

Adolescent Development: Pre-determined or Mistaken Identity?

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If I ask a parent, “What is your biggest concern for your teen today?” would I receive the same answer if I asked their teen the same question? More than likely, no, because one thing that sets a teen apart from their parents is that they are from completely different points in time, and this reality is the root that grows stems of different things to conflict about as a parent raises their teen to the best of their ability, in a time period that has inevitably evolved since their time as teens. It never fails that some teens, at some point in their life, either feel like they would survive in the world without their parent’s help, or that they don’t need their parents help as they grow as an individual. But what teens don’t even realize is that even the conflicts they have with parents are a sign that they are influencing how they grow as an individual. And as parents, however, conflict is normal, but parents often fail to realize what influence they are actually having on their teen, opposed to what influences they are forcing on their teen.

I’ve always been pretty satisfied with my personal life. I have great friends, I’m not a sucker for reckless fun, and even though I hit some rough patches here and there, my personal life never seems to spiral out of control. With this being true, my biggest issue was that I was happy, and wanted to share that part of me with the most important adult in my life. In attempting to do so, everything steadily began to unravel and change. At the time I thought of this, I had been in a lot of conflict with my adoptive mom over a situation where we have very different views. I keep my grades up, I help take care of the house like I’m supposed to, I stay on top of everything I do at school, and I’m in general a good kid. But, what people sometimes forget is that although I try, I’m not a perfect kid. I make errors here and there, and no matter how minor (or major) it is or could’ve been, I make it a learning experience and make it a priority to avoid making it again. My mom, on the other hand, feels that if I make a major error (which I did), that I may not be everything she thought I was. Realistically, I have very strong

personal morals and values and I hold myself to them, and my mom does as well. It is for this reason that often influences some of the decisions, good or bad, that I make, and in turn leads to our conflicts. At one point, I asked myself if there is really anyone to blame for our conflict, or if it's really me or my mom. Basically, what is it that keeps causing us to bump heads? So, from that question spurred the idea that maybe it's really a nature vs. nurture situation, or if we're both just set in our ways and morals, where hers are strictly from a parent bias, and mine from a teen bias. So, with all of that came my thoughts of being a young adult that is capable of making independent decisions, and was determined to figure out if it's possible that this whole issue is about having control and influence.

Parents do not have complete influence on the development of adolescents, because parents are not the only factor in a teen's life that contributes to their development of individuality. The role and level of influence a parent has on the life of their teen sparks conflicting views on the standards of parenting values, the influence of different cultures, the development and transmission of personal values, and the line between independence and individuality.

Studies have been conducted to address some of theories about parental influence, such as how a parent influences a teen's connection to society. Patricia Phelan, Ann Locke Davidson, and Hanh Cao Yu are the authors of "Adolescents' Worlds: Negotiating Family, Peers, and Schools". This book is a collaboration of three female authors, in which they focus on the lives of young people as they struggle with the boundaries between their personal and social space. It is a case study of the lives of the young people around them, analyzing the experiences and views of their lives to bring light to the reality of being an adolescent. Some data they acquired from their study reveals that a teen's main 3 social worlds (home, school, and peers)

have their own cultures, and therefore influence different interactions and values. It is not unusual that one of a teen's social worlds might weave into another world, but it is when this happens that a person might notice the difference in interactions, because there is the coming together of two different cultures. The home/family is not the only world that an adolescent has. It is one of three worlds, the other two being peers and school. Almost like code switching, many teens have the instinct to separate the three worlds, because each has its own culture and values. Although the teen upholds the values of the home, there are still the values of his/her other environments that they uphold as well. Sometimes intertwining the cultures of these very different worlds create conflict.

In addition, researchers have worked to discover what influence parenting styles alone has on teen development. Sara Aase is the author of the article "Cause and Effect? Your Parents and Your Choices." Her article discusses how the choices a parent (or parents) made in their teen years affect the values they have as adults, as well as what and how they are communicated to their own teens. In addition, the argument in this article is that these values of the parent ultimately influence the choices their own teen(s) make, whether these choices are good or bad. In this article, the topic is substance use (drugs and alcohol, to be exact). She acquires from her study that parents that use the "trust, but verify" strategy appeal to teens better, because the parent is showing parental concern, while still allowing their teen freedom, opposed to the "too lenient" parent, that would make a teen believe their parent doesn't care about them, or the "too strict" parent, that would make a teen believe their parent ONLY cares about themselves. This shows how the different types of parenting techniques affect the perceptions a teen has on the household, in addition to the strain these techniques put on the parent-child relationship, thus hindering a teen's identity achievement.

In addition to parenting styles, researchers have discovered that parents are a major source of culture to a teen as one develops. Patricia Phelan, Ann Locke Davidson, and Hanh Cao Yu, authors of “Adolescents’ Worlds: Negotiating Family, Peers, and Schools”, also discuss adolescents, not through bias or assumption, but through an adolescent herself, to accurately articulate the life, and lives, of teenagers, and therefore better understand their development. These researchers have discovered that for a young person, it is the parents who introduce a culture. It is from there that an adolescent has a starting point in self-discovery, and individual development.

Although parents influence culture, which a teen takes with them throughout adolescence, a parent’s involvement is also important to a teen’s behavior development. Fernando Andrade, Cristina Bares, Jorge Delva, and Andrew Kaylor are the authors of the article "Personality and Parenting Processes Associated with Problem Behaviors: A Study of Adolescents in Santiago, Chile." This article discusses how the aggressive behavioral problems that some teens struggle from are reflected in their inability to connect with society. However, it is also brought to light that the root of these behavioral problems are influenced (and in some, if not all, cases) by parenting and personality factors. Andrade, Bares, Delva, and Kaylor work together to distinguish the effects parenting factors and personalities have on the behavior of teens, and how these results can be reversed or resolved. These researchers have discovered that parents are important to the development of teens, even after teens acquire their own level of independence. Once a teen develops that independence, it's still necessary for the parents to continue monitoring to prevent them from falling into the wrong crowd, and developing negative and rebellious traits.

The type of household a parent establishes for teens influence the types of boundaries teens set for themselves in society. Patricia Phelan, Ann Locke Davidson, and Hanh Cao Yu are the authors of the book “Adolescents' Worlds: Negotiating Family, Peers, and Schools”. This book is a collaboration of three female authors, in which they focus on the lives of young people as they struggle with the boundaries between their personal and social space. It is a case study of the lives of the young people around them, analyzing the experiences and views of their lives to bring light to the reality of being an adolescent. These researchers have also discovered that people's perceptions of social limitations and boundaries are the prime example of how very different a group's culture is. In this case, just because the culture of a teen's school, or their group of friends, are different from the culture of their home, doesn't mean that those different cultures are any less valuable than the home itself, because they all matter in the shaping of that teen's character. The biases in the home environment are what display the difference in cultural standards, as well as may influence the teen to value those environments even more.

