

## Psychological research on love and its influence in late adolescence among arts and science college students at Trichy City, Tamil Nadu

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### Abstract

Adolescence is a time when teenagers begin to explore their personal identities. During this developmental period, teenagers engage in a process of searching for where they fit in with peers and society at large. It is common for adolescents to have an unstable sense of self and try out new personal labels and associate with various peer groups. They might struggle to define their sexual and gender identity during the teenage years. While these unstable identity issues are a common part of early adolescence, they tend to stabilize between the ages of 19 and 21. Hence the researcher selected this topic to analyse the problems of love and how it influences the late adolescence.

**Keywords:** late adolescence, love, psychological problems

### Introduction: Adolescence

Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood (age of majority). Adolescence is usually associated with the teenage years, but its physical, psychological or cultural expressions may begin earlier and end later. For example, puberty now typically begins during preadolescence, particularly in females. Physical growth and cognitive development can extend into the early twenties. Thus age provides only a rough marker of adolescence, and scholars have found it difficult to agree upon a precise definition of adolescence. A thorough understanding of adolescence in society depends on information from various perspectives, including psychology, biology, history, sociology, education, and anthropology. Within all of these perspectives, adolescence is viewed as a transitional period between childhood and adulthood, whose cultural purpose is the preparation of children for adult roles. It is a period of multiple transitions involving education, training, employment and unemployment, as well as transitions from one living circumstance to another. The end of adolescence and the beginning of adulthood varies by country and by function. Furthermore, even within a single nation state or culture there can be different ages at which an individual is considered (chronologically and legally) mature enough for society to entrust them with certain privileges and responsibilities. Such milestones include driving a vehicle, having legal sexual

are driven by hormones, particularly an increase in testosterone for boys and estrogen for girls.

### Cognitive Changes

Major changes in the structure and functioning of the brain occur during adolescence and result in cognitive and behavioral developments (Steinberg, 2008) [6]. Cognitive changes during adolescence include a shift from concrete to more abstract and complex thinking. Such changes are fostered by improvements during early adolescence in attention, memory, processing speed, and met cognition (ability to think about thinking and therefore make better use of strategies like mnemonic devices that can improve thinking). Early in adolescence, changes in the brain's dopaminergic system contribute to increases in adolescents' sensation-seeking and reward motivation. Later in adolescence, the brain's cognitive control centers in the prefrontal cortex develop, increasing adolescents' self-regulation and future orientation. The difference in timing of the development of these different regions of the brain contributes to more risk taking during middle adolescence because adolescents are motivated to seek thrills that sometimes come from risky behavior, such as reckless driving, smoking, or drinking, and have not yet developed the cognitive control to resist impulses or focus equally on the potential risks (Steinberg, 2008) [6]. One of the world's leading experts on adolescent development, Laurence Steinberg, likens this to engaging a powerful engine before the braking system is in place. The result is that adolescents are more prone to risky behaviors than are children or adults.

### Changes in adolescent

#### Physical Changes

Physical changes of puberty mark the onset of adolescence for both boys and Girls, these changes include a growth spurt in height, growth of pubic and underarm hair, and skin changes (e.g., pimples). Boys also experience growth in facial hair and a deepening of their voice. Girls experience breast development and begin menstruating. These pubertal changes

#### Social changes

##### Parents

Although peers take on greater importance during adolescence, family relationships remain important too. One of the key changes during adolescence involves a renegotiation of parent-child relationships. As adolescents

strive for more independence and autonomy during this time, different aspects of parenting become more salient. For example, parents' distal supervision and monitoring become more important as adolescents spend more time away from parents and in the presence of peers. Parental monitoring encompasses a wide range of behaviors such as parents' attempts to set rules and know their adolescents' friends, activities, and whereabouts, in addition to adolescents' willingness to disclose information to their parents (Stattin & Kerr, 2000). Psychological control, which involves manipulation and intrusion into adolescents' emotional and cognitive world through invalidating adolescents' feelings and pressuring them to think in particular ways (Barber, 1996), is another aspect of parenting that becomes more salient during adolescence and is related to more problematic adolescent adjustment.

