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A comparative study about the developmental tasks of adolescent boys and girls

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Abstract

The paper deals with the investigation on adolescent boys and girls to find out any gender difference of the level of achievement of the developmental task of adolescent periods. Accordingly a group of 100 (Male = 50 and Female = 50) secondary board students were selected following purposive sampling technique. A structured questionnaire was developed for the study which was administered on sample. The findings indicated that there was significant gender difference between adolescent boys and girls in the overall achievement of the development task only at $p < .10$ level. But the t-test done for each developmental task separately showed that except task 5 that is preparing family and marriage life there was no significant gender difference both at .05 and .01 level.

Keywords: Developmental tasks, gender differences, adolescent, gender differences

Introduction

The term “adolescence” comes from the latin word *adolescere*, meaning “to grow” or “to grow maturity”. Today it has a broader meaning includes mental, emotional, social as well as physical maturity. During the first few decades of the 20th century the developmental period defined by Avery & Fraundlich (2009) [1] “adolescence” remained relatively brief, spanning the period from the early to late teen years. Conceptualizes the transition from adolescence into adulthood as “emerging adulthood”. This period as one in which progress towards independence is made rather than achieved. Adolescence generally is considered to be a period of the life span involving significant cognitive, psychological and social transitions, which may have significant implications for developmental outcomes (Lerner & Galambos, 1998; Crockett & Silbereisen, 2000) [8, 3]. According to Greene *et al.* (1992) [4] the 12th graders and college students have different kind of perception on the characteristics or experiences that make a person an adult. A content analysis of their responses displays a litany of criteria that could be subsumed under Greenberger’s model of psychosocial maturity-“autonomous decision making,” “responsibility,” “self-understanding,” “emotional maturity,” “financial independence,” “well-educated,” “commitment potential,” “altruism,” and “adaptability.” Obradovic’ *et al.*, (2006) [9] examined the competence across multiple domains (Social, Cognitive, Emotional well-being), gender and age (Early childhood, middle childhood, early adolescence, middle adolescence). Competence indicators were created and the structure of these domains was tested using multi-method. The results indicated that inter-individual differences in cognitive and social competence were stable across time, whereas inter-individual differences in emotional well-being were stable only between early and middle adolescence. While the strength of stability of cognitive competence was similar across different time points, the stability of social competence declined after middle childhood, suggesting more inter-individual variability with regard to change. The findings also indicated that both the structure and the stability of competence are similar for boys and girls. Adolescent period is a full of variations. Physical changes both male and female are visible and remarkable in this stage. The developing brains are now maturing with new experiences which bring new cognitive thought which increase the ability to abstract thinking. Also improve the emotional state and the power to control emotional problem. Behavior also transition from childhood to adulthood. www.apa.org/pi/pii/develop.pdf 2002 retrieved on 03.05.2020. Lauree *et al.*, (2001) [7] focused on the subjective meanings of maturity in

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adolescence. Their study revealed five images of maturity exposed by adolescents, 1. Balanced maturity: that means the adolescents who show psychosocial and behavioural maturity, and ability to balance work and play, 2. An image focused on privileges: adolescents who engage in problem behaviour and present what may be a facade of adult-like behavior, 3. An image focused on responsibility: adolescents who may be psychosocially mature, but may have taken on inappropriately high levels of responsibility, 4. An image focused on power and status: adolescents who seem to have usurped an older status, by being bossy and controlling, 5. An image focused on physical development: adolescents who show advanced levels of physical maturity. There were some gender and age differences in the frequencies of these five images.

Concept of Developmental task

The concept of developmental tasks was developed by an American psychologist Robert Havighurst who on the basis of his extensive researches, proposed a comprehensive list of developmental tasks right from infancy to old age. No doubts the developmental tasks by him were developed for American culture but they can be adopted in other cultures with slight modifications because tasks consist of a universal pattern of development. Every society of the world whether it is civilized or tribal have some norms or standards for different phase of human development which is expect to be performed by its members. Individual who fail to perform satisfactorily in accordance with the social norms are considered defiant and face a number of problems of adjustment in the society. Therefore, the tasks for adolescence were very simple and required no specialized training performing them. Havighurst (1948) [5] define "a developmental task is a task which arises at or about a certain period in the life of individual successful achievement of which leads to happiness".