When teens develop boundaries between home and their other two worlds, various factors come into play as to what will affect their journey towards identity. Carolyn E. Sartor and James Youniss are the authors of the article "The Relationship between Positive Parental Involvement and Identity Achievement during Adolescence". This article discusses the relationship between parental support and the positive outcomes of adolescent development. In addition, the authors of this article address the reality that the influence of parental involvement on identity development during adolescence has not been clearly established, and bring light to recent studies that have been conducted as a result. These two authors basically discuss how studies were done to see if gender differences affected identity achievement. It looks like the two

aren't very correlated, because gender differences are difficult to find. Because of this, Sartor and Youniss consider the natural identity measures of males and the natural identity measures of females, it being that males tend to score higher on identity measures that relate to emotional situations.

Parents that exercise positive control contribute to their teens' development. Carolyn E. Sartor and James Youniss, who are the authors of the article "The Relationship between Positive Parental Involvement and Identity Achievement during Adolescence", also discuss in their article their study that examined the relationship between adolescent identity achievement on terms of parental support, social monitoring, and school monitoring among 10th and 12th graders. They have also discovered that the role parents play in their teens' life can affect them in different ways, especially in how they perceive their parents. If parents use their parental control to be supportive, than teens are more accepting of their parents. If parents use their parental control negatively, than the response they receive from their teen can be expected to be negative.

Not only is a teen's relationship with their parents important, but the relationships developed outside of the home are also important to a teen's development in extreme ways. Michael J. Nakkula and Eric Toshalis are the authors of the book "Understanding Youth: Adolescent Development for Educators". This book was written for educators and teens, and is meant to provide raw insight into the teen mind, so that adults and young people would have an understanding of what is going on with teen. More specifically, provide others with an understanding of what teens feel, what they do and think, why they change, what causes these changes, and how and why they affect the people around them. These researchers discovered that Sullivan's theory declares that excluding the relationships built in the home, the relationships

built outside of the household, and the experiences endured in those relationships, will drastically effect the mental, and general development of a teen past their teens years.

The family world is one of three worlds that contribute to the development of a teen's identity and individuality, and consists of parental aspects that effect adolescent development in either positive, or negative ways. According to the National Center on Addiction and Substance Abuse, the type of role model a parent is, such as parents that are lenient towards negative behaviors, are putting their teens in danger and are encouraging activity that a parent shouldn't condone for their teenager. This point is emphasized by Sara Aase, search analyst and author of "Cause and Effect? Your Parents and Your Choices.", who discusses in her article how the choices a parent (or parents) made in their teen years affect the values they have as adults, as well as what and how they are communicated to their own teens. In addition, her argument is that the values of the parent ultimately influence the choices their own teen(s) make, whether these choices are good or bad, and stresses her point through the topic of substance use. The statistics of her study emphasizes the fact that the example parents set for their teens influence teens enough to reflect their parents' actions and decisions. She states, "The CASA survey found that teens that have seen their parents drunk are more than twice as likely to get drunk themselves, and three times more likely to use marijuana or smoke cigarettes. On the other hand, teens are less likely to make unwise choices if their parents model responsible behavior--moderate drinking with dinner, for instance" (Aase 12). Teens are the reflections of their parents, in more ways than others. The first characteristic a child takes from their parent is their judgment on what is, and is not "okay", or appropriate behavior. If a teen sees their parent willfully drinking or smoking regularly, then the teen receives the impression that "mom/dad does it, so they won't care if I do it too", and at some point that teen is going to start drinking or smoking. Inevitably,

that teen will become worse than their parents, or choose to make better choices or become better than their parents.

Fernando Andrade, and three other researchers are the authors of "Personality and Parenting Processes Associated with Problem Behaviors: A Study of Adolescents in Santiago, Chile." Their article discusses how the aggressive behavioral problems that some teens struggle from are reflected in their inability to connect with society. However, it also brings to light that the root of these behavioral problems are influenced (in some, if not all, cases) by parenting and personality factors. Andrade, Bares, Delva, and Kaylor work together to distinguish the effects parenting factors and personalities have on the behavior of teens, and how these results can be reversed or resolved. According to Andrade's study, "Many aspects of using negative parenting styles--including criticism, inconsistency, and harsh parenting--have been associated with adolescents displaying greater levels of aggressive behavior [...] and delinquent behavior [...]" (Andrade 227). As a teen develops, they find their starting point by analyzing the decisions of the people closest to them, and the first person they use are their parents. If a teen sees that their parent is well off despite their choice to drink or smoke as a teen, then in a spur of the moment situation, that teen is going to choose to do it, because that teen is going to reflect upon the choice their parents made. A parent that drank and smoked as a teen has to be sure not to send the wrong message to their teen about drinking and smoking at that age. Instead of emphasizing that "as a teen, I had so much fun when I went out with friends and they wanted to drink", a parent should emphasize that "if I knew then what I know now, I would've acted differently, and chose not to drink even if my friends did want to". Although substance use is the topic at hand, the concept of parents being role-models reaches far beyond the topic at-hand. It is the same with any other situation. Basically, parents are the starting point for values, and therefore set the bar

for decision-making in the home, which will affect the types of decisions made away from home. Parents are responsible for the type of upbringing a child has, so it is important for a parent to “practice what they preach”, when it comes to the type of choices a teen makes. A developing, and changing, teenage brain needs a parent to model positive behavior regardless of what they’ve done as a teen, so that when their teen faces a big decision, they don’t make the choices their parents wish they could take back.

[...transition sentence...] As I stated before, Aase is the author of an article that discusses how the choices parents made as teen influence the choices their teens make. Another researcher that discusses the relationship between parents and their teens’ choices is Fernando Andrade, who brings light to a teen’s level of aggression according to parental involvement. His study also emphasizes the fact that the types of parenting strategies used on teens can help, or hurt the parent-child relationship. According to Andrade, “Parental monitoring and positive parenting by both of the adolescents' parents remained significantly and inversely related to aggressive behaviors [...]. [...] on average, adolescents reporting more parental monitoring and more positive relationships with both parents showed lower levels of aggressive behaviors” (Andrade 227). Basically, if teens feel less aggressive when they have both of their parents to monitor them, and have a positive relationship with both, then that must mean that a teen may have a higher level of aggression when they have a positive, or negative relationship with only one of their parents.

