lifelong learning, to create a favourable teaching / learning environment, to develop educators’ expertise, to enhance responsibility for the quality education of an individual, as well as positive management of socialization process in the macro and micro environment. Therefore, it is essential to understand that the process of socialization within the process of individual development varies at different age periods, as the individual psycho-genetic nature, socio-cultural environment and different educational priorities for the process of family and school socialization set different aims and objectives. The family is one of the most important factors determining personality development that produces a significant impact on the interiorization of value-based orientations, communication and behaviour norms, which assure successful readiness for adult life (Bajoriūnas, 1997; Arend, 1998; Berhman, 1995).

Referring to long-lasting empirical research data, A. Juodaitytė (2002) reveals the essence of the phenomenological conception of childhood and its significance in human

development, auto-genesis, phylogenesis and historical-cultural context, and validates theoretical-pedagogical significance of this approach for further development of personality. According to the scholar, primary socialization occurs in the childhood, when a person absorbs and interiorizes knowledge, skills and basic provisions that are essential in daily life.

Further socialization of a person is connected to the period when other social groups, institutions and different short-term and spontaneous factors and phenomena of the surrounding environment are actively involved in education (Davis, 1994; Brim, 1994; Gučas, 1990; Barkauskaitė, 2009).

The period of adolescence is susceptible to different impacts, when it is difficult to implement the purpose of socialization, i.e. to provide conditions for every adolescent to become proactive and creative subject of social activity, to assure consistency of his / her needs with the surrounding environment and social aims for a adolescent's positive maturation (Barkauskaitė, 2009; Martišauskienė, 2004; Pikūnas, 1994; Walsch, 1998).

With regard to the studies of scientific literature on the process of education, the analysis of longitudinal research data and reflection on pedagogical activity, it is possible to claim that educational process and its achievements at every age period do not always meet the aims of the epoch both from the point of view of education and the point of view of society, since the challenges of rapid changes focus on the new educational goals pursuing for positive results. The process of socialization combines a person's activity of overtaking the values and norms of the changing society; therefore, a systematic analysis of the peculiarities of adolescents' socialization under the conditions of rapid changes (from all perspectives) is significant and essential in pursuance for a adolescent's orientation in the complex process of socialization (Barkauskaitė, 1996).

Hence, a question is raised: what is the focus of the process of adolescents' socialization, and what factors undergo most significant changes in the family and school?

The object of the research is the process of socialization of – 5–8th form adolescents.

The aim of the research is to explore and define the changes of some factors in the process of family and school socialization.

The objectives of the research are as follows:

1. to discuss the tendencies of socio-educational changes of the family as an educational institution in the process of adolescents' socialization;
2. to define the dynamics of the changes of adolescents' leisure activities and their participation in non-formal school activities;
3. to disclose educational opportunities of the process of adolescents' positive socialization.

The research methods include comparative analysis of scientific literature and empirical research, questionnaire surveys, discussion and statistical analysis (SPSS software package).

The study of 5–8th form adolescents was organized in December in the academic year 2008–2009 in cooperation with Master degree students of Education Management. Having completed the module *Learners' Socialization*, they accomplished pedagogical practice at school, during which they carried out a study using research methodology developed by the author of the article. They attempted at exploring factors affecting adolescents' socialization at school and in the family. 984 learners constituted convenience sample. The study was conducted in the schools of Vilnius, Panevėžys, Utena and Vilnius district.

One of the conditions of positive socialization is the organization of a meaningful and significant activity of a child that would promote his / her autonomy, creativity and freedom, avoiding “being of convenience for an adult” at school and in the family. According to J. Laužikas, “*not only an adult, but also a child should enter working and cultural life of cultural society... s / he should go farther and farther into the wide and big world*” (Laužikas, 1993). Hence, the cognition of the processes and factors of socialization and understanding of their management open a new social and cultural space for the educational process, where a adolescent is perceived as a social individual and a member of different small social groups, the family and school community.

The individual being the most important and main element of the society establishes different social relationships, networks, groups and activities. By absorbing others' experience, social values and norms, s / he develops individual features of own personality. T. Parsons claims that a person's values, accepted norms, as well as family and school interests most often determine (or vice versa) his / her status in the society (Parson, 1964). The roles, likewise values and interests, undergo certain changes; therefore, socialization is also defined as a process of the dialectical interaction of an individual with his / her social environment when his / her powers and possibilities are implemented. The most powerful factors of socialization are parents, family, class, school, friends and mass media. The data collected by T. Parson and others (1995) and the analysis of the current research data prove that they are the most significant social factors affecting the process of socialization in the formation of a personality.