Importance

Before describe the importance of developmental tasks, to make one thing clear that the developmental tasks are not once for all business but they may change with the socio-economic and technological developments of the country and can be modified and replaced by new developmental tasks suiting the needs of the society and the individuals. Following are the needs and importance, Chauhan (1983) [2]

1. Specification of course content
2. Guide to individual
3. Guide to parents
4. Purposefulness
5. Guide to teacher
6. Reconciliatory concept

According to Perkins (1999) [10] all the developmental tasks of adolescence are focused on overcoming childish attitude and behavior patterns and preparing for adulthood. The developmental tasks of adolescence require a major change in the child's habitual attitudes or patterns of behavior. Consequently few boys and girls can be expected to master them during the years of early adolescence. This is especially true for late matures. The most that can be hoped is that the young adolescent will lay foundations on which to build adult attitudes and behavior patterns.

According to Havighurst (1948) [5] the developmental tasks of adolescence are

1. Achieving new and more mature relations with age mates of both sexes.
2. Achieving a masculine or feminine social role.

3. Accepting one's physique and using one's body effectively.
4. Desiring accepting and achieving socially responsible behavior.
5. Achieving emotional independence from parents and other adults.
6. Preparing for an economic career.
7. Preparing for marriage and family life.
8. Acquiring a set of values and ethical system as guide to behavior-developing an ideology.

Task 1

Achieving new and more mature relations with age mates of both sexes

When a child enters adolescence, the society expects that they should be able to establish healthy relationship with the members of both sexes. Because of the antagonism toward members of the opposite sex that often develops during late childhood and puberty, learning new relationships with members of the opposite sex actually means starting from scratch to discover what they are like and how to get along with them. Even developing new more mature relationships with age-mates of the same sex may not be easy. It will not be out of context to mention here that our Indian society is very conservative regarding relation of boys with girls. Recently we have been witnessing a grate change in the attitudes of parents towards sex. Now at list in big cities we observe adolescent boys and girls mixing freely in clubs, restaurants and cultural functions etc. An adolescent should communicate effectively with his peer group to which he belongs. He should develop good relations with his friends and other members of the community with whom he interacts in his social dealings. The proper development of this task has great influence on mate selection, occupational choice and the quality of social life an adolescent will lead in future.

Task 2

Achieving a masculine or feminine social role

This developmental task is very important for the future success of adolescents. Acceptance of the adult-approved sex role is not too difficult for boys, they have been encouraged in this direction since early childhood. But for girls, who as children were permitted or even encouraged to play an egalitarian role, learning what the adult-approved feminine role is and accepting it is often major task requiring many years of adjustment. Our Indian society is a closed society in matters of sex but for the last two decades due to influence of western culture and industrial development, the attitudes of the people are undergoing a great change. During this transitional period, society expects from adolescents that they must develop workable notion of sex role in relation to others. In our society in present circumstances it is easy for adolescents that they must develop workable notion of sex role in relations to others. In our society in the present circumstances it is easy for adolescents to develop available conception of oneself as a man or woman provided they are given guidance & counseling as regard their sex role in the society which is very rapidly heading toward modernization.

Task - 3

Accepting one's physique and using one's body effectively

During this period of life physical and psychological changes occur at a very rapid speed. It may be and often is difficult for adolescents to accept their physiques if from earliest childhood, they have a glamourized concept of what they

wanted to look like when they are grown up. It takes time to revise this concept and to learn ways to improve their appearance so that it will conform more to their earlier ideals. Physical & psychological changes demand reevaluation and rethinking one's physique relative to one's peers. The adolescent compares himself with age-mates. He takes keen interest in body building. The adolescent should accept his physique, appearance and should learn to make proper use of his physical strength for the benefit of society. The success of this task leads to success of the life task self.