### **Peer**

As children become adolescents, they usually begin spending more time with their peers and less time with their families, and these peer interactions are increasingly unsupervised by adults. Children's notions of friendship often focus on shared activities, whereas adolescents' notions of friendship increasingly focus on intimate exchanges of thoughts and feelings. During adolescence, peer groups evolve from primarily single-sex to mixed-sex. Adolescents within a peer group tend to be similar to one another in behavior and attitudes, which has been explained as being a function of homophile (adolescents who are similar to one another choose to spend time together in a "birds of a feather flock together" way) and influence (adolescents who spend time together shape each other's behavior and attitudes). One of the most widely studied aspects of adolescent peer influence is known as deviant peer contagion (Dishion & Tipsord, 2011), which is the process by which peers reinforce problem behavior by laughing or showing other signs of approval that then increase the likelihood of future problem behavior.

### **Behavioral and psychological adjustment**

#### **Anxiety and depression**

Developmental models of anxiety and depression also treat adolescence as an important period, especially in terms of the emergence of gender differences in prevalence rates that persist through adulthood (Rudolph, 2009). Starting in early adolescence, compared with males, females have rates of anxiety that are about twice as high and rates of depression that are 1.5 to 3 times as high (American Psychiatric Association, 2013). Although the rates vary across specific anxiety and depression diagnoses, rates for some disorders are markedly higher in adolescence than in childhood or adulthood. For example, prevalence rates for specific phobias are about 5% in children and 3%–5% in adults but 16% in adolescents. Anxiety and depression are particularly concerning because suicide is one of the leading causes of death during adolescence. Developmental models focus on interpersonal contexts in both childhood and adolescence that foster depression and anxiety (e.g., Rudolph, 2009). Family adversity, such as abuse and parental psychopathology, during childhood sets the stage for social and behavioral problems during adolescence. Adolescents with such problems generate stress in their relationships (e.g., by resolving conflict poorly and excessively seeking

reassurance) and select into more maladaptive social contexts (e.g., "misery loves company" scenarios in which depressed youths select other depressed youths as friends and then frequently co-ruminate as they discuss their problems, exacerbating negative affect and stress). These processes are intensified for girls compared with boys because girls have more relationship-oriented goals related to intimacy and social approval, leaving them more vulnerable to disruption in these relationships. Anxiety and depression then exacerbate problems in social relationships, which in turn contribute to the stability of anxiety and depression over time.

### **Academic achievement**

Adolescents spend more waking time in school than in any other context (Eccles & Roeser, 2011). Academic achievement during adolescence is predicted by interpersonal (e.g., parental engagement in adolescents' education), intrapersonal (e.g., intrinsic motivation), and institutional (e.g., school quality) factors. Academic achievement is important in its own right as a marker of positive adjustment during adolescence but also because academic achievement sets the stage for future educational and occupational opportunities. The most serious consequence of school failure, particularly dropping out of school, is the high risk of unemployment or underemployment in adulthood that follows. High achievement can set the stage for college or future vocational training and opportunities.

### **Diversity**

Adolescent development does not necessarily follow the same pathway for all individuals. Certain features of adolescence, particularly with respect to biological changes associated with puberty and cognitive changes associated with brain development, are relatively universal. But other features of adolescence depend largely on circumstances that are more environmentally variable. For example, adolescents growing up in one country might have different opportunities for risk taking than adolescents in a different country, and supports and sanctions for different behaviors in adolescence depend on laws and values that might be specific to where adolescents live.

