

USE OF THE DEVELOPMENTAL NEEDS OF THE LATE ADOLESCENT IN  
DEVELOPING OBJECTIVES FOR A PERSONAL AND  
FAMILY RELATIONS COURSE

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## CHAPTER I

### INTRODUCTION TO THE PROBLEM

#### Statement of Problem

The writer who has been teaching courses in human relations at Derby Senior High, Derby, Kansas, for the past five years, was asked to teach a course in personal and family relations to a mixed group of twelfth grade high school boys and girls.

It is the writer's belief that the course content should place greater emphasis on the problems and interest of this age group, with special emphasis on personal development, mate selection, marriage preparation and adjustment.

To be able to adequately cover material for course content, the writer felt that she should have more knowledge of the characteristics, problems, and the development needs of the late adolescent. This knowledge would enable the writer to provide for the students a source of information that would help them to better understand themselves as individuals and that through this understanding they would be better prepared to adjust to their future career or marriage.

#### The community situation

The Derby Senior High School is located in Derby, Kansas, a small city, on State Highway 15, five miles south of Wichita, Kansas.

The school district is composed of those areas including Boeing Defense Plant, McConnell Air Force Base, Oaklawn and surrounding urban and farm areas.

The district comprises some 46 square miles. Employment at the many plants, Air Force Base, and within the City of Wichita, Kansas, furnish the main source of income. Socio-economic status varies from the upper-middle to the lower-lower class.

Derby is typical of all the small towns located near defense plants and air force bases in that it is experiencing a phenomenal population growth. The little town of some 450 people has grown within twelve years to a second class city of approximately 6,750 people. The 1950 census showed a population of 432 people. The 1960 census showed a population of 6,458. On October 1, 1962, the population was 6,603.<sup>1</sup>

There are twenty-nine church and school buildings. Fifteen church buildings and seven school buildings have been constructed in the last five years.

The total Senior High School enrollment is approximately 800 students. Of the 225 students enrolled in homemaking courses approximately one-third enroll in family living courses.

Several girls each year drop out of school to marry. Many of the girls marry just before or shortly after they graduate. In many cases these girls marry air-force personnel of very short acquaintance. They are either forced to remain with their parents or live with in-laws while their husbands are on tours of duty.

A study of high school drop-outs of 1961-1962 was made by Counselor Jim Parker in the fall of 1962. Of the 395 students entering as sophomores only 156 graduated. Of the 60 percent drop-outs, 22 percent did not return, but discontinued their education. The study showed 10.6 percent (all girls) dropped out because of marriage. Of the graduates 75 were college bound, 12 girls married, 23 had part-time employment, 50 were not employed, and 15 did

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<sup>1</sup>Bill Van Ruth, Office of the City Clerk, Derby City Hall, Derby, Kansas.

not report.<sup>2</sup>

Since the beginning of the 1962-1963 term, 24 girls have married. Fourteen married early in the term, with ten leaving school to become homemakers. Several have married since the close of the term, and two of those already married have started divorce proceedings.

The records of Sedgwick County of which Derby is a part show that divorce rates are rapidly increasing. During the year of 1960, 976 divorces were granted, 1220 children were involved. In the year of 1961, 1231 divorces were granted and 1,569 children were involved. At the close of 1962, 1,245 divorces had been granted and 1,662 children were involved.<sup>3</sup>

With this insight into the community environment and the interest students have shown by increases in enrollments in family relations courses the writer desires to be better prepared to provide for students a source of information that will be useful in helping them to understand the many adjustments that the individual needs to make to be a better family member and to experience the best of relationships throughout their life span.

#### Purposes and Procedure

Purposes of this study are twofold: First to determine specific characteristics, problems, and developmental tasks of the late adolescent as given in the current literature, and second, to select the major points of emphasis that will be helpful in setting course objectives directed toward the adolescent's developmental needs.

Through the review of literature the writer identified late adolescent's

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<sup>2</sup>Jim Parker, High School Counselor. "Annual Report Pupil Personnel Service Special Education 1961-1962, Derby Public Schools, Derby, Kansas."

<sup>3</sup>Sedgwick County Court Clerk, Mrs. Cook, Sedgwick County Court House, Wichita, Kansas.

characteristics, problems, and development needs, to form the basis on which to formulate a course designed for family relations.



## CHAPTER II

### REVIEW OF LITERATURE

#### Characteristics of the Late Adolescent

The first approach to the study of the characteristics, problems, and developmental needs of the late adolescent was a review of current literature concerning the adolescent. The review of these findings is presented in this section.

Strang (23) states:

Before we can help the adolescent we must have a good definition of the meaning of the word adolescence. We must realize that adolescence varies in length depending on whether it is a primitive society or one like our own. A determining factor is the length of time it takes a boy or girl to become financially independent. If a boy becomes a day laborer and marries, he shortens his adolescent period. The boy or girl who remains in school prolong their adolescent period.