Task 4

Desiring accepting and achieving socially responsible behavior

This is an important task for adolescents of today who are confronted with a number of social problems. The main objective of this task includes the development of social ideology which allows the adolescent, when an adult to be responsible participant in the development and progress of his community & country. Closely related to the problem of developing values in harmony with those of the adult world the adolescent is about to enter is the task of developing socially responsible behavior. Most adolescents want to be accepted by their peers, but they often gain this acceptance at the expense of behavior that adults consider socially irresponsible. If for example, it is the "thing to do" to cheat or to help a friend during an examination, the adolescent must choose between adult and peer standards of socially responsible behavior. To be a responsible adult and responsible citizen demands that one "takes account of the values of society in one's personal behavior. This means that as an adolescent learns, and experiments with what he or she thinks and feels to be the right, good and responsible way to behave for the self, loved ones, friends and if you will for God and for country.

Task 5

Achieving emotional independence from parents and other adults

Achieving emotional independence from parents and other adults would seem, for the independence – conscious adolescent, to be an easy developmental task. However, emotional independence is not the same as independence of behavior. Many adolescents want to be independent and need the security that emotional dependence on their parents or some other adults gives. This is especially true for adolescents whose status in the peer group is insecure or who lack a close tie with a member of the peer group. Ambivalence marks both parental and adolescent attitudes towards this developmental task. Parent wants their adolescent sons and daughters should feel affection for them while becoming independent adults and adolescents want the same for themselves. Most of the parents in our society are not familiar with the problems and difficulties adolescents face in the developing society and most of them are not confident of the ability of adolescents to lead an independent life and to solve their problems without the guidance of elders. The adolescence are confused because of the problems and non-availability of proper counseling to them. Sometimes adolescents rebel against the rigid attitude of parents and several adolescents run away from home. Parents also reject their adolescent children. The more active life task areas for working out his developmental task are with friends and love objects. In case where dependency continues, the work and school task are affected.

Task 6

Preparing for an economic career

The two important objectives of this developmental task involve organization and planning of future life in such a way that one can enter a career of his/her choice and feel that one can do so. Economic independence cannot be achieved until adolescents choose an occupation and prepare for it. If they select an occupation that requires a long period of training, there can be no assurance of economic independence even when they reach legal adulthood. They may have to remain economically dependent for several years until their training for their chosen vocations has been completed. In school, adolescents are in the process of developing their sense of what they can do well and determining what they want to do. The success of school work creates confidence in adolescents and proper habits and attitudes form a basis of their progress in to the adult working world. Schools and colleges put emphasis on developing intellectual skills and concepts necessary for civic competence. However, few adolescents are able to use these skills and concepts in practical situations. Those who are active in the extracurricular affairs of their schools and colleges get such practices, but those who are not active in this way because they must take after – school jobs or because they are not accepted by their peers-are deprived of this opportunity.

Task 7

Preparing for marriage and family life

The trend toward earlier marriages has made preparation for marriage one of the most important developmental tasks of adolescent years. It is largely dependent on the successful achievement of previous developmental tasks. The adolescent needs proper education in meaning and operation of marriage and long term relationship with the member of opposite sex. While the gradual relaxing of social taboos on sexual behavior has gone a long way toward preparing adolescents of today for the sexual aspects of marriage, they receive little preparation –at home in school, or in college-for the other aspects of marriage, and even less preparation for the duties and responsibilities of family life. Love and sex life tasks in the transitional period are difficult for those adolescents who have not achieved emotional independence of parents and satisfactory relations with the members of the opposite sex.

Task 8

Acquiring a set of values and ethical system as guide to behavior-developing an ideology

The foundation of values and ethical system that one will eventually adopt in life are presented through all the influences that act on individuals from early childhood in a society. Parent's values, peers and community values and ethical system of one's religion are most readily available to the developing person. The conclusions one makes about his own values include a strong element of self-that is whether one accepts an existing system intact or develops a unique composite system, but in the end the choice is one's own. Schools and colleges also try to build values that are in harmony with those held by adults, parents contribute to this development. Thus developmental task for the most adolescents may be seen in their coping with their existential life task and religion.