Aase also brings light to the parent that is too “laid back” about their teen’s activities, which is one way a teen, and a parent, can be set up for failure. Despite this, there is just as much harm that can be done by a rigorous parent as a lenient parent. She states, “The flip side consists of parents who lay down the law. That strategy may backfire, Kuhn says, because it sends the

message that what they care about most is their own authority, not about what a teen may be struggling with. Most teens need a "trust, but verify" approach from parents, according to Kuhn. That's when your parents ask about your friends, where you'll be, what you'll be doing, and when you'll be home. And they listen" (Aase 12). Parents that use the "trust, but verify" strategy appeal to teens better, because the parent is showing concern, while still allowing the teen freedom, opposed to the "too lenient" parent, that would make a teen believe their parent doesn't care about them, or the "too strict" parent, that would make a teen believe their parent only cares about themselves and what they want. Aase and Jurman's parallel studies provide ample evidence that the different types of parenting techniques affect the perceptions a teen has on the household. In addition, substance use was the variable being observed, but again, does not set the limit for the concept of parental strategies. Basically, negative parenting techniques put a strain on the parent-child relationship, which has potential to either strengthen, or disrupt a teen's connection to their family world, which may hinder a teen's progression of identity achievement. Therefore, if the parent uses positive parenting techniques to guide their teen away from enabling activities (such as drinking and smoking), or anything that can put their teen in a position of harm or failure, they will strengthen the parent-child relationship, and can therefore positively contribute to their teen's identity achievement.

Not only is it important for a parent to be cautious when it comes to the technique they use to raise their teen, it is important for a parent to pay attention to the effects they have on their teen and their needs, so that interactions between the teen and parent do not fuse negative behavior or aggression for either side. Patricia Phelan, Ann Locke Davidson, and Hanh Cao Yu are three female authors of the book, "Adolescents' Worlds: Negotiating Family, Peers, and

Schools”. This book is a collaboration of the three authors, in which they conduct a case study of the lives of the young people around them, analyzing the experiences and views of their lives to bring light to the reality of being an adolescent. In addition to this, the authors are discussing adolescents, not through bias or assumption, but through an adolescent herself, which allows these authors and readers to accurately articulate the lives of teenagers, and therefore better understand their development. The incite Trinh has on her views and her parent’s views emphasizes that having positive communication skills is necessary in maintaining a healthy parent-child relationship, therefore positively influences a teen’s development of identity and achievement. According to Phelan, Davidson, and Yu, Trinh says, “I wish my parents would understand me more.... I think that they are narrow-minded. They think I should have the same values as they do, and be the same kind of person that they are or they want me to be’. Although Trinh's parents very much want Trinh to adapt smoothly to the American culture, they are determined, like many Vietnamese refugees, to maintain the cultural and historical continuity and stability of the Vietnamese people” (Phelan, Davidson, Yu 56). Trinh is a teenage Vietnamese girl, whose family has immigrated to America. Like Trinh's family and possibly many others, parents don't want their children to forget who they are or where they come from. A teen may not see this because their parents may only reflect and promote the attitude that wants him or her to embrace being of the culture in the family or home, like the parents have. The fact that some parents try to forcibly influence their culture causes miscommunication.

At this point, we understand that a parent will do what they can to make their teen understand the importance of family, whether it is a tradition being passed down from generations, or why they enforce certain values they instill in their teen over other values. Either way it goes, a parent wants to make sure their teen hears and understands what they are saying.

At the same rate, a teen is obligated to hear and understand parents just as much as a parent is obligated to hear and understand a teen, because parents enforce and discourage certain things and activities for a reason. This point is emphasized by Aase, who not only discusses in her article how the choices a parent (or parents) made in their teen years affect the values they have as adults, but also discusses what and how they are communicated to their own teens. Her argument is that the values of the parent ultimately influence the choices their own teen(s) make, whether these choices are good or bad, and stresses her point through the topic of substance use. According to Aase, Cynthia Kuhn, another professor, states, "Why do they refuse to listen when you explain all the reasons why everything will be OK? Blame it on brain development. 'Parents freak out because their brains evaluate situations differently than yours,' says Cynthia Kuhn, a professor of pharmacology at Duke University Medical Center in Durham, N.C., and author of several books on teens and drug use" (Aase, 12). So in other words, reality of responsibility and maturity doesn't really kick in for a young adult until they hit their mid-20's. And for that reason, it is justified that parents don't really trust the judgment of their teens. Parents have their teen's best interest in mind, whereas a teen only takes the benefits of the situation at hand into account. Aase is basically using her study to emphasize how parental instinct and advancement are what actually help a teen, whether they see it or not, and is initially contributing to a teen's identity achievement and development positively. Aase, and the study conducted by Phelan, Davidson, and Yu collaboratively enlighten three main components to the family world- Parental role-modeling, parenting strategies, and parent-child communication, all which, if used for positive purpose, help develop and maintain a healthy parent-child relationship. Having a healthy parent-child relationship in the home contributes to the growth a teen makes in achieving identity development.

The peer world is another one of three worlds that contribute abundantly to the shaping of a teen's identity and individuality, and has various aspects that affect adolescent development in various ways in which the family world does not. Teens are faced with many challenges when it comes to achieving identity and individuality, because in the social context of friends and peers, not only does a teen have the values of their family to distinguish, but they now have the values of their friends and other teens to distinguish as well. As introduced before, Phelan, Davidson, and Yu conducted a study on teen subjects to receive accurate information on the mindset and attitude of teenagers. Through the journey of a young lady named Trinh, the three authors were provided incite on how a teen begins the process of achieving their identity. In doing so, they emphasize that teens find it easier to adjust to various societies by associating themselves with the dominant population, which, in most cases, means following the crowd as they journey towards individuality. They state, "Perhaps the greatest area of conflict in the Le family arises as Trinh attempts to be a "normal" teenager. As Trinh struggles to form her identity as a young Vietnamese-American woman, she receives conflicting messages from her family, peer, and schools worlds." (Phelan, Davidson, Yu 57). Trinh and her family have are making a difficult transition from Vietnam to America. From Trinh's perspective, she is just a regular teenage girl that doesn't want to stick out like a sore thumb in an American society. From her parent's perspective, Trinh is Vietnamese regardless of who she wants to try to be, and they want her to stay that way. Because Trinh's parents are the biggest cultural influence in the home, they are the root of the internal conflict Trinh is experiencing. She wants to embrace her nativity at the wishes of her parents, but also wants to mold herself to fit into the American society as well. With all her parents are doing to avoid losing their culture in a new societal context, Trinh

responds in this new context by trying to find a place to fit in with the rest of the teens until she can truly define herself.

As Phelan, Davidson, and Yu continue on this journey with Trinh during her transition into an American society, Trinh discusses her attitude on finding her niche in school and adapting to this new culture and the encounters she has with her peers. They state that “Observations and interviews with Trinh suggest that she identifies in many respects with the “advantaged majority”. Trinh appears to feel that in order to fit in and maintain friendships with her Americanized of European-American peers she must conceal aspects of her ethnic self. She does so by avoiding and disassociating herself from recently arrived Vietnamese immigrant youth.” (Phelan, Davidson, Yu 61). So, Trinh basically finds it easier to connect with society by embracing the culture of the crowd that all seem to act alike. This, for her, means that she has to disassociate herself from other immigrants because they will make her stick out, and may potentially put her peers in the impression that she is, in fact, different. Since Trinh really wants to embrace the American culture, she is avoiding all risks of being disassociated. This is Trinh’s way of trying to find her niche in society, and is making decisions on her own, despite what critique her parents may have. Phelan, Davidson, and Yu, use Trinh’s experience of changing social contexts to show that teens have to, first, be followers in society before having an idea of who they want to be. Teens reach a point of growth when they have exposure to various types of people similar to them and different from them, and pick up certain values along the way. Although parents have already marked their teens with their own values as they journey out into society, the way teens choose to connect with society in their peer world has nothing to do with the parents. Either way, the teen has the power to choose who they want to be in their world of

peers. Once they have found a group to identify with, teens can decide for themselves what they do, and do not want to settle for.