Solution of socialization issues attracts considerable attention of scientists in various fields of science. Its significance for personal becoming, especially in the period of adolescence which is recognized as the most complicated and complex period in the educational process, is acknowledged by all scholars.

A number of scholars (A. Maslow, C. Rodgers, H. Lijmets, A. Ananyev, S. Suchomlinsky, Schultz, L. Vygotsky, K. F. Tillman, A. Pollard, L. Jovaiša, J. Laužikas, A. Šerkšnys, V. Valickas, G. Kvieskienė, A. Aramavičiūtė, E. Martišauskienė, B. Bitinas and others) are convinced that a adolescent's personality is developed exclusively through genuine and practical relationships with his / her parents, family and peers. The personality, his / her viewpoints, orientation, aims, etc. develop depending on how a adolescent satisfies his / her needs of communicating with the family and peers. The studies carried out by the author from 1972–1973 to 2009 show that the level of the satisfaction of commu-

nication needs largely depends on interpersonal relationships within the family, i.e. on the position of a child or adolescent in the system of family relationships, which is later assumed at school or in a group (Barkauskaitė, 2001).

There is a shortage of conceptual and thorough research on personal relationships of adolescents that are not planned but rather foreseen by adults, their dynamics, changes and determinant factors, adolescent groups, as well as forms and ways of spending their leisure (Lijmets, 1970; Rean, Kolominsky, 1999).

The author of the current article was the first to explore this issue in Lithuania. The current research data shows that there is a connection between the position of a adolescent in the family, in the class, in a group of friends and his / her progress, negative attitude to learning, school and participation in small (elemental) groups whose activity ranges from positive to delinquent (Barkauskaitė, 2001; Berns, 2006; Pollard, 2006).

The scientific research was started in 1972–1973 and was conducted every five years till 1998–1999 by making a survey of 5–8th formers. The research was repeated in the academic year 2008–2009 and aimed at identifying the socio-pedagogical change of the analyzed issues. A deeper insight into some issues of adolescents' participation in family and non-formal school education that affected their socialization demonstrated considerable changes in the field of analysis.

The analysis of research data revealed certain tendencies in the changes of family structure: there were a growing number of families having one child and single-parent families, there were more adolescents grown up by grandparents or other relatives, as well as growing alone or with siblings.

Table 1. Family structure of respondents (%)

Family structure	Year		
	1972–1973	1998–1999	2008–2009
Full family	87.2	70.2	67.3
Family having no mother	1.4	4.4	4.2
Family having no father	10.1	21.1	22.8
No parents (living with grandparents or other relatives)	1.3	4.2	5.4
Living alone	–	0.1	0.3
Total	100	100	100

Since the family is the main institution of personality education, it is possible to state that changes within a family undoubtedly determine individual changes of children, as every member of a family is an active element of a uniform family system. Continuous communication of family members encourages them to exchange values, provisions, ideas, behaviour norms, habits and interests that determine a learner's progress, behav-

our and initiative (Ashman, 1993). The data of the current research confirmed this fact, whereas conversations with the respondents demonstrated that positive provisions and relationships, as well as acquired strategies of overcoming difficulties contributed to the successful solution of the incurred problems. This can also be attributed to the tendency of families growing up one child that raise new problems in the process of education.

It is believed that family economic conditions affect the quality of a child's learning, his / her creativity, value-based provisions, interests, prospective professional career, etc.; therefore, the respondents' economic conditions and their changes were explored. The size of the living place, ways of spending holidays, the quantity and diversity of material valuables, the size of family library, etc. were taken as the criteria of economic conditions.

Table 2. The size of the respondents' living place (%)

Living place	Year		
	1972–1973	1998–1999	2008–2009
One-room flat	16.2	2.2	2.3
Two-room flat	36.3	43.5	44.5
Three-room flat	27.4	34.8	37.2
Four-room or bigger flat	10.0	10.8	6.0
Private house	10.1	8.7	10.0
Total	100.0	100.0	100.00

Analysis of research results revealed that the conditions of learners' living conditions were improving.

Table 3. Forms of children's holidays (%)

Holiday form	Year		
	1972–1973	1998–1999	2008–2009
Visiting grandparents	67.7	63.0	52.4
Visiting relatives	17.1	32.0	34.0
At the seaside	54.0	56.0	49.8
In a camp	74.0	37.0	21.0
Working	3.0	13.0	18.0
At home	62.0	47.8	46.6
Multiple forms: at the seaside, travelling to other countries, etc.	–	43.5	47.2

* Some respondents indicated several forms of spending holidays.