### **Adolescent and falling in love**

Life changing is how "in-love" feels in adolescence because it is a far more moving and compelling relationship than the young people have known before. The experience is all consuming — so each is always on the other's mind. This is the person they want to spend all their time with — so time with good friends is often set aside. It is a merged relationship — so each one feels part of the other, not quite whole when they are not together. They are highly sensitized to each other — so both are alert to subtle interpersonal signals and are easily hurt by small slights from each other. The intimacy is deeper than with anyone else. Too feel so deeply known and deeply knowing makes other relationships seem shallower by comparison.

### **Problems of adolescent**

- Misleading and misguiding parents, teachers, friends, brother/sisters.
- Ignorance of elders.

- Half - informed or ill - informed friends, brothers, sisters.
- Wrongful messages depicted through TV serials, advertisements, films
- Publications carrying partially or fully false information.
- morphological / developmental
- psychological
- social
- educational
- over growth of hair or undergrowth of hair
- over weight and underweight
- skin color problems
- Facial deformities, pimples, etc.
- Limb deformities
- Abnormal growth of genitals and breasts.
- Ignorance about many basic facts leads to psychological problems like
- Misconceptions about sexual feelings, sex related issues.
- Misconceptions about child birth, reproduction.
- Misconceptions about coitus, menstrual cycles.
- Fear about sex and sexual issues.
- Guilt feeling about sex related issues.
- Inferiority / Superiority complex about skin color, beauty, mental ability and IQ.
- Inexplicable perceptions about dress and fashion codes.
- Wrong and unrealistic ideologies about friendship and courtship.
- Perceptual or communicational or preconceived complications about their teachers and parents.
- Attraction towards opposite sex.
- Unrealistic and illogical curiosity about sex and sex related issues.
- Exceptional vulnerability to suicide psychology.
- Unwarranted and inexplicable hat redness towards brother / sisters, friends.
- Intense closeness with brothers / sisters, friends.
- Unpredictable and volatile relationships with friends.
- Unrealistic social perceptions about violence, love, sex as influenced by media.
- Unusually vulnerable and volatile relations with relatives.
- Fear / imagination about married life, life partners.
- Tensions of attending the classes, examinations and tests.
- Low IQ feeling.
- Fear about failure in examination.
- Fear about low score.
- Fear and concern about a future career.
- Misconceptions about teachers.

Etcheverry, Le and Charania (2008) examined the influence of social network on romantic relationship. The data set consisted of 254 college students who had a relationship. Along with them a male and female friend finished a survey concerning the participants' relationship. The results showed that belief of social network members mediated social network approval on relationship commitment. There was a

mediating effect between participants' reports of relationship commitment and effect of certain norms in the persistence of the relationship. It was also found that participants' normative beliefs could be foretold by peer's approval of the relationships and the individuals' satisfaction. Subrahmanyam and Greenfield (2008) studied adolescents' relationships with their social support system in the perspective of virtual communication. The study suggested that adolescents use virtual communications methods as a primary means to foster or maintain active relationships. Such means of communication might have certain benefits such as to build confidence to face social situations, or alleviate anxiety in social situations. Also content available online could have both positive and negative effects. Online interaction, though, built communication among the peers; it might cost interaction with parents.

**Need for the study**

Many students are moved towards independence late adolescence are interested about their future in that time there is a cognitive development of the students. The college students changed physically and mentally. Then need some independence, what influence the late adolescence to fall in love. The factors that influence the adolescence to fall in love. What were the effects after or being in love? The college student's psychological changes towards parents after fall in love. This study is about what are the changes were made by college students. Their behavioral and adjustment problem among their parents.

**Objectives of the study**

- A study on socio – demographic details of the respondents.
- To analyze the problem and factors influencing of love among the respondents
- To suggest suitable measure to overcome the causes of psychological problems of love among the respondents.

**Universe of the study**

Universe refers to total terms in any field of enquiry. The universe of this study was comprised of college students in love affair who have been studying college in Trichy city.