After a teen finds a group to be associated with, a teen continues on his or her journey towards identity by distinguishing who they are most relatable to. Trinh expresses to Phelan, Davidson, and Yu the value she finds in developing her friendships, and distinguishes between the influences her peers have on her, in contrast to the influences her family has on her. This draws the three authors to emphasize the fact that peers are the ultimate influence of a teen when he/she is away from home, and can either benefit or hinder a teen when it comes to individuality and identity achievement. They also state, "The friend world is probably either the most important or second most important next to the family world. It often times shares the school world.... Friends are more important because I can talk and share things that I wouldn't normally with my family. I can tell them things and they would see both sides of the story unlike when I tell my parents, and they usually just talk of their point of view. Friends seem to see things more clearly because they can relate to it more; whereas the parents see things how it was when they were that certain age.... [With friends] I can be myself without worrying of their high expectations of me. I can act silly without having them stare at me and think I'm childish like in the family world." (Phelan, Davidson, Yu 61). Trinh's view on the family world in contrast to the peer world is relatable and understandable to many teens. Family is usually judgmental and demanding, and parents are older and tend to see a teen's situations for what they feel it is, opposed to what they are being told. Parents are born in a completely different time period as well; therefore when they are biased towards a teen's issue or a situation, they make it harder for a teen to connect to them. That also pushes a teen farther from the home and closer to the peers.

In the process of teens developing identity with the involvement of their peers, a teen becomes more sensitive towards the decisions they make, and also become more aware of who they trust to support and care about them as they rise and fall with each situation they face. “This new capacity to be in relationship with peers and significant adults where a sense of trust and the ability to grow and take risks were foundational gave [Lorena] the developmental opportunities she needed. She brought that development back into her school-based relationships, and her academic achievement began to rise” (Nakkula, Toshalis 80). It is healthy for a teen to establish relationships with peers and adults that understand the meaning-making process, and for that reason, allow a teen the room and security needed for them to take risk, and learn from the result of each risk taken. This relational development clearly shows that the components of the way relationships form between teens and their peers and teachers effect the academic achievement of a teen. So basically, friends become an essential part of the identity achievement process for teens because as time continues to pass and values are being transmitted between each other, true friendships and relationships are being formed. Teens begin the process by finding people that they are relatable to, which later becomes select few friends that can fill a void that parents can’t, such as being supportive instead of defensive when a teen makes bad choices. By this point, teens have begun establishing friendships based on the developing emotional desires that, if responded to properly, can continue to influence teen identity development.

Once a teen has established genuine relationships with trusted friends and adults, a teen begins to analyze the values acquired from those people, which by now would be parents, friends, and teachers or other trusted adults. Michael J. Nakkula, and Eric Toshalis are the authors of the book, “Understanding Youth: Adolescent Development for Educators”, which they wrote with the intent of providing raw incite into the teen mind, so that adults and young

people would have an understanding of what is going on with teens, and know what role they can play. At this point, they are discussing the process of identity formation in steps, and have clarified that as teens become emotionally aware of the standing point of their relationships with people, they also begin to analyze the importance of values from home, from their peers, and personally developed. They state, “On one hand, we are all destined to be warped in various ways and to varying degrees by our upbringing; on the other hand, we all carry the possibility of transcending or substantially modifying our family histories through extra familial relationships, starting with those forged at school with teachers and peers” (Nakkula, Toshalis 83). Basically, everyone is influenced by the standards of their household. And when we reach adolescence, and we begin to transition into independence and establish our identity, we begin to notice and take into consideration the attitudes and standards of the people in the other places we spend our time. In this case, teens would be influenced by (of course) school and friends.

However, despite what relationships are important to a teen that were acquired from their household, the values that have the largest and longest effect on a teen’s development is the values acquired from relationships outside of the household. According to Nakkula and Toshalis, “The main developmental implication of Sullivan's theory was that friendships, romantic relationships, and other interpersonal experiences outside the primary caretaking bond could have profound influences on lifelong development and mental health.” (Nakkula, Toshalis 80). So, Sullivan (a researcher that developed the interpersonal theory of psychiatry) developed a theory that declares that excluding the relationships built in the home, the relationships built outside of the household, and the experiences endured in those relationships, will drastically effect the mental, and general development of a teen past their teen years. Teens find their friends most relatable, simply because they are developing an identity for themselves, and

therefore have a mindset similar to each other. This creates a type of unit amongst teens, and this unit depends on, and receives incite, from each other and as they all endure various successes and challenges in society. With time, teens will have developed emotional feelings that will create all types of relationships, whether they are friends, mentor, teacher, or romantic. Once the identity formation process has reached this point, the relationships a teen develops with people become crucial, because they are emotionally connected now. If these relationships become unhealthy, then a teen has an emotional scar that will hinder their development process, and hold them back in the future. However, if these relationships continue to stay healthy, then a teen will have more successfully reach identity achievement, which will help them in their future.

The school world is the last of three worlds that contribute abundantly to the shaping of a teen's identity and individuality, as the school world has various aspects that affect adolescent development, in which the family and peer world are involved, and are not. Beth Azar, author of "How Do Parents Matter? Let Us Count the Ways", wrote this article as an introduction to a book that she had yet to publish in the year of 2000 on the debate about the role parents play in the lives of their children. It discusses the varieties of research people have done to develop their own theories and studies. Azar has been taking note of the two arguments that researchers have been debating- that parents do not really matter, and that teens are going to be who they want regardless of what parents do, or that parents do have some type of influence that can affect a teen, such as the conditions of the home and school they attend. The parent-child relationship or even the marital relationship in the home, ultimately effect teen's academic performance and psychosocial activity in an academic setting. Azar states, "In a study that targeted parents whose children were about to enter school, they found that improving either parenting practices or the marital relationship had a significant effect one, two and then four

years later on children's behavior and success in school" (Azar). Bickering between parents in the home distracts a parent from noticing the affect it's having on a child. If a parent cannot find peace within themselves, they cannot help their child maintain peace either. This causes a decrease in stability mentally and emotionally for both the parents and the children. If the peace is found within the parents, they will become more stable mentally and emotionally, and will therefore be able to notice the affect they have had on their child and can help their child redevelop. Having a smooth connection in the home influences the confidence to make smooth connections in society.