Having no precise qualitative or quantitative data to validate the gained statistics, it can be assumed that the process of urbanization was rather active and it led to the changes in the lifestyle and living conditions of people. This is confirmed by the commentaries of fourth and fifth form respondents: “*the father has brought it; my grandpa built it, bought it; my mum got it*”, etc.

The place for spending holidays or leisure time and forms of activity are significant for the family and adolescents.

The data of the conducted research revealed that the place and forms of spending holidays was changing over years. The highlighted tendencies of spending holidays reflect processes that necessitate for further exploration of adolescents’ activity when visiting their grandparents, relatives or staying at home.

It is noteworthy that the number of adolescents working during their holidays is increasing. It is believed that this helps to avoid pointless waste of time that is directly related to juvenile delinquency (Valickas, 1997; Žadeikaitė, 1990).

Table 4. Adolescents’ well-being in the classroom and among friends (%)

Well-being	Year			
	1998–1999		2008–2009	
	Among classmates	In a group of friends	Among classmates	In a group of friends
Very good	26.1	60.9	20.4	40.0
Good	30.1	30.9	30.0	40.0
Satisfactory	23.9	4.0	28.8	10.0
Bad	4.6	2.2	12.2	6.0
Very bad	10.3	–	8.0	–
No reply provided	5.0	2.0	0.6	4.0
Total	100	100	100	100

Emotional atmosphere of a family, family interrelationships, traditions, values, etc. are very important for the well-being, safety and recognition of a child or a adolescent. Around 50 % of the respondents’ families did not provide favourable conditions for the inner harmony of a adolescent or the development of the fundamentals of humanist education: some adolescents did not have any opportunity of self-evaluation, others could not realize themselves, choose or make independent decisions or actions. Another group of respondents suffered from the deficiency of attention, support, emotional connections, common experience, appreciation and recognition, whereas the last group were “smothered” by excessively meticulous care. If such adolescents occurred in a different community (class, friends, acquaintances), various outbreaks of their behaviour could occur, as their stereotypical behaviour, as well as the logic of thinking and assessment

frequently disagree with the values and behaviour norms of the new community. This was also confirmed by the research data obtained from the analysis of adolescents' well-being among classmates and in adolescent groups.

The analysis of the respondents' replies demonstrated that a part of adolescents felt unsafe among classmates. Discussions with the respondents revealed gaps in family education, frequent conflicts, lack of communication, aggressiveness and dissatisfaction with each other, emotional tension among family members, child involvement into parents' conflicts, etc. Such children tend to suffer from desocialization in the family.

Summing up the research results, it is possible to state that a rather big number of adolescents (35–50 %) feel unsafe, unwanted, unloved and unrecognized in their nearest environment – the family and at school, but this cannot pertain to the chosen groups (Barkauskaitė, 1999). A number of the groups of disorders in family educational functions that affect the process of adolescents' socialization can be distinguished on the grounds of the analysis of scientific literature, practical pedagogical activity and scientific research.

As far as family dysfunction is concerned, emphasis is laid on the environment, which could develop adolescents' egoism, inability to control themselves, lack of conscience and the feeling of duty. According to the respondents, this is conditioned by parents' wish to dominate, punish and control, to disclaim adolescents' interests and needs, as well as to indulge and pander them (Boyd, Bee, 2011; Kūrienė, 1999).

Satisfaction of learner interests and needs, as well as their socialization are affected by non-formal school activity to a large extent. Quantitative and qualitative data analysis revealed interesting and significant tendentious changes at all periods of the study. In 1972–1973 and later stages of the research, the majority of respondents indicated going to the cinema, theatre or concerts, doing sports and dancing, needlework and reading books; the number of those interested in gambling, drinking and aimless strolling along streets was rather small. However, in 1998–1999 and 2008–2009, aimless strolling along streets, going to cafes and clubs, as well as playing computer games and gambling were among the most interesting activities. Hence, the scale of values was not only altered, but also complemented by such activities as *commerce*, *business*, *mediation*, *kef* (in adolescents' slang), *internet*, etc.

When asked what activities they would prefer at school, clubs and specialized school, the adolescents made references to the activities characteristic of the academic year 1972–1973 and coloured them by the current social issues: they would like to a greater choice of sports branches and competitions, active and romantic activity of different organizations, discussion clubs, computer sciences and games, trips, musical bands and others.

A thorough analysis of the results demonstrated that adolescents missed purposeful and attractive activity at and outside school that would comply with the needs of the contemporary epoch. The adolescents pointed out two reasons of their inactivity at school:

it is boring and nothing is organized. Among other reasons were *lack of time and place* (Barkauskaitė, 1983, 1998, 2009, 2011).