#### Adolescence Defined.

Duvall (7) states that adolescence begins at the onset of puberty and ends when adulthood is attained. This normally covers the period between twelve and twenty-one years. The late adolescent period begins with the junior and senior years of high school and extends to the legal age of adulthood. Bernard (3) considers the period of late adolescence to be that phase of life immediately preceding full responsibility of adulthood when the individual is faced with two major decisions which will shape the course of his life. They are: (1) the choice of an occupation, (2) the choice of a marriage partner. Locating the onset of the late adolescence period at the age of 17 is justified by the fact

(1) that a mate is chosen by many at this time, (2) the high school subjects selected provide avenues to certain vocations.

#### Characteristics of Physical Growth.

The growth structure of the adolescent is practically completed by late adolescence. The male tends to show some increase in weight, while the female shows little or no increase and often shows a decrease of weight (5).

#### Characteristics of Emotional Growth.

If the late adolescent has been maturing satisfactorily, he is reasonably free from emotional reaction. The late adolescent expresses his emotions in many ways. Studies indicate that anger is an emotion that is frequent and intense during late adolescence. The late adolescent often becomes angry at adults who pressure him to do something he does not want to do, and at times even becomes angry at himself. (24)

The late adolescent often becomes angry over very impersonal matters. Meltzer (15) says that the male becomes angry when material objects fail to function properly. The female's anger continues to be aroused by social failure and that each tends to respond verbally, although the female may express her feelings in tears.

In the late adolescent fears and anxieties change. Members of both sexes may worry about being accepted socially and their ability to find a suitable mate. Studies show that the late adolescent worries about his career, emotional instability, love affairs, marriage, sex relations, finances, parental quarrels, how to meet and get along with the opposite sex, athletic ability, and personal appearances. (24)

Cole (5) reports that fears of the late adolescent tend to be more practical and that approximately 45 fears are lost by the close of the period.

Pressey (19) states that the late adolescent tends to hold fears about: (1) tests and grades, (2) ability to succeed, (3) money, (4) clothing, (5) getting along with their families, (6) securing and holding a job, and (7) getting married.

#### Characteristics of Social Development.

Changes to more mature types of social activity characterize late adolescence. There is at this time an increase in heterosexual activities, such as dancing, parties or conversation. The two outstanding changes in social behavior in late adolescent are the broadening and differentiating of the social groups with which the individual associates and the shift of social interests.

(11)

The older adolescent may be said to have four social worlds - the world of home, that of the school, that of friends, and that of the job. At home he is likely to be on a more casual relationship with his parents, and on more of a basis of equality. He does not look to the family for companionship, but seeks it with those of his own age. School is the place where social grouping and distinctions are important, and it is the scene of much casual but significant social activity. His friends are of both sexes, but he is very likely to have a stronger friendship with the opposite sex.

The late adolescent does not have as many interests as he did earlier in life, but they are deeper and more lasting. He is more interested in romantic programs, romantic literature, informal parties, and spends hours talking with friends. He has fewer friendships, but they are more permanent. He associates with a select few and his family's social-economic status play an important role in determining with whom he associates. (14)

Many of the late adolescents succeed in identifying themselves with prevailing cultural purposes and values. Resistance to identification is done in

social groups which reject the standards of the adult society as it exists and set up their own patterns of dress, language, dance and sex mores. This is their way of resisting the demands and pressures of the culture of this adult world. Some of these late adolescents fail in their tasks to adjust their ideas of themselves to the social order. The results are mental disorders and suicides. (16) Mental cases occupy more hospital beds than any other type of illness. The age group between fifteen and nineteen has an incidence of mental breakdown five times as high as the group between ten and fourteen. (17)

#### Characteristics of Mental Growth.

In the early teens the rate of mental growth slows very slightly, but levels off between the ages of sixteen and twenty-one. Generally speaking, full intellectual stature is attained by late adolescence. Late adolescence is a critical period in the use of intellect. Some of the factors that determine the use of this intellect is time, motivation, health both physical and emotional. Intellectual development is more likely to be hampered by emotional health than by physical health. Poor emotional health usually expresses itself in behavior problems. Poor emotional health can be the result of many things, parents quarreling, fear of parents, fear of teachers, misconception of bodily functions and physiological processes, excessive jealousy, and vague anxiety.

(24)

Vincent (24) states:

Whether or not the intellect continues to develop, the later adolescent characteristically uses the intelligence he has in a more realistic manner than he did previously. He tends to accumulate more facts that are relevant to his problems than formerly. The later adolescent daydreams, but his dreams are closer to reality. He thinks about the practical matters such as a choice of vocation, and means of obtaining money for his various needs.

Self-Concept and Philosophy of Life.

Zachry (27) states

... that more or less consciously each person, throughout life holds some concept of himself . . . particularly in youth he has a concept of the self that he hopes to be but fear he will become.