Martin Pinquart, and Rainer K. Silbereisen are the authors of the article, "Transmission of Values from Adolescents to Their Parents: The Role of Value Content and Authoritative

Parenting.", which discusses how the parenting styles used to rear up adolescents (teens) affect the influence that teens have on their parents. According to their information and others, parent-child relationships affect the way teens value school, even after high school. Pinquart states, "[...] in a study by Peters (1985), 81% of the parents of undergraduate college students reported some attitudinal change due to the influence of their children, such as their attitudes toward youth (63%), sexuality (43%), and ethnic minorities (33%)" (Pinquart, 83). A college age adolescent would range from 17-21, and Pinquart and Silbereisen are using Peter's statistics to show that teens that are around this age had a higher influence (and success) on altering the attitude of their parents. This is significant because this shows that despite how strong a parent's views were on certain things, an adolescent/young adult still had a strong enough relationship to compromise ideas, which causes their parents to, at one point or another, agree. As a young adolescent, the marital relationship in the home is largely effective in how a

teen performs in school, whether it's academically or socially. That is because younger teens still look to parents for motivation and guidance as they are making transitions in their lives, such as beginning their high school career. As adolescents become older, then the focus is less on the attention a teen's parents are paying to each other, and more on what attention the parent is paying to the teen. The parent-teen relationship becomes more important as a teen gets older because they are evolving into young adults, and are therefore more emotionally aware of things, such as the support and understanding they require of their field of study in school, or their academic successes. At either point in adolescence, tending to a teen's needs is necessary for them to successfully achieve development.

Once a teen becomes emotionally aware of themselves and the people around them, stress and anxiety can become a harmful factor in their academic growth, which can be just as harmful to a teen's development as well. Reintroducing the study from Phelan, Davidson, and Yu, their analysis of Trinh provides incite on how parent involvement in the school world can affect identity development as well. They discovered that teens struggle to perform academically and actively participate when stress and anxiety, caused by the people and/or circumstances of their various worlds, becomes overwhelming in their identity development and individuality achievement, which can potentially cause hindrance in either worlds. They state, "Psychosocial borders are constructed when children experience anxiety, depression, apprehension, or fear that prevents them from adopting the mindset and emotional and attitudinal orientation required and valorized by schools. Such borders disrupt or hinder students' ability to focus on classroom tasks, participate fully in learning, or establish positive relationships with teachers or peers in school environments. Psychosocial borders can also prevent students' connections with peers or family." (Phelan, Davidson, Yu 11). Phelan, Davidson, and Yu suggests that for a teen to build

psychosocial borders, there much have been a pre-existing border being build, dealing with a socioeconomic or sociocultural issue. These issues can cause anxiety and stress, which ultimately cause a teen to build psychosocial borders. This is a way for a teen to shut out any more pain, and try to cope with the existing pain. This would mean shutting out anyone who could potentially add to their stress, which would be teachers, family, and possibly friends too. Parents are a part of the people being shut out of the teen's circle, and could even be the factor in a teen's family world causing other borders, which are what led to the stress that have caused the psychosocial borders to go up. These authors have also brought to light that when a teen is stressed and begins to shut down, the family, school, and peer world is affected, because the peers are associated to the school environment. Disrupting the school world hinders a teen's development.

While there are obviously ways for the family, school, and peer world to collaboratively harm a teen, there are also ways in which the involvement of all three worlds can collaboratively help a teen. According to Nakkula and Toshalis, "Sullivan placed a strong emphasis on the school environment as a key contributor to healthy development, particularly for those students coming from difficult home lives. As he put it, schooling provides the best opportunity for healing the "warps" of early childhood." (Nakkula, Toshalis 83). Sullivan, who was discussed earlier, basically declares that the school environment is valuable to a teen because it is a way to escape and breathe from the hectic activities that take place at home. School is especially important for a teen from a rough home, because it exposes that teen to an environment full of different attitudes, and a vibe very different from the vibe they receive in the household. School allows for a teen to be surrounded by close friends and trusted adults, all which relieve the stress and anxiety that is caused at home, and helps a teen avoid created

borders or shutting down. School is a major influence to teens because it allows teens to be a scholar, while still providing a safe zone from the struggles of their home, or any other place for that matter. Since the school environment includes the peer world, a teen is surrounded by enough positive influence to continue healthy development. Basically, the school world is an important influence to a teen's identity development, and parents play a role in how successful a teen is in school because they influence the activity that takes place before a teen leaves the home. If a parent is not being a positive influence to a teen, then a teen is distracted, and carries that stress with them to school, affecting their grades, and their connection to their teachers and friends. At the same rate, a parent that isn't being a positive influence can cause a teen to connect to their school and peer world more. A teen that suffers at home will find more value in the activity that takes place at school, because it is their safe haven. This means a teen will focus, and will voluntarily be open with their teachers and friends.

Phelan, Davidson, and Yu's study bring light to behavior development of teens when they lack any positive influence in or around the school environment, and how the general development of identity is affected. When teens are neglected the encouragement and opportunity to achieve in school, the behavioral development is hindered, and their identity and individuality achievement as is disrupted well. According to Phelan, Davidson, and Yu, "When the school as an institution, or the people in it, promote roles, aspirations, or estimates of worth to girls that differ from those it offers to boys, gender borders exist. Gender borders can be found in both the substance and the process of the educational experience- in the content of the curriculum [...], in pedagogical styles and methods [...], and in attitudes and expectations [...]. Gender borders not only undermine self-confidence and block students' perceptions of what is possible for themselves and others, but also discourage or impede the acquisition of skills

necessary to pursue specific careers" (Phelan, Davidson, Yu 12). The authors display how the teaching environment can be corrupt and bias, and for that reason, a teen becomes dissatisfied with their school world, which could potentially lead to stress and anger, that can be reflected in the teens interaction with their world of peers, and their family world. Most importantly, the value and culture of the education system to that teen will begin to dwindle away. At that point, the parents have the power to step in, if they do not step in as soon as their teen shows signs of issues. Despite a parent's desire to step in, school is still a very different environment from home, and that is the second place a teen spends most of their time, so the situation at school may end up being out of the parent's hands for a moment.