**Sample size**

8 college students were selected for data collection around Trichy city (Seethalakshmi Ramaswamy College, St.Josephs College, Holy Cross College, Cauvery College for Women, Bishop Heber College, Jamal Mohamed College, Srimad Andavan Arts and Science College, Shrimati Indira Gandhi College). Among 8 colleges, the responder collected 50 respondents through snow ball sampling method those who are available after the class hours from the outside of college campus.

**Table 1:** Distribution of the respondents think about their love

S. No	Particulars	No. of respondents (N=50)	Percentage
1.	Infatuation	14	28%
2.	Pure	35	70%
3.	For sex	1	2%
Total		50	100%

The above table shows that less than half of the respondents 28% accept their love was infatuation, majority of the respondents 70% accept their love was pure and less than half of the respondent 2% were accept their love was just for sex.

### Findings

- Majority of the respondents 60% were in love 19 and 20 years of age.
- Majority of the respondents 60% were belongs to female.
- Nearly cent percent of the respondents 96% were studying under graduate.
- Cent percent of the respondents 100% were unmarried.
- Half of the respondents not feeling worst in love with their partner.
- Less than half of the respondents 38% were having no doubts on their partner.
- Majority of the respondents 64% were being missing their partner for short time.
- Majority of the respondents 68% were connected to their partner emotionally.
- Half of the respondents 52% were accept their partner, even though their partner not perfect at all time.
- Half of the respondents 54% not believe their parent will support their love.
- Majority of the respondents 70% accept their love was pure.
- Majority of the respondents 60% were excited being in love with their partner.
- Half of the respondents 50% based on their parent will accept their love.
- Half of the respondents 52% were think 20-22 age is appropriate age for love.
- Majority of the respondents 60% based on the bunk a class and gone for some place.
- Half of the respondents 50% based on they tried to convey their love to parents.
- Half of the respondents 56% based on they not had freedom to decide their life.
- Half of the respondents 56 % based on they travel with their partner.
- Majority of the respondents 64% based on they are comfort to share their feelings with partner.
- Half of the respondents 58% were uncomforted to share all things to parents after fall in love.
- Less than half of the respondents 34% were going to plan any process gets marry their partner.
- Less than half of the respondents 34% were sometimes gets angry in partners behavior.
- Nearly half of the respondents 48% were not yet noticed changes after getting into relationship.
- Half of the respondents 52% were few of them motivate to fall in love.
- Half of the respondents 58% were sometimes faced problem only because of love.
- Less than half of the respondents 42% were fought with their siblings when they against.
- Half of the respondents 50% were accept when their partner when belongs to other religion.
- Majority of the respondents 60% were sometimes have seen trouble in love after getting into it.
- Majority of the respondents 60% based on the mere sound of partner voice suddenly puts a smile.

- Less than half of the respondents 46% were never they tried to impress the partner.
- Less than half of the respondents 42% were not like that the attitude might change based on how the partner treats.
- Majority of the respondents 62% were sometimes have they used silence to express their pain.
- Majority of the respondents 68% were not done any emotional stupidity for love.
- Half of the respondents 56% were negative opinion about social acceptance in love.
- Half of the respondents 52% were they feel loved when they think about their partner.
- Less than half of the respondents 45% were too much of expectation cause conflict between partners.
- Less than half of the respondents 40% were 4-6 years are in relationship.
- Less than half of the respondents 38% were like to spend most of your time with friends.
- Half of the respondents 52% were good relationship with parents.
- Less than half of the respondents 42% were changes their dressing sense in love.
- Half of the respondents 54% were they like happy ending in love.
- Half of the respondents 58% were not accept the concept of love.

### Suggestion

- Parents and teachers have the responsible to guide adolescent about the biological changes and explain them how to overcome the infatuation.
- Parents should provide for the children, to meet their emotional and physical needs.
- The parents should communicate to their adolescents about the negative aspects of love.
- The government may appoint more counsellors in schools and colleges to solve this problem.
- The parents and teachers set healthy boundaries with the adolescent
- The appointment of social worker creates awareness about impact on love.

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