The aspects of the self-concept are: (1) the self image, or the "looking glass self", the impression the person makes on others being reflected back to him; (2) the "ideal" self or the imaginary person the adolescent would like to become; (3) the sense of self worth or "self-esteem" that represents his feelings of adequacy or inadequacy; and (4) the real self, or the potential he has for becoming his "real" self.<sup>1</sup>

It is while the late adolescent is striving for independence that he develops a set of concepts and values which will provide him with strength and an inspiration to enter adulthood. His concepts change as his experiences increase and as he meets more people, but they continue to permit him to go steadily along his course. (24)

Peterson (17) states:

Every adolescent is constantly changing his sense of values through new interest, ambitions, activities, and discussions. To the extent that these standards have consistency and permanency, and to the degree that they actually motivate behavior, youth can then be considered to have developed a philosophy of life.

Problems of the Late Adolescent

The realization that adolescents growing into adulthood must learn to adjust to a varied environment and that they must accept growing responsibilities within the home, at school, and on the job challenged the writer to identify

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<sup>1</sup>Ingersoll, Hazel - notes taken from Lecture.

their many problems from a review of the literature.

A review of literature revealed that many problems are brought about by the following: (1) in the pattern of family living and philosophy, (2) in new modes in social organizations, (3) in the present concept of the roles of men and women, (4) in the new status of women, (5) in the mobility of the family, (6) in changes in communication, transportation, and automation, (7) in changes in education, occupation, and income, and (8) in the changes in the nature of human relationships. All these factors affect the family and the teaching of its members. The complexities of this changing society influence the roles and problems of the late adolescent.

Young people's lives are full of dynamic experiences and attitudes. Some of these changes bring to the young person satisfaction and pleasure, while other changes result in problems and frustration. Adolescents face a transitional period and many problems develop while they are learning to achieve satisfactory relationships with their families and friends.

Schneiders (20) states:

The adolescent period contains within itself the seeds of its own disruption . . . a period of profound and pervasive changes, transition, and unceasing struggle for adulthood. This is the basic determinant of the adolescent problem because out of it grows the instability, the uncertainty and the confusion of the adolescent.

It is at this stage of maturity that the adolescent is in need of being able to meet and solve his many problems. At this time his parents, teachers, and others with whom he associates can be of great assistance if they themselves understand his many problems. The importance of understanding the adolescent problem is mentioned by Malm and Jamison (14)

Even the most accomplished teacher and the most skillful parents need to see the whole of the adolescent problem, and the 'whole' is bigger than most people realize. It involves not only understanding the boys and girls of our acquaintance, but understanding, also in what respect they are like all adolescents and in what respect they diverge from this pattern.

One of the main reasons that students give for enrolling in human relation courses is to try to find answers to their many problems.

Seidman (21) states

By far the largest number of adolescents need to talk over their many problems with some understanding adult outside the family circle, they are eager for adult guidance which will help them to arrive at a philosophy of life, or a code of ethics . . . that the most natural person for the adolescent to approach may be the scout master, camp director, or a teacher. The individual who tries to help the adolescent should be one who is constantly getting more help to understand human behavior.

Many people refer to the adolescent period as a problem age. It is more correct to say that young people at this age are faced with many problems. It is seldom that one can help the adolescent by reminding him of his failure to solve his problems. Young people need assurance that their problems are common ones. They are then much more willing to express themselves and tackle their own problems when they have the comfort of knowing that their individual problems are common to other adolescents.

Bernard (2) states:

The adolescent period is the most critical and misunderstood time in one's life, and that the uncertainties and the fears that take place may lead to anti-social behavior, unless through parents, teachers and other adults he receives the sympathy and guidance he needs.

Studies reveal that the problems appearing during late adolescence tend to fall into seven general groups: (1) those relating to home life, (2) those relating to school activities, (3) social problems, (4) problems connected with the future, (5) problems involving money, (6) problems connected with physical development, and (7) religious problems. (8)

Many of the problems of the older adolescent can be traced to the very fact that he has not gained the security of independence and remains in a state of dependency on his family. Some of the problems are the outgrowth of home and family environments, while others are created by the environment in which

the individual finds himself. (11)

Hurlock (11) lists a number of common causes which give rise to feelings of insecurity and uncertainty that bring about many of these adolescent problems

(1) unfavorable family relationships, (2) restraints resulting from parental supervision, (3) obstacles that prevent the adolescent from doing what he desires, (4) situations in which the individual feels inadequate, (5) social expectations of more mature behavior, (6) adjusting to new environments, (7) social adjustments to the opposite sex, (8) school failures, (9) conflicts with family or friends, (10) vocational problems, (11) religious doubts, (12) more mature insight of his many problems.

### Problems of Self-Identity.

The writer has been aware that the late adolescents, whom she has counseled, have had trouble establishing their self-identity. These young people have a tendency to either underestimate or overestimate their potentialities. This difficulty is only a natural part of their maturing.