As introduced before as well, Nakkula and Toshalis' study displays that when corruption is taking place in the school environment, a teen's reaction, emotionally and academically, can vary based on the level of involvement their parent has, as well as how connected a teen is to the school environment in general. They state, "In schools where students experience a lack of agency due to restrictive policies and punitive disciplinary responses, or in classrooms where vulnerability to peer derision is seldom protected and assignments and class activities do more to expose ignorance than display knowledge, it is no wonder that adolescents often choose to construct adversarial relationships with adults in school" (Nakkula, Toshalis 81). When it comes to the level of respect a teacher has for a student, as well as the level of care a teacher has for their student's education, the interactions between the two are highly influential to a teen's academic growth, as well as their perception of the school environment. Teens often choose to develop hostile relationships with adults at school because the curriculum or lesson created by the teacher is, at times, evidently intended to humiliate a teen, thus hurting their self-confidence. This proves that the way the school is ran, and the way the authority of the school

treats the students, effects the development of teens too. Basically, the school world contributes to a teen's identity development in ways that involve the family and peer world, and in ways that do not involve the family and peer world. Parents affect the level of influence the school world has on a teen because the way a teen values parental involvement evolves from young adolescence to older adolescence. That is why a young teen would be more affected by the marital status in the home, and an older teen is more affected by the parents' involvement with their sports, or choice of major in college. At either teen age, a parent still has a level of important, and the role they play in their teen's life has some affect on how they perform in school. Also, parents, and other factors that are potential causers of stress take a toll on a teen, which affects their grades in school, their friendships, their connection to society, and even their relationship with family. When a teen's uncomfortable at home, they tend to value their school and peer world more, which allows those worlds to positively influence a teen's identity development. This same scenario can go downhill as well, where a teen shuts down, leaving no doors open for influence, which hinders identity development. And closely related to the school environment is the academic criteria placed upon students by teachers and staff. Teachers are influences of a teen's behavioral growth because of the level of respect they have, or don't have, for the students. Teachers that don't display true effort or genuine care for a teen's education often cause teens to develop and display behavioral issues. Behavioral issues are a factor that, if not tended to with care, can greatly hinder a teen's growth and development of identity.

Some argue that parents are the biggest influence in a teen's development, therefore are responsible for whether a teen displays positive behavior or negative behavior. Aruna Vasudevan is the editor of the section in "PRO/CON: Family and Society" that discusses the topic of the level of parental involvement. It offers the pros and cons of parents having influence

in on the development of their children. One argument that Vasudevan addresses is that some people say that teens are the reflection of their parents; therefore a child that displays behavioral issues is a sign of a bad parent. If a parent raises a child right, then a child will develop with positive behavior. If a parent raises a child wrong, then a child will develop will develop with negative behavior. She states, "The idea that the sins of the children should be visited on the parents is based on the view that parents get back exactly what they give. Good parents have decent children, whereas negligent parents give rise to criminal children" (Vasudevan 98). Some people are basically saying that the behavior of a child does fall back on the parent, because the role a parent plays in that child's life, as well as the type of role-model that parent is, automatically determines the destiny of that child. However, Vasudevan also addresses the debate on the level of parental responsibility, where the argument was that parents are either fully responsible for their child's character, or that parents can only be an influencing factor that shapes their child's character. Other people are arguing, according to Vasudevan, that parents do not have the power, or control, to determine the character of a child, no matter how "good" or "bad" a parent is at parenting. She also states, "Those against parental responsibility legislation contend that the desire to be a good citizen must come from within the individual, asserting that while it is undeniable that mothers and fathers influence their children, no parenting- good or bad- attentive or negligent- can absolutely determine the behavior of the young" (Vasudevan 99). This side argues that parents do influence children, but no type of parenting style can honestly determine how a child is going to behave. Only the child can make that decision. Because children spend as much of their youth in school as at home, it seems only possible that a parent can only affect a child through their parenting, which occurs in the little time a child spends at home. If the parenting style does not affect a child, then parents don't actually have much

influence. Parents are influential to a child's character development, because they set the foundation of values and beliefs that a child will follow into their teen years. It is at that point, however, that a teen will become exposed to new people with new values and beliefs, and a teen will begin to reconstruct their own values and beliefs to become more of an individual. So, a parent can be as caring or uncaring of their child as they please, and that will have some type of effect on them, but with time, a child will become who they choose on their own.

Parents affect the way their teen develops because they influence the family world, and in most cases set the tone for the family and the children. Aase, who was introduced earlier, brings to light in her article that the types of choices a parent makes, and the type of role model a parent chooses to be, influences who their teen becomes most. The statistics of her study suggest that teens are a product of their parents, so they are going to become the people that their parents are, whether their parent is a "good" or "bad" person. She states, "The CASA survey found that teens who have seen their parents drunk are more than twice as likely to get drunk themselves, and three times more likely to use marijuana or smoke cigarettes. On the other hand, teens are less likely to make unwise choices if their parents model responsible behavior--moderate drinking with dinner, for instance" (Aase 12). Parents are the ultimate role models in a teen's family world. So when a parent is modeling negative behaviors, a teen, or any other age child for that matter, is going to reflect it because they feel the parents feel its okay. But if a parent is modeling responsibility, maturity, and positivity, then a teen is more likely to follow a positive path, as well as set positive paths on their own. However, the study conducted by Phelan, Davidson, and Yu suggest that teens find value in relationships not only with their parents and family, but with their friends and other trusted adults. This means that teens have access to influences and values outside of the home as well, all which will contribute to the shaping of a

teen's individuality. Their statistics emphasize that although parents create and raise their children, they are only influential in the family world, where they instill a foundation of values that influences the journey their teen endures away from home. It is from the family world that an adolescent has a starting point in self-discovery, and individual development, and therefore, are canvases for other influences. They state that "[...] While culture encompasses those visible aspects and artifacts of a particular group (i.e., food, clothing, housing, implements, and so forth), it also refers to people's values and beliefs, expectations, actions, and interactions, as well as the meanings people construct about what is appropriate, inappropriate, normative, and aberrant. In short, cultural knowledge is what people need to know in order to think, act, and behave [...]" (Phelan, Davidson, Yu 7). This supports the argument that a teen, as a young person, is introduced the culture by parents first. The first influence on a teen starts in the home. It is from there that an adolescent has a starting point in self-discovery, and individual development. This is accomplished by exposure to influences in the peer and school world, where there is a variety of different standards and values. When a teen learns to adapt to these different standards, eventually, they begin to assess them, and determine for themselves what values to take and use to shape their own identity. Despite what a parent does or does not do, a teen will be affected by it, but in time the values a teen acquires from home, and everywhere else, will be the factor that shapes a teen into an individual.