The major psychological hazards of adolescence center on the failure to the make the psychological transitions to maturity that constitutes the important developmental task of adolescence. Adolescence who did not establish good

foundations during childhood will be unable to master the developmental task of adolescence. In the area of social behavior, failure to the developmental task shown in a preference for childish patterns of social groupings and social activities with peers of the same sex and in a lack of acceptance by peer groups, which in turn, deprives the adolescent of the opportunity to learn more mature patterns of social behavior.

Adolescence who are unattractive to members of opposite sex or they continue to have a childish dislike for them, are regarded as immature by contemporaries.

Adolescence who established unrealistically high standards of behavior for themselves feel guilty when their behavior falls short of these standards. Adolescents who set unreasonably high standards for others become disillusioned and quarrel some when they fall below these standards. This can and often does lead to the breaking of emotional ties with family members and with peers.

Social adjustment are also damaged by willful defiance of rules and laws by which they are expected to abide and few are incapable of learning what is right and what is wrong. Many of them justify acts they know are wrong by claiming that "every-one" shoplifts, cheats or uses drugs.

Moral immaturity is also evident in juvenile delinquency from affluent families, as contrasted with the many adolescents who grow up in unfavorable environments that normally might produce antisocial attitudes and yet who are law-abiding in their behavior.

At this stage adolescent boys and girls are typically unsure of themselves and depend on their families for a feeling of security, they need guidance and help in mastering the developmental task. But when the family relationships are marked by friction, feelings of insecurity are likely to be prolonged, and adolescents will be deprived of the opportunity to develop poise and more mature patterns of behavior.

Traditionally Indian society has been very conservative and it has been a closed society. But after independence, due to the influences for industrial and technological advancement, changes in the attitude of the people have occurred. However, the adolescents of our society have not been associated with the contemporary social and national problems. Adolescents many have indulged themselves in antisocial activities. Due to frustration many adolescents show suicidal tendencies, and many have become drug addicted. But they are our nation's backbone. They have the power and energy for change and progress. This is possible only when the adolescents are adequately guided to master their developmental tasks. Against this background, the present study tried to examine the developmental tasks of the adolescents' boys and girls and find out if there is any gender difference on performing developmental tasks.

Objective

General objective is to find out level of achievement of the developmental tasks & self-esteem of the adolescents & compare the ability to cope up with different developmental tasks between the adolescent boys & girls and find out is there any gender differences performing the tasks.

Specific Objectives

1. To find out & compare the level of achievement of the developmental tasks of the adolescent boys & girls.
2. To find out & compare the level of achievement of new & more mature relations with age-mates of both sexes

adolescent boys & girls.

3. To find out & compare the level of achievement of masculine and feminine roles between adolescent boys & girls.
4. To find out & compare the level of achievement of accepting one's physique and using the body effectively between adolescent boys & girls.
5. To find out & compare the level of achievement of emotional independence of parents & other adults between adolescent boys & girls.
6. To find out & compare the level of achievement of preparing for family & marriage life between adolescent boys & girls.
7. To find out & compare the level of achievement of preparing for an economic career between adolescent boys & girls.
8. To find out & compare the level of achievement of social responsibility between adolescent boys & girls.
9. To find out & compare the level of achievement of acquiring a set of values & develop an ideology between adolescent boys & girls.
10. To find out & compare the level of achievement of self-esteem between adolescent boys & girls.

Methodology

Purpose & Hypothesis of the present study

The foregoing discussion enlightens about the different developmental tasks of adolescence in our society. Against this background it is felt necessary to find out whether majoring of our adolescents achieve the developmental tasks of mature relations with both sexes age mates, achieving a masculine and feminine role, accepting their physique, emotional independence from others, preparing for family & marriage life, preparing for an economic career, socially responsibility, the level of values & developing ideology & self-esteem. It is also necessary to enquire whether any gender differences exist in their developmental tasks. As adolescents the age group of 14 to 18 years has been considered.