Wattenbery (25) states:

Within each person grows a self-concept. This self-concept vitally influences a young person's behavior. Moreover, it may confront the young person with a series of problems . . . as a person tests his self-concept, he may on occasions go into negativistic behavior, gambling, and disregard for all health rules. Some individuals confuse their identity with the welfare of the group to which they belong, others develop two or more partially separated personalities or else retreat behind a psychological wall.

Strang (23) states that there are several unique patterns of self-concept during the late adolescence. One pattern shows the self-concept as a period of instability. Another pattern shows a low estimate of self, with a high level of aspirations. A third is a pattern of negative self-concept which is the result of dissatisfaction with one's self. Central to another pattern of the self-concept is the inclination to overestimate one's ability, with doubts concerning its accuracy. Another pattern is self acceptance, which includes recognizing one's good points as well as one's faults; and another pattern is a



self-concept shaped by a worthy purpose. When identity is achieved through purpose the purpose is appropriate to the individual, being realistic, and socially desirable.

### Problems of Conflict.

The period of adolescence may place a heavy strain and feeling of anxiety and tension on both the adolescent and his parents. It is at this time that the adolescent may run into conflict with his parents and society in general. Parents must realize that this is a period of fads, peculiar slang, interest in the opposite sex, which creates a problem concerning personal appearance. Possibly one of the main reasons for parent and adolescent conflicts is that they fail to understand each other. The adolescent criticizes his parents because they fail to let him grow up, but still it is at this time he hesitates between the desire to become an adult and the desire to remain a child. So he alternates between the desire to achieve maturity and the wish to remain in the complete state of childhood. This alternation is bewildering to parents and confusing to the young person, who feels so unsure of himself that he really does not know what he desires out of life or where he is headed. Rather than admit his uncertainty, he disguises his behavior. He acts hard, cynical, uncouth, rough, all because he is quaking, shivering, sensitive and afraid of being ridiculed. Parents at this time need to be most understanding. Being different from one's peers may be a great source of anxiety, particularly to the late adolescent. (22)

Duvall (7) points out:

... that conflicts occur from the very fact that the two generations hold very different viewpoints.

### Social Problems

One of the areas where adolescents meet some of their most pressing problem

is in the adjustment to society. Parents attitudes toward the social pattern of modern society is one factor that tends to bring about this problem of social adjustment. A great deal of the responsibility for adolescents difficulty can be traced to the actions and behavior of the adults with whom they associate. Adolescents like children imitate those about them.

Schneiders (20) states:

Youth of today finds himself in a society that is constantly changing, in which the concepts and values of the past era are seemingly inadequate for modern life. In search for values that will give meaning to life he is offered a materialistic philosophy that promises little more than pleasure, bodily comfort . . . Simple pleasures of the past have been replaced by sexy movies and dim-lit bars. His desires for marriage and a home is chilled by the disruption of family life by divorce . . . Ideals, values, formerly derived from the home, the school and the church, are now determined by the Hollywood script writer.

#### Heterosexual Problems.

Everywhere the adolescent turns, he runs into practices and values that differ from those of his own. Such differences may confuse him or create anxiety. Many adolescent problems are rooted in emotional and stress conditions. Problems that cause these conditions center around the fact that youth wants to be held in high esteem by the opposite sex, but often lose their self-respect by not having the knowledge of acceptable ways of showing affection without losing control of the situation. (6)

Landis (13) reports that:

Sex problems of many kinds plague youth during this period and are big on the list of problems. With boys, sex problems may center about trying to control desires and fears of masturbation. With girls, they more often center about such problems as how to behave on a date, "going too far", and how much physical contact should they permit.

Studies made of the sex problems of adolescents have revealed that "boy-girl" problems are the most serious. "Boy-girl" problems of the late adolescent include petting, necking, premarital relations, selection of a mate,

obstacles that stand in the way of marriage, knowing what factors make for successful marriage, wondering about the necessary steps for marriage preparation, long engagements, and inter-faith marriages. (23)

○ Sexual development and cultural pressures create conflicts that make the matter of heterosexual adjustment one of the major problems of youth. Adjusting to one's sex role is often an area of difficulty for some young people. This is especially true of those who have been too strictly reared or if they do not meet the culturally desired standards set for their sex. The very unattractive girl or physically frail boy may very well seek association with members of his own sex who will accept him as he is or he may find temporary sublimation in other activities and in scholastic achievements. But this retreat will not answer his basic problem. A heterosexual relationship remains a real unmet need and failing to establish such a relation with the opposite sex is an indication of arrested development. (17)

#### Summary.

The problems of the late adolescence fall into the following categories:

- (1) Problems of Self-Identity
- (2) Problems of Conflict
- (3) Social Problems
- (4) Heterosexual Problems.