So, it has been addressed that parenting strategies and parental involvement are factors that affect the progress of a teen's identity development, but these factors do not determine the complete character or identity of a teen. However, some people may say that the values of a teen are not relevant to the values a parent has, or wants, for a teen. Pinquart and Silbereisen, who have been introduced before, address the fact that the relationship between a

teen and their parent determines how much of an influence the family world can have on a teen's development. A major part of this reality is that communication in the family world is necessary for parents and teens to maintain a positive relationship, which affects how much progress a teen makes in development. Pinquart and Silbereisen's statistics suggest that some people may feel that parents or any other family members are not obligated to care about a teen's values if they conflict with their own, because parents determine who that teen is going to be. Pinquart states, "In addition, family members may be less likely to change their position if the values are of high personal importance. For example, Kuczynski and Grusec (1997) have suggested that if parents care deeply about their values there is little room for negotiation. The same may be true of adolescents with regard to values that are of particular significance for them [...]" (Pinquart 83). Basically, if a parent or a teen strongly values a topic or position they have, then there is going to be a very small amount of discussion taking place because no one is going to be willing to change their minds about the topic. At the same time, if the topic is of little importance to both sides, then a discussion may be possible. Either way, a teen's feelings are unimportant, because what a parent wants is what going to shape their teen how they want. However, a parent that puts their feelings before their teen's feelings doesn't help a teen progress in development at all. A parent that disregards their teens as they are developing only makes it harder for a teen to embrace their family's involvement. This can cause a teen to build borders, and when a teen doesn't have the involvement of their family world, their progress of identity development is hindered. Carolyn E. Sartor, and James Youniss, authors of "The Relationship between Positive Parental Involvement and Identity Achievement during Adolescence." discusses in their article the relationship between parental support and the positive outcomes of adolescent development. The authors of this article address the reality that while disregarding a teen's values are not

healthy to their development; a parent that mandates certain values does benefit a teen to grow as an individual. They state that “According to Barber's model, parental regulation of behavior, also known as demandingness, is essential as well in order for children to learn self-regulation. Monitoring adolescents' behavior serves as an induction into the norms of society through teaching appropriate conformity. Because parents socialize their children through the establishment of rules and communication patterns in the family, the degree and quality of parental control and involvement have a major impact on adolescent development” (Sartor, Youniss). The argument here is that a parents' demandingness is needed for a teen to achieve self-regulation. If a parent doesn't push the bar past monitoring, then the teen is at risk of feeding into conformity, and will not reach individuality or identity achievement. However, because a parent molds their child to the rules of the home and regulations of the family, the way a parent chooses to use their parental control, for good or for bad, can and will effect whether the teen successfully achieves identity development and individuality. Basically, the role a parent chooses to play in their teens' life doesn't ultimately determine who that teen is going to become, nor does it make a teen become exactly like their parents. Parents play a role in instilling values, and making an impact on their teen's life, which will go with them as they endure other people with different values in the world. As a teen gets older, they begin to take experiences that they've had from their family, peer, and school world, and assess which values are going to make them distinct from their parents, and everyone else.

Some would also argue that parents are a teens' source of genetics, which passes traits directly to their teen, therefore are the most influential to their teenager, and have the most control over who their teen becomes. Gregor Mendel's Theory on trait inheritance through

genetics outweighs Galton's theories of heritability. David S. Moore is the author of "The Dependent Gene: The Fallacy of "Nature vs. Nurture". On a journey to discovering genetic relation to common diseases, David Moore brings light to the many factors of how genes do or do not play a role in how we shape as people, including cases such as genetics and development, genetics and behavior, heritability, biology, DNA, Environmental influence on traits, etc. Moore brings attention to the relevant works of many other researchers as well, with the intent of making comparisons and proving the accuracy of proclaimed theories. This work is relevant to the question of adolescent development because Moore discusses a variety of factors that could lead me closer to a concrete claim about the influence parents may (or may not) have on adolescents. Moore states, "Before Galton, the statistical tools that would have allowed predictions in these sorts of situations did not exist. As might be obvious, correlational analyses like this one continue to be valuable today; they have useful applications in virtually every branch of contemporary science. Before long, though, Gregor Mendel's paper on trait inheritance was rediscovered, the word "gene" was coined to refer to his "heritable factor", and Thomas Hunt Morgan demonstrated that genes on chromosomes are influential in both trait development and inheritable- actually passed physically from generation to generation" (Moore 38). Moore is discussing how both Galton and Mendel's theories are the basis of heritability and genetics. He is saying that genes play a role in the inheritance of trait as well as how a trait is developed, and this can be discovered through statistics as well. Basically, children can inherit behavioral traits from their parents, and this contributes to the argument that parents have much influence on adolescents, because of the genes that are passed from the parent to the child.

Transmission of traits isn't just about genetic factors, but a great deal about heritability, which affects what traits a teen has actually received from their parents. Moore

highlights the fact that in order to discover what traits are being inherited by an offspring, you must also find how much of that trait is being transferred. He reveals the fact that the data from the studies conducted do not complete both tasks. Moore states, "If you are under the impression that scientists have shown a certain characteristic to be caused by genetic factors, the ultimate source of this mistaken belief- whether or not you know it- was a study utilizing the logic underlying heritability statistics; these statistics undergird the widespread, but erroneous, belief that genes can determine traits. In fact, even though their name sounds like they should serve as a measure of a trait's "inheritability", heritability statistics do not even reflect the extent to which traits will be "passed down" from parents to their offspring" (Moore 33). Moore argues that a parent does not have much influence on the development of adolescents, because in heritability studies, there is no data of how much of a trait is even being passed from a parent to a child. This is relevant because this would mean that it's possible that a child's behavioral traits and/or personality aren't being influenced at all by the parent, through genes or outside experience. While some may argue that a parent determines the type of behavior traits a teen has, Moore has revealed that inheritability can only show much about the traits a parent transmits to their child. This process is complicated because the data from the studies conducted by researchers such as Mendel and Galton show nothing about how much of a trait is even being inherited. This is relevant because while a parent may think their teen has a certain trait, that teen may not have it at all. And if they do, it's a chance that even though the trait is present, it is recessive, therefore isn't even expressed. Basically, the inheritance theories cannot be used to declare a teen's behavior, because there is no data that shows which traits are dominant and recessive.

Some may argue that traits can come from genes. Moore suggests that genes are the cause of the presence of a trait in a teen, if the trait they are expressing is not reflecting the

activity in the environment they are a part of. Moore states, "Some psychological characteristics, too, seem to develop independently of the conditions in which a person is reared. For example, orphaned human babies sometimes develop traits that are reminiscent of their deceased parents, even though the environments in which these babies develop provide no models for these characteristics. Such observations seem to imply that the appearance of certain traits is somehow predetermined- presumably by genes- since these traits do not seem to depend on specific experiences for their development" (Moore 33). Moore suggests through this data that when a trait of a person is present and that person's environment does not influence the presence of that trait, that it must be a trait that is expressed through their genes. This also applies to parents with adopted children whose strongest characteristics are the traits they inherited from their biological parents, and the traits they developed as a result of their biological parents' absence. However, Moore reveals that environmental experiences do have some impact on inherited characteristics. Moore refutes the assumption that traits are, in a sense, "predetermined", by arguing that even traits that are possibly inherited through genes can be affected, and altered, by the experiences a teen has in their environments to some extent. Moore states, "Still, other traits seem to be just a little impacted by the events of our lives; the extent to which you are shy might have changed somewhat as a result of your experiences, but if you are still relatively shy, you probably feel nothing could ever turn you into the gregarious life of the party. We are left with a sense that there is a continuum of extents to which traits can be affected by experience" (Moore 33). Moore declares that once a child is out of the womb, the most direct influence a parent has on a child is through the genes they share. Once a child becomes of age, they begin to discover what suits them and what doesn't. Even if a child isn't yet sure who they are, they already have it instilled in their own minds that if they try something or are exposed to something, and they don't like it,

they are not going to become it. This applies to the parents and every other outside experience a child has. Basically, Moore brings to light that while some argue that genes predetermine the traits of a teen, which parents expect their teen to express, he also brings to light that regardless of what traits a teen inherits from their parents, the environment their teen is a part of is going to have some type of affect on that teen's traits. This is especially important because teens are a part of the family world, in addition to their school and peer world. This means that the three environments will collaboratively cause a teen to express certain inherited traits, as well as suppress certain inherited traits. Either way, as teens experiences the world they are going to shape themselves to their own liking, no matter what traits they've inherited.