The following conclusions can be drawn with reference to long-lasting systematic quantitative and qualitative research and practical experience:

- longitudinal research, carried out every five years (from 1972–1973 to 1989–1999 and repeated in 2008–2009), reflected different social, economic, educational, demographic and psychological problems that are characteristic of the analyzed period. The most significant changes in the family were observed in the family structure, alienation, weakening of child safety, rapid changes in living conditions, replacement of books by the computer and others;
- the research revealed that the relationships in the class and at school also became more alienated. About 50 % of the adolescents felt unsafe in the formal communities, i.e. they did not have appropriate conditions for communication, recognition, self-realization, etc.;
- legally established non-formal activities became poorer; the trends of activities became broader often extending to socially dangerous activities (thefts, bullying, drug abuse, gambling, etc.);
- the research confirmed educational significance of the issue under discussion: social factors are significant in personal development; it is essential to develop adolescents' ability to choose, analyze, discuss and delicately control things offered in the virtual environment.

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Paauglių socializaciją skatinantys veiksniai

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Santrauka

Žmogaus istorinė raida neatsiejamai susijusi su socializacijos procesu, išmokančiu „vaikus ar naujus visuomenės narius šios visuomenės gyvenimo būdo“ (Giddens, 2005), taip sudarant sąlygas žmogui tapti „visuomeniniu žmogumi, asmenybe“. Nenutrūkstamame socializacijos procese įvairialypė aplinka, suaugusieji (ir kiti) sudaro sąlygas vaikui dalyvauti visuomenės gyvenime, suvokiant vystymosi dėsnius, perimant ir prisiimant atlikti socialinius vaidmenis.

Vadinasi, socializacijos procesas, nesudarantis sąlygų išsiugdyti gebėjimą bendrauti, internalizuoti pozityvias bendravimo normas, vertybes ir kt., gali pastūmėti asmenį į atskirtį, nepripažinimą tampant problema ir našta visuomenei (Schwanitz, 2001; Tillman, 1994; Kolominskij, 1999; Kvieskienė, 2005; Barkauskaitė, 2001; Juodaitytė, 2002 ir kt.).

Keliamas probleminis klausimas, kur link krypsta paauglių socializacijos procesas, kokių veiksnių kaita šeimoje ir mokykloje yra ryškiausia.

Tyrimo objektas – V–VIII klasių paauglių socializacijos procesas.

Tyrimo tikslas – išsiaiškinti ir aptarti kai kurių veiksnių kaitą šeimoje ir mokykloje vykstant socializacijos procesui.

Tyrimo metodai: mokslinės literatūros ir empirinių tyrimų lyginamoji analizė, anketinė apklausa, stebėjimas, pokalbis, statistinė analizė.

Paauglių V–VIII klasių mokinių mokslinį tyrimą organizavome 2008–2009 m. m. gruodžio mėnesį su švietimo vadybą studijavusiais magistrantais. Tyrime atsitiktinės atrankos būdu apklausti 984 mokiniai.

Mokslinis tyrimas vykdytas nuo 1972–1973 m. m., kas penkeri metai iki 1998–1999 m. m. ir pakartotas 2008–2009 m. m., aiškinantis nagrinėjamų problemų socio-pedagoginę kaitą.

Iš ilgalaikių sistemingų mokslinių tyrimų duomenų bei praktinės veiklos patirties galima padaryti šias išvadas:

- atliekamas ilgalaikis tyrimas kaskart atspindi vis kitas socialines, ekonomines, edukacines, demografines bei psichologines problemas. Ryškiausios šeimos pokyčių tendencijos yra: šeimos struktūros kaita, santykių susvetimėjimas, vaikų saugumo silpnėjimas, knygų skaitymo pakeitimas kompiuteriu ir kt.;
- tyrimas atskleidė santykių susvetimėjimo tendencijas klasėse, mokyklose: apie 50 proc. tirtų paauglių formaliose bendruomenėse jaučiasi nesaugūs, neturi sąlygų bendrauti, rasti pripažinimą, save realizuoti ir kt.;
- vis skurdesnė darosi juridiskai įteisinta neformali veikla ir aktyviai plėtėja veiklos kryptys, dažnai peraugančios ir į visuomenei pavojingą veiklą (vagystes, chuliganizmą, narkotikų vartojimą, azartinius žaidimus ir kt.;
- išryškėjo būtinumas mokyti paauglius pasirinkti virtualios aplinkos pasiūlymus, juos analizuoti, apie juos kalbėtis, subtiliai kontroliuoti ir kt.

Esminiai žodžiai: *paauglys, socializacija, šeima, neformali veikla mokykloje.*

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