#### Developmental Needs of the Late Adolescent

Havighurst (10) has defined a developmental task as a task that arises about a certain time (age or stage), the successful accomplishment of which leads to: (1) personal satisfaction; (2) approval by society; (3) success with later tasks.

Developmental tasks may arise from three causes or a combination of these causes. They are: (1) from physical maturation, (2) from pressure of cultural processes, (3) from the desires, aspirations and values of the emerging personality, or (4) from a combination of these factors acting together. (10)

Each culture has its set of rules and regulations that each member is expected to adhere to if he is to be considered a useful and valued citizen in his society. The adolescents in the culture of the United States are expected to achieve certain accomplishments in the process of growing into adult maturity if they are to meet the approval of parents, teachers, and society as a whole.

Havighurst (10) states:

The tasks one must learn are those things which constitute healthy and satisfactory growth in our society. They are the things one must learn if he is to be judged and to judge himself to be reasonably happy and a successful person.

During the latter part of adolescence there is a powerful desire to grow and mature in order to be accepted by adult society. Often the adolescent is not aware of his tasks or he may not be conscious of them at all, but before the period expires, developments and drives occur which move him to master some of his developmental tasks, (18) and thus satisfy his developmental needs. (See Appendix A, Table I for listing of developmental needs).

Pinkunas (18) states that "Generally, several developmental tasks may be distinguished which pertain to the middle and late phases of adolescence."

The developmental tasks of the late adolescent as listed by Pinkunas (18) are:

- (1) Accepting one's physique and its various attributes as something final and self-related.
- (2) Attaining emotional independence from parents and parental figures.
- (3) Developing skills in interpersonal communication and learning to get along with compeers of both sexes and other people as well, individually and in groups.

- (4) Finding human models for emotional and self identification.
- (5) Accepting one's self and relying on one's own abilities and resources.
- (6) Developing self direction from within based on a scale of values, principles, and Weltanschauung.
- (7) Outgrowing infantile, puerile, and pubescent modes of reaction and adjustment.

The developmental needs of the late adolescent are essentially emotional, social and intellectual in nature.

Bernard (3) says:

Emotional, social and intellectual aspects of development in the late teens are sufficiently different to merit distinct consideration. Furthermore, the developmental tasks of youth are so distinct that to group them together with the task of the early adolescent hardly seems justifiable.

The achievement of these developmental needs depend largely on the degree to which one has developed his personality during the early stages of his life. The individual who has developed an adequate personality is the ones that found themselves able to meet and solve their problems in infancy, childhood and early adolescence. These individuals will be the ones most likely to attempt and complete the developmental tasks of the late adolescent. (9)

Becker (2) states:

In addition to the adolescent's own physiological maturation there are four major developmental tasks to be achieved before the process is complete. (1) Attaining emotional emancipation from one's parents and developing genuine self-determination; (2) becoming an integral part of a group of one's peers; (3) making a satisfactory heterosexual adjustment; and (4) establishing himself as a person on his own outside the childhood home.

Until these tasks are accomplished the youth in question can scarcely be called a truly mature adult no matter what his age may be. (1)

### Philosophy of Life.

As the late adolescent grows into adulthood he becomes more concerned about the values and concepts that make up his philosophy of life. At this time the

- (4) Finding human models for emotional and self identification.
- (5) Accepting one's self and relying on one's own abilities and resources.
- (6) Developing self direction from within based on a scale of values, principles, and Weltanschauung.
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#### Philosophy of Life.

As the late adolescent grows into adulthood he becomes more concerned about the values and concepts that make up his philosophy of life. At this time the

late adolescent must meet this developmental need by acquiring a set of values that will give stability to his actions and ideas, and provide for increased consistency in his behavior. (8) He must be constantly striving for these values or conditions, and they must be in harmony with each other and with the values of others. (10) These values and concepts are learned through individual and social experiences.

Havighurst (10) lists six ways in which an individual comes to formulate a set of values. They are:

- (1) Through satisfaction of physiological drives
- (2) through satisfactory emotional experiences
- (3) through concrete reward and punishment
- (4) through association of something with the love or approval of person whose love and approval is desired
- (5) through inculcation by someone in authority
- (6) through reasoning or reflective thinking.

Along with his philosophy of life the late adolescent needs to develop an adequate self-concept. It is at this time that he must find an answer to the question, "Who am I?" At this time he needs to establish a new image of self with a feeling of self-worth. To be able to understand and accept one's self youth must face reality. He must come to understand himself and accept himself and his role with the opposite sex. He must recognize his potentialities. The adolescent should have a fair and unprejudiced evaluation of his own self-worth. (8)

Bernard (2) states:

One of the most important achievements of every individual is for him to learn to appreciate and accept himself . . . successful socialization depends heavily upon the individual's having a healthy concept. He must feel he is a worthwhile person in his own eyes as well as in the eyes of others.