To test the gender differences the following statistical hypotheses were framed. The first workable hypothesis is as follows:

Null hypotheses

1. There is no significant difference between the percentage of the achievement of the developmental tasks between adolescent boys & girls.
2. There is no significant difference between the achievement of gender roles (Masculine & feminine) between adolescent boys & girls.
3. There is no significant difference between the achievement of mature relations with both sexes and age-mates between adolescent boys & girls.
4. There is no significant difference between the achievement of physical consciousness between adolescent boys & girls.
5. There is no significant difference between the achievement of emotional independence from parents and adults between adolescent boys & girls.
6. There is no significant difference between the achievement of preparing family & marriage life between adolescent boys & girls.
7. There is no significant difference between the achievement of preparing an economic career between adolescent boys & girls.
8. There is no significant difference between the

achievement of social responsibility between adolescent boys & girls.

9. There is no significant difference between the achievement of acquiring a set of values & developing an ideology between adolescent boys & girls.
10. There is no significant difference between the achievement of self-esteem between adolescent boys & girls.

Sampling

The sampling method used for this study was purposive sampling. The boys & girls whose age is generally from 14 – 18 years, studying in the secondary standard were selected for this study. The size of the sample was 100 out of which 50 female & 50 male.

Tools Used

A self-constructed questionnaire was used to study about the ability to cope up with different developmental tasks in adolescent boys & girls. This questionnaire consisted of 70 questions & statements out of which 60 questions & statements related with their tasks & the last 10 statements were used to measure their “self-esteem”. The first part of the questionnaire consisted of some general information about their family & then the instructions about how to fill the question. This is a closed questionnaire where every question had three options (YES, SOMETIMES, NO). The subjects were asked to put (√) marks against which they felt appropriate for them. This was prepared by consulting different literature on adolescent development & also different scales available on the internet.

Techniques used for data collection

After explaining the nature of study the questionnaires distributed to the adolescents which are attached in the appendix. After explaining the aim of study adolescents were asked to fill the questionnaire. For most of the adolescents, filling up a questionnaire was a new experience. It was made to clear them that it was not an examination & there were no right & wrong answers. They were assured that their identity would not be disclosed & they were free to write whatever they felt. There was no time limit & the students were instructed to answer without any hurry. However they did not take more than 40-45 minutes.

Scoring

After collecting the data from the sample the responses of each subject were scored. In this investigation the questionnaire consisted of 70 questions & each had three

options, “YES”, “SOME TIMES,” “NO”. Score of 2 was given for “YES” responses, score of 1 was given for “SOME TIMES” & “NO” was scored for 0. But for questions no 21, 22, 42, 44, 46, 63, 65, 69, 70 scoring was done in the reverse way because these were negative items. For these items the value of “YES” was 0 & the value of “NO” was 2. After scoring each question the total score was computed for each individual subject by scoring up the item score. Then the scores were tabulated for statistical analysis.

Statistical analysis

After scoring the responses & computing the total score for each individual the mean, SD & the percentages were calculated of these scores were computed for male & female adolescence students separately. Then the difference between the means was found & the “t” value for the independent samples of equal sizes was calculated to see the significance of this difference in the level of achievement of the developmental tasks between the adolescent male & female. The significance difference of the level of achievement of each developmental task between adolescent male & female students were also computed by “t” test & the level of significance was considered.01,.05 &.10 level.

Results and Discussions

Table 1: Shows the percentage score of adolescents boy & adolescents girl students.

| Percentage of score | Percentage of male adolescent | Percentage of female adolescent |
|---------------------|-------------------------------|---------------------------------|
| 100 | 1 | 2 |
| 90 - 99 | 11 | 13 |
| 80 - 89 | 19 | 27 |
| 70 - 79 | 14 | 7 |
| 60 - 69 | 4 | 1 |
| 50 - 59 | 1 | - |

The table shows that male-1% & female-2% students acquired 100% achievement of the developmental tasks, 11% male & 13% female achieved between 90%-99% score, the majority of the scores of the students falls on between 80%-89% scores, 19% male & 27% female achieved this scores. 14% male & 7% female students get the scores between 70%-79%, 4% male & 1% female scores between 60%-69% & only 1% male scored the tasks between 50%-59%. Thus it can be said that most adolescents achieve 70%-79% of developmental tasks. About 27% adolescents achieve most of the tasks acquired at this age. However some difference is noticed between male & female adolescents.