Moore also uses Galton's theory of genetic formation to suggest that parents have the ability to predetermine the traits their offspring inherits. According to Galton, Moore suggests that if a parent has, and understands, the ability to predetermine the traits they pass on to their offspring, then parents have the ultimate influence on who their teen becomes. Moore states, "Scientists of the time understood that if Galton's hunch was correct- that behavioral and personality characteristics could be inherited like physical characteristics- this would be an important piece of information. After all, it is only if we understood how our traits are formed that we can conceive of intervening in their formation" (Moore 36). Moore is basically saying that if behavioral and personality traits are inheritable like physical traits, then scientists would be able to use that info to proceed with selective breeding. This data supports the argument that parents have most of the influence on adolescents, because of the genes shared between them. However, Moore brings to light that Galton's theory on nature and nurture isn't necessarily accurate, therefore isn't very plausible. Moore discusses how while Galton did his work, he failed to address some information that was valuable to his study and theory of heritability.

Galton's lack of this information limits the extent to which his correlational analysis of trait formation is accurate. He states, "After all, when Galton was doing his work, the scientific community had not yet rediscovered Gregor Mendel's paper on "heritable factors". As a result, Galton used correlational analysis only to address questions about the extent to which traits could be said to "breed true", that is, to be inherited when environmental factors are held constant" (Moore 38). Moore is declaring that Galton's theory on selective breeding is inaccurate because he does not incorporate the necessary importance of inheritability, in which Gregor Mendel had previously made relevant. Moore basically suggests that since Galton is strongly arguing that characteristics are strongly based on genes, this information suggests that parents do not have much influence on adolescents when it comes to genes, because Galton does not have the heritability component that is necessary in discovering how much of a trait is being passed to an offspring. According to Moore, although Galton's theory on trait formation was slowly developing successfully, he failed to keep in mind Mendel's theory on "heritable factors". Mendel's theory was not able to determine how much of a trait was being passed to an offspring, which is what made his theory limited as well. This information was needed in Galton's work in order for him to come to a more accurate conclusion about trait formation. Since he lacked this information, his whole theory is limited as well. Basically, Moore shows that although teens are created by parents, and have their parents' genes, the train stops there. Once a child reaches adolescence, the traits a teen received from their parents become assessed with values as they journey towards adulthood and independence. So regardless of what traits a teen inherits, the traits they were born with will change at some point.

The role parents play in their teen's life during adolescence has a large affect on who they become and how they develop in their future, so because parents are a very important

contributor to a teen's development of identity, both parents and teens need to recognize solutions to develop and maintain a healthy parent-child relationship. Expectations are a big thing when it comes to what a parent wants for their child, as well as what a child wants for themselves during adolescence. A positive attribute to a parent-child relationship is a parent that has huge hopes for their teen, and do what they must to ensure that their teen lives up to their full potential. However, when teens reach the stage where they are experimenting and taking risks, a parent may not receive it well. It is understood that there are some plainly precarious activities that parents want their teens to avoid, but what needs to be realized is that during adolescence, teens experience the risk-taking stage naturally. It's a phase where teens attempt to determine their own values, and determine for themselves their own level of appropriateness for their individual identity, something like a trial and error phase. When teens reach this stage, parents will grasp it according to their parenting style. Regardless of what parenting style a parent has, it is during adolescence, and especially during the risk-taking stage, that a parent should acknowledge the meaning of those experiences to their teen. Parents don't always realize that while the experiences their teens have are hard to endure for them, it is highly possible that their teen is taking that experience ten times harder. In times like this, a parent needs to be as attentive and supportive as possible, because their teen is at the breakthrough stage, and the state of a family's parent-child relationship will affect their teen even into adulthood. It is just as important for a teen to refrain from pushing the envelope too, because teens are vulnerable and evolving during this time too.

Also, during adolescence, teens endure a biological chemical change when they are in the transition stage from child to adult, in addition to the many other changes. This largely contributes to the types of bonds a teen develops with their peers, teachers, and other trusted

adults. The family world is the starting point for teens when they reach high school, and begin to venture the world. A teen is programmed with a set of values and beliefs of their parents, and those values are what a teen takes into the world to associate themselves with others. As a teen grows closer to adulthood, friendships are being made, self-discovery is taking place, and new values and beliefs are being developed. Again, depending on the level of the parent-child relationship, a parent may or may not like the change. However, it is inevitable that a teen is going to choose for themselves who they want to be, what they want to believe in and what they are going to contribute to the world and this is all a part of a teen establishing their independence. As this transition begins to take place, teens and parents need to have a mutual understanding that teens are distinguishing themselves, while still maintaining the value of their relationship. If parents work with their teens to make a smooth transition, they can maintain a healthy parent-child relationship, even after that teen has reached adulthood.

And finally, another factor that can become an issue is within the parent-child relationship is communication. As we already know, adolescence is a difficult transitioning time period for both teens and their parents. Basically, a teen is leaving the shelter of their parents to experience the world, and develop into an independent individual. The reality of adolescence is parents have to watch their child grow up, and regardless of what parenting styles a parent has, it can be a struggle for any and every parent. As a teen comes of age, they become less like their parents, developing their own judgments, beliefs, and values that have been altered by a teen's experiences in their other worlds. In transition from their family world, to their peer world, to their school world, and back around, some teens may struggle depending on the level of distinction of values in the three worlds. The role that a parent can play in these transitions is communicating. Communication is necessary for parent to understand what's going on with their

teen as they experience their changes. Not all parent-child relationships develop well, and not all develop badly during a teen's adolescence, but there's no harm in trying to build a better relationship. Communicating is a good attribute in building a healthy parent-child relationship, which will always be beneficial to a teen. Basically, if parents and their teen strive to communicate, they can develop mutual understandings of the changes they are enduring as a family. Parents set the foundation for a teen's journey towards development of identity and independence. As long as teens and their parents work together towards a healthy relationship, then parents will positively contribute to their teen's establishment of identity, even if they aren't the only factor that determines who their child becomes.

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