In late adolescence a healthy concept involves the feeling that the young person is not entirely undesirable to the opposite sex and that he is the kind of person others will accept.

Strang (23) states that:

good mental health and only through proper diet, adequate rest and freedom from infection can he have this much desired physical health.

Bernard (2) states:

All youth need to develop and maintain good health and physical fitness and mental health . . . Good mental and physical health depends upon a person's attitude toward himself. A man must have accepted himself as a person worthy of maximum development . . . Health is a problem involving the total culture.

### Social Competence.

Another need of all people is the ability to get along with age-groups of both sexes, making friends, learning to work with others for common purposes.

(23) Good social adjustment is of major importance to all age groups, but during adolescence it is especially important. It is at this time youth craves social success and the social adjustment he makes at this time will determine how well he will be accepted in adult society.

Bernard (2) states:

Mastery of the environment depends on the ability to function well in groups. No matter what profession or occupation one follows, his success is largely dependent upon his ability to get along with others.

### Affectional Maturity.

A need of adolescents is to achieve affectional maturity. Perhaps one of the major problems in meeting this need is heterosexual adjustment. Not only must they learn to accept their roles as girls and boys, but they must also understand their future roles as marriage partners and parents. Therefore, one of the major developmental tasks of the adolescent is that of achieving heterosexual adjustment.

Williams (26) states:

If heterosexuality is not accomplished in these four or five years, it never will be accomplished in the normal way. It may be accomplished later by some technical interference, but



then only after much conflict, failure and illness. These four or five years hold the only chance the average boy or girl will have to establish their heterosexuality. Once it is prevented, it can never come naturally and normally again. It is a real problem that faces the individual.

The period of adolescence readies the boy or girl for adult responsibilities. It is the stage of life that he must develop heterosexually to the point where he can choose someone of the opposite sex that he can live with and love wholeheartedly. The late adolescent that is well adjusted heterosexually will have an adequate knowledge of sex and its place in life. He will be able to get along naturally and easily with the opposite sex and his companions will include young people of both sexes. He will have had a wide dating experience and he will be ready to settle down to steady dating with thought of future marriage. (14)

Williams (26) states:

Heterosexuality cannot be attained in a vacuum. It cannot be attained by itself. It does not just happen; it is a development and growth that is nourished and continued by what it feeds upon. Heterosexuality will be established through social contact and experience with the opposite sex. Anything, no matter for what purpose, that tends to make this contact too difficult is not in the interest of the child, or the parents or society in general.

Among the developmental tasks of achieving affectional maturity is preparing for marriage and family life. This task presents the individual with one of his most difficult decisions, to marry or not to marry. (24) Because marriage is a major decision, it is desirable that young people of high school age acquire personal attitudes, abilities, and values which will lead to a satisfactory and lasting marriage. There is evidence from a number of sources that those students who take such courses as preparation for marriage and family living: (1) are more willing to face their problems of sex, courtship, and marriage; (4) (2) more often postpone or break off going steady; (3) attempt to appraise their love feelings in terms of adequacy for marriage; (4) postpone marriage until they are prepared to assume the roles and responsibilities that

make successful marriages. (12)

Duvall (7) states:

Marriage, itself must be prepared for, if it is to be successful. Building a happy marriage is fully as complicated as teaching school or having a law practice. It should require as much preparation.

It is essential that all those working with the younger generation realize that importance of helping them to achieve these developmental tasks in order that they may take their place in society as emotional mature personalities. This in turn will make the community, country, and the world a much better place in which to live.

Williams (26) writes:

In facing the world then, every adolescent, in spite of all the complex problems we give him, most of which are artificial or only relatively important, has only two real problems: (1) to emancipate himself from his home; (2) to establish his heterosexuality. Upon the success of these two accomplishments will depend all the future relations that he will have with men and women as he meets them about the world. It will have much to do with his choice of profession, much to do with success or failure in his profession, and everything in the world to do with the success in his marriage. Upon this will depend also his excellence as a parent and citizen, his attitudes toward public questions such as morals, religion, ethics, and public policy, his general efficiency, his mental and physical health.

#### Summary.

The literature concerning the developmental needs of the adolescent has been presented under the five following classifications: (1) philosophy of life; (2) independence with a sense of responsibility; (3) optimal mental and physical health; (4) social competence; (5) affectional maturity.

## CHAPTER III

### DEVELOPMENTAL NEEDS USED TO CONSTRUCT TEACHING OBJECTIVES

The developmental needs found to be significant in the literature on late adolescence were used as guides for construction of teaching objectives. The tasks related to each need are listed under the needs and parallel to the objectives as shown in the following sections.

#### Developmental Need: Philosophy of Life.

Aim: To understand the importance of having a workable philosophy of life.