Table 2: Shows the “t” value & the level of significance of the percentage of the achievement of the all the developmental tasks & self-esteem

| Task | Mean (Male) | Mean (Female) | t- value | Inference |
|--|-------------|---------------|----------|-------------------------|
| The percentage of achievement of the developmental tasks & self esteem | 82.88 | 85.97 | 1.80 | signifiant at-.10 level |

The table shows that respective mean values of the percentage scores of achievement of all the developmental tasks & self-esteem of adolescent boys & girls is 82.88 & 85.97. The mean difference is 3.09 & the calculated “t” value is 1.80 which is greater the table value at.10 level but not at.05 &.01 level. This suggested that there is a significant difference between

boys & girls only at.10 level. So the first null hypothesis is rejected & alternative hypothesis is accepted only at.10 level but not at.05 &.01 level. Thus it can be said that adolescents’ girls are slightly better than boys in achieving the overall developmental tasks.

Table 3: Shows the “t” value & the level of significance the different developmental tasks

| The different developmental tasks | Mean (Male) | Mean (Female) | t- value | Inference |
|--|-------------|---------------|----------|----------------------------|
| Achieving new & more mature relations with age mates of both sexes | 13.3 | 12.84 | 1.04 | Not-significant |
| Achieving a masculine or feminine role | 4.66 | 4.98 | 0.91 | Not- significant |
| Accepting one physique & using the body effectively | 3.5 | 2.98 | 1.62 | Not- significant |
| Achieving emotional independence of parents & other adults | 11.94 | 11.66 | 0.73 | Not- significant |
| Preparing the family & marriage life | 3.26 | 1.62 | 4.08 | Significant at (.01) level |
| Preparing for an economic career | 10.74 | 10.42 | 0.63 | Not - significant |
| Desiring & achieving socially responsible behavior | 20.56 | 19.82 | 1.12 | Not- significant |
| Acquiring a set of values & ethical system as a guide of behavior developing an ideology | 9.2 | 8.36 | 1.77 | Significant at (.10 level) |
| Self - esteem | 14.06 | 14.14 | 0.14 | Not - significant |

Table 3 represents the mean values of the raw scores in each developmental task & also the “t” values calculated to find out if there are any gender differences.

The adolescent boys & girls mean value is 13.3 & 12.84 of the first task, that is, achieving new & more mature relationships between age mates of both sexes. The calculated t-value for this task is 1.04 & it is less than the table values at .10, .01 & .05 level. This suggests that there is no significant difference between boys & girls in this task. So, the second null hypothesis of this task is accepted & the alternative hypothesis is rejected.

In task-2, Achieving a masculine & feminine role the adolescent boys & girls mean is respectively 4.66 & 4.98. The calculated t-value of this task is 0.91 & it is less than the table values at .10, .01 & .05 level. This suggests that there is no significant difference between boys & girls in this task. So, the third null- hypothesis of this task is accepted & the alternative-hypothesis is rejected.

In task-3 Accepting one’s physique & using the body effectively, the boys & girls mean value is respectively 3.5 & 2.98. The calculated t-value for this task is 1.62 which is less than the table values at .10, .01, .05 levels. So there is no significant difference between boys & girls in this task. So, the fourth null-hypothesis of this task is accepted & the alternative-hypothesis is rejected.

The adolescent boys & girls mean values are 11.94 & 11.66 in the 4th task, achieving emotional independence of parents & other adults. The calculated t-value of this task is 0.73 which is less than the table value at .10, .01 & .05 level. So, there is no significant difference between boys & girls in this task. So, the 5th null-hypothesis is accepted & the alternative-hypothesis is rejected in this task.