Student's Developmental Tasks to Achieve	Student's Objectives
1. Relating oneself to reality and infinity in such a way as to evolve beliefs, value systems and a working philosophy of life.	<ol style="list-style-type: none"><li>1. To understand and recognize the importance of developing a healthy sense of purpose in life.</li><li>2. To develop an awareness of the ethical and moral values in one's own life and in society.</li><li>3. To understand that an individual has a responsibility for developing and holding to certain basic values for one's own sake and the sake of society.</li></ol>

#### Developmental Need: Independence with a Sense of Responsibility.

1. Adjusting to and carrying through expectation of responsible behavior.	<ol style="list-style-type: none"><li>1. To gain further insight into behavior and improve one's adjustment through self-understanding.</li><li>2. To understand the importance of becoming independent from too much adult supervision.</li></ol>
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Student's Developmental  
Task to Achieve

Student's Objectives

- |   |  |
|---|--|
| 2. Establishing oneself as an independent individual in an adult manner.            | 1. To recognize part-time jobs as the first step toward economic independence.                       |
| 3. Preparing to accept one's future role as a responsible citizen of the community. | 2. To become aware of the many problems one meets in gaining full independence.                      |
|   | 1. To become aware of the responsibilities that accompany the privilege of belonging to a community. |

Developmental Needs: Optimal Mental and Physical Health.

Aim: To understand self and others.

- |   |  |
|---|--|
| 1. Recognition that a realistic self evaluation contributes to mental health. | 1. As a criterion for emotional health, to understand the importance of identifying and accepting oneself as one is. |
| 2. Striving to achieve optimal mental and physical health.                    | 2. To gain some knowledge of healthy and unhealthy types of adjustment.  |
|   | 1. To understand causes and possible ways of dealing with frustration.   |
|   | 2. To understand the importance of proper diet, rest, and recreation for good physical health.                       |

Developmental Needs: Social Competence.

Aim: To further relationship with others.

- |  |   |
|--|---|
| 1. Learning to get along with others, specifically one's family and one's peers. | 1. To understand the concepts of interaction required to establish satisfactory personal relationships with one's contemporaries. (family, friends, compeers) |
| 2. Relating oneself to changing social groups and finding one's place in them.   | 1. To understand that adequate adjustment of the individual requires the development of favorable social relations with the family and peers.                 |
|  | 2. To understand that social attitudes grow out of environmental influences rather than inherited differences in human beings.                                |

Developmental Needs: Affectional Maturity.

Student's Developmental Task to Achieve	Student's Objectives
1. Accepting one's physique and its various attributes as something final and self-related.	1. To gain better understanding of physical growth through puberty and adolescence to adulthood. 2. To understand and accept the strengths and limitations of the physique one is developing. 3. To gain a wholesome concept of self with regard to physical being.
2. Accepting and adopting a socially masculine or feminine role.	1. To find one's identity as a developing male or female and gain competence in playing the masculine or feminine role.
3. Mate selection and preparation for marriage.	1. To development judgment in evaluating the qualities (compatible with oneself) that one should look for in a mate. 2. To understand the importance of marriage preparation and the factors that contribute to a successful marriage. 3. To understand that all marriages require adjustments and each must do some adjustment to maintain a happy stable family life. 4. To develop an understanding of early marital problems and become aware of causes of separations.
4. Establishing a new affectional relationship with parents on a person to person basis and establishing oneself as an independent individual worthy of love and respect.	1. To understand that if mature adjustment is to take place, both parents and youth must have an understanding of their changing relationships. 2. To understand that emancipation from parents bring many responsibilities as well as privileges. 3. To understand the importance of accepting parents on a person-to-person basis.

## CHAPTER IV

### SUMMARY

The purpose of this writing was twofold:

- (1) to identify the characteristics, the problems, and the developmental needs of adolescents as a basis for designing a course in family relations for senior high school boys and girls;
- (2) to develop objectives for a family relations course based on the findings from a review of the literature.

The following steps were followed:

- (1) Review of literature;
- (2) Classification of characteristics, problems, and developmental needs.

These are presented in Chapter II of this writing.

The reader should refer to Chapter III of this writing for a description of the objectives to be used in formulating the course content for a course in family relations to be taught at the high school level for both boys and girls.

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APPENDIX

TABLE I

CHART SHOWING HOW DEVELOPMENT TASKS ARISING FROM NEEDS  
MOTIVATE THE ADOLESCENT TOWARD THE ACHIEVEMENT  
OF MATURITY GOALS

Compiled by: Hazel L. Ingersoll

Adolescent Needs	Developmental Tasks (select list)	Expected Achievement of Young Adulthood (developmental Needs)
<p>A. Ego (status needs for):</p> <ol style="list-style-type: none"> <li>1. Achievement and</li> <li>2. Recognition</li> </ol>	<ol style="list-style-type: none"> <li>1. Building a sense of personal adequacy through successful achievement and self improvement.</li> <li>2. Understanding, gaining control over or adjusting, one's environment.</li> <li>3. Learning to manage the resources, time and energy at one's command.</li> <li>4. Developing intellectual skills and concepts necessary to cope with everyday problems.</li> <li>5. Learning to live in reality and accomplishing in reality through one's own efforts his goals and ideals.</li> </ol>	<p>Achievement of a degree of <u>personal competence</u> sufficient for a sense of self-worth.</p>
<ol style="list-style-type: none"> <li>3. Independence with a sense of responsibility (Need for autonomy or independent action)</li> </ol>	<ol style="list-style-type: none"> <li>1. Establishing oneself as an independent individual capable of maintaining self.</li> <li>2. Adjusting to and carrying through expectations of responsible behavior.</li> <li>3. Preparing to accept one's future role as a responsible citizen of the larger community.</li> </ol>	<p>Achievement of <u>independence with a sense of responsibility</u>.</p>
<p>B. Social Needs for:</p> <ol style="list-style-type: none"> <li>1. Social belongingness</li> <li>2. Affiliation</li> <li>3. Assumption of socially responsible behavior</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning to get along with others, specifically one's family and one's age-mates.</li> <li>2. Relating oneself to changing social groups and finding one's place in them.</li> <li>3. Becoming a social personality; developing social awareness and some degree of social responsibility.</li> </ol>	<p>Achievement of a degree of <u>social competence</u> sufficient for group interaction (interdependence in inter-personal relations)</p>

TABLE I (continued)

Adolescent Needs	Developmental Tasks (select list)	Expected Achievement of Young Adulthood (developmental needs)
<p>C. Affectional and psychosexual needs for</p> <ol style="list-style-type: none"> <li>1. Affection and response</li> <li>2. Sensory gratification; the need to form an intimate emotional and physical relation with a member of the opposite sex.</li> <li>3. Emancipation from parental (protective) love to be replaced by person-to-person love.</li> <li>4. Nurturative love expressed in concern for others and in protective love of children.</li> </ol>	<ol style="list-style-type: none"> <li>4. Understanding and respecting the social (cultural) heritage.</li> <li>1. Developing an appropriate giving and receiving pattern of affection</li> <li>2. Achieving heterosexuality in man-woman relationships</li> <li>3. Adjusting to a maturing body</li> <li>4. Accepting and adopting a socially approved masculine or feminine role</li> <li>5. Relating oneself to family members in accordance with a new concept of self.</li> <li>6. Establishing a new affectional relationship with parents on a person to person basis; learning to appreciate parents as people in their own right.</li> <li>7. Preparing for marriage and selecting a mate.</li> <li>8. Preparing for parenthood.</li> <li>9. Striving toward altruism (a) in concern for those weaker or less fortunate than oneself, and (b) in service to mankind.</li> </ol>	<p>Achievement of a degree of <u>affectional maturity</u> expressed in:</p> <ol style="list-style-type: none"> <li>a. masculinity-femininity role definition,</li> <li>b. acceptance of own sex role,</li> <li>c. emancipation from parental (protective) love,</li> <li>d. mature affectional relation with family members.</li> <li>e. monogamous heterosexuality,</li> <li>f. nurturative protection of others in need, and</li> <li>g. altruistic service to others.</li> </ol>
<p>D. Aesthetic and Spiritual Needs</p>	<ol style="list-style-type: none"> <li>1. Relating oneself to reality and infinity in such a way as to evolve beliefs, value systems and a working philosophy of life.</li> <li>2. Development aesthetic interests and appreciations, together with some creative ability.</li> <li>3. Developing social and cultural values and appreciations.</li> </ol>	<p>Achievement of a working philosophy of life.</p> <p>Achievement of an aesthetic sense in interest, appreciation and in creativity.</p>

TABLE I (continued)

Adolescent Needs	Developmental Tasks (select list)	Expected Achievement of Young Adulthood (developmental needs)
E. Health Needs, Mental and Physical	<ol style="list-style-type: none"> <li>1. Striving to achieve optimal mental and physical health.</li> <li>2. Learning to meet the physical needs for rest, adequate diet and freedom from infection.</li> <li>3. Coming to understand oneself and one's personal adjustment to living.</li> <li>4. Developing an understanding of mental health principles and some ability to apply them to oneself.</li> <li>5. Developing zeal for promoting mental and physical health in the immediate and in the wider community.</li> </ol>	Achievement of optimal mental and physical health.

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- (1) This is not a complete list but rather a list of those developmental tasks selected from the writings of Robert Havighurst and Caroline Tryon, and from the Ohio State Bulletin, "How Children Develop."  
 (2) Previously referred to as the "developmental goal" or the "maturity goal" of the adolescent.  
 (3) Needs list adapted from Elizabeth Hurloch's Adolescent Development.

VITA

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Report: USE OF THE DEVELOPMENTAL NEEDS OF THE LATE ADOLESCENT IN DEVELOPING OBJECTIVES FOR A PERSONAL AND FAMILY RELATIONS COURSE

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