In task-5, Preparing the family & marriage life the adolescent boys & girls mean value respectively 3.26 & 1.62. The calculated t-value of this task is 4.08 which is greater than the table value at .01 level. This represents that there is a significant difference between boys & girls in this task. So, the 6th null-hypothesis of this task is rejected & the alternative-hypothesis is accepted. The boys are doing well in this task because their mean value is greater than girls.

In task-6 that is Preparing for an economic career adolescent boys & girls mean value is 10.74 & 10.42. The calculated t-value is 0.63 which is less than the table value at .10, .01 & .05 level. This represents that there is no significant difference between adolescent boys & girls in this task. So, the 7th null-hypothesis of this task is accepted & the alternative-hypothesis is rejected.

In the task-7 Desiring & achieving socially responsible behavior the mean values of the adolescent boys & girls respectively 20.56 & 19.82. The calculated t-value is 1.12 which is less than the table value of .10, .01 & .05 level. This represents that there is no significant difference between

adolescent boys & girls in this task. So, the 8th null-hypothesis of this task is accepted & the alternative-hypothesis is rejected,

In the task-8, Acquiring a set of values & ethical system as a guide of behavior developing an ideology the mean values of adolescent boys & girls is 9.8 & 8.36. The calculated t-value is 1.77 which is greater than the table value at .10 level but not at .01 & .05 level. This suggests that there is a significant difference between adolescent boys & girls only at .10 level. So, the 9th null-hypothesis is rejected & the alternative-hypothesis is accepted in this task only at .10 level but not at .01 & .05 level. In this task the mean value of boys is greater than girls, so they are more achieved in this task.

Development of self-esteem is also important for adolescents. The mean values of the adolescent boys & girls are 14.06 & 14.14 respectively. The calculated t-value is .014 which is less than t-value at .10, .01 & .05 level. This reveals that there is no significant difference between the self-esteem of adolescent boys & girls. So, the 10th null-hypothesis is accepted & the alternative-hypothesis is rejected in this task.

Conclusion

The study shows that only 1% male & 2% female adolescents have achieved 100% of the developmental tasks. Maximum adolescents have achieved 80% of the developmental tasks. The study also indicates that the achievement of the percentage of the overall developmental tasks is significant at only .10 level. Adolescent girls are slightly better than boys in achieving the overall developmental tasks.

For the developmental task preparing the family & marriage life t-value is significant at .01 level. The mean score of boys is more than that of the girls. Thus it can be said that boys have more interest in preparing for family & marriage life.

In case of the developmental task of Acquiring a set of values & ethical system as a guide of behavior developing an ideology the mean raw scores of the boys t-value was more than that of the t-value is significant at .10 level than girls.

But in this study no such differences have been noticed in attainment of self-esteem of adolescent boys & girls. Thus it can be inferred from this study that there is no gender difference regarding achievement of the developmental tasks of adolescents except the task-5 Preparing the family & marriage life & task-8 Acquiring a set of values & ethical system as a guide of behavior developing an ideology.

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Appendix

Name: Age: Sex: Class: Religion:

Type of Family: Nuclear/ Joint No. of Family members:

Father's education: Father's occupation: Mother's education: Mother's occupation: Number of sibling:

Instruction

Please read out the following questions and statements and choose any one option from "YES", "SOME TIMES", "NO". Put tick mark (✓) which is appropriate for you. There is no right and wrong answer. Do not omit any question. Do not spend too much time on any statement but give the answer which seems to describe your feelings best.

| Questions/Statements | Options | | |
|--|---------|------------|----|
| | Yes | Some times | No |
| 1) Do you like to spend more time with your friends than your parents? | | | |
| 2) After an upsetting experience you feel better after talking about it to a friend? | | | |
| 3) Do you think that "FRIEND" should be someone to be trusted and dependable? | | | |
| 4) Are you always willing to work hard to get what you want? | | | |
| 5) It's easy for you to tell people what you think, even when you know they will probably disagree with you. | | | |
| 6) When you play games, you really like to win. | | | |
| 7) Can you always take care of yourself? | | | |
| 8) When you like someone, you do nice things for them how you feel? | | | |
| 9) Are you very cheerful person? | | | |
| 10) Do you usually speak softly? | | | |
| 11) Do you always like outdoor game? | | | |
| 12) Do you always like indoor game? | | | |
| 13) Can you imagine yourself working as a NURSE or BEAUTICIAN? | | | |
| 14) Can you imagine yourself working as a SCIENTIST or MECHANIC? | | | |
| 15) Do you think you are glamorous than your other friend? | | | |
| 16) Are you concerned about your clothes, dressing etc? | | | |
| 17) Are you very careful about your daily diet? | | | |
| 18) Do you ever smoke cigarettes? | | | |
| 19) Do you want total freedom from your parents? | | | |
| 20) Do you want praise from your parents for your successful work? | | | |
| 21) When your parents are not at home do you feel afraid? | | | |
| 22) When you are alone at home, do you feel depressed? | | | |
| 23) Do you have love and affection towards your parents? | | | |
| 24) Do you seek for support and guidance from your parents? | | | |
| 25) Do you support your parents' opinions in different matters? | | | |
| 26) Do you like to defy your parents? | | | |
| 27) Do you feel that adults do not understand your feelings? | | | |
| 28) Have you ever had a girl/ boy friend? | | | |
| 29) Have you describe your relationship with a casual friendship? | | | |
| 30) Do you think about a serious relationship but with no intention of marriage? | | | |
| 31) Do you mutually prepare for marriage? | | | |
| 32) At present do you only concentrate your studies? | | | |
| 33) Do you want to be economically independent in future? | | | |
| 34) Do you continue some vocational course? | | | |
| 35) Are you interested in higher education for high prestigious job? | | | |
| 36) Have you any financial conflict with your parents? | | | |
| 37) Are you very serious about your future job? | | | |
| 38) Have you high aspiration about your academic achievements? | | | |
| 39) Do you think you have the ability to take any vocational job? | | | |
| 40) Do you like to participate actively in any social ceremony? | | | |
| 41) Have you any interest in reading newspaper? | | | |
| 42) Do you watch only entertainment programme in television? | | | |
| 43) Do you think you have the ability to solve problem? | | | |

| | | | |
|---|--|--|--|
| 44) Do you think only boys should work at outdoor and girls do only household work? | | | |
| 45) Do you think you have the power to change your society or create some laws? | | | |
| 46) Do you express your anger by refusing to speak or loudly criticized who angered you? | | | |
| 47) Do you discuss your problems with others? | | | |
| 48) Do you like to do some social benefited activities? | | | |
| 49) Do you like to communicate with everyone? | | | |
| 50) Do you think that good manners are always important? | | | |
| 51) Are you always interested to help people? | | | |
| 52) Do you feel guilty when you realize that you do something wrong or your behavior is falling below social expectation? | | | |
| 53) Do you think that lies told to avoid hurting other people's feelings are right? | | | |
| 54) Do you like to spend your leisure time on some serious or creative works? | | | |
| 55) Do you usually attend religious functions? | | | |
| 56) Have you any ideal person? | | | |
| 57) Do you admire some role models? | | | |
| 58) Do you like politics or other social activities? | | | |
| 59) Do you have any interest to protest against any violence of your country or local area? | | | |
| 60) Do you think that you always obeyed your elders? | | | |
| 61) I feel that I'm a person of worth, at least on an equal plane with others | | | |
| 62) I feel that I have a number of good qualities | | | |
| 63) All in all, I am inclined to feel that I am failure | | | |
| 64) I am able to do things as well as most other people | | | |
| 65) I feel I do not have much to be proud of. | | | |
| 66) I take a positive attitude towards myself. | | | |
| 67) On the whole, I am satisfied with myself. | | | |
| 68) I wish I could have more respect for myself. | | | |
| 69) I certainly feel useless at times. | | | |
| 70) At times I think I am no good at all. | | | |