

Welcome to the third year Bachelor of Arts program in psychology for semester VI. In the paper developmental psychology, the course code is PSD 105. This module is about adolescence, peer relations dating, and romantic relationships under the chapter Emotional and Social Development. I'm Cedila Pereira e Gomes, Assistant Professor in M.E.S College of Arts and Commerce, Zuarinagar-Goa. In this particular module, you will be dealing about peers, peer groups, and friendship during adolescence, also dating and romantic relationships in adolescence.

On successful completion of this topic, a student will be able to examine the influence of peers in an adolescent life, also to understand the role of peer groups and friendship with respect to an adolescence emotional development. They will be able to evaluate the impact of dating and romantic relationships in an adolescent life.

Peers play a powerful role in the lives of adolescence. Peer relations undergo important changes in adolescence. These changes in friendship and in peer groups, and are the beginning of romantic relationships. With respect to friendships, being popular with peers is a strong motivator. Teenagers prefer to have a smaller number of friendships that are more intense and intimate. According to Harry Sullivan, the most influential theorist, talked about and discussed the importance of a dollars in friendships. Sullivan felt that friends become increasingly important in meeting the social needs of adolescents. The need for intimacy intensifies during early adolescence. Teenagers are motivated to seek out close friends. Adolescents also disclose intimate and personal information to their friends. More often, they also depend on their friends than on parents in order to satisfy their needs for companionship, reassurance, or worth, and intimacy.

If adolescents fail to develop close friendships, they experience loneliness and a reduced sense of self-worth. The ups and downs of experiences with friends, shape and adolescence well-being. Gossip about peers often dominate the conversation of friends in adolescence. It is characterized by negative comments about others. They engage in relational aggression, which involves spreading false rumors to harm somebody's reputation. But all gossip among friends is not negative. Gossip can also involve collaborative constructions that contribute to intimacy and close relationships. Friends also show their trust by disclosing risky options. This talk featured gossiping aspect of friendship is more common in girls than boys. Most adolescents have friends with people their own age. However, some adolescents become best friends with younger or older individuals. Adolescents who interact with older youth can sometimes engage in more problem behaviours.

The standard of peer groups and the influence of crowds and cliques become increasingly important during adolescence. Young adolescents conform more to peer standards, and this is noticed around the 8th, 9th grade with respect to conformity in anti-social standards adolescence

who are uncertain about their social identity. Those who have low self-esteem and high social anxiety are most likely to conform when they are in the presence of someone they perceive to have higher status than they do.

Cliques and crowds: Cliques are small groups that range from 2 to 12 individuals or maybe five to six individuals. Clique members are usually of the same sex and the same age. And they formed because of friendship. Cliques assume more important roles in the lives of adolescence in high school years, friendships become more heterosexual. Crowds, on the other hand, are groups which are larger than cliques and are less personal. Adolescents are usually members of a crowd based on reputation, and they may or may not spend much time together.

Many crowds are defined by the activities, that the adolescent isn't engaged in. Reputation based crowds often appear for the first time in early adolescence and usually become less prominent in late adolescence.

Let us look at dating and romantic relationships. Adolescent spend a lot of time either dating or thinking about dating. Which can be a form of recreation or social status. It helps adolescents learn about closed relationships and helps in finding a partner. There are three stages that characterize the development of relationships in adolescence. The first is entry into romantic attraction and affiliation, which begins somewhere around 11 to 13 years of age, which is the initial stage triggered by puberty.

From then on, adolescents become intensely interested in romance, and it dominates many conversations with same sex friends. Developing a crush on someone is common. Young adolescents may or may not interact with the individual who is the object of their infatuation. When dating occurs, it usually occurs in a group setting. The second is exploring romantic relationships around the age of 14 to 16 years.

There are two types of romantic involvement that occurs. One is casual dating that is between individuals who are mutually attracted. These dating experiences are short lived. They last a few months. Some may only have them for a few weeks. The second is dating in groups, which is common and reflects the embeddedness in the peer context. Friends often act as a third-party facilitator of a potential dating relationship.

The third point is consolidating dyadic romantic bond, which is around 17 to 19 years of age at the end of high school years. More serious romantic relationships developed, which is characterized by strong emotional bonds which closely resembled those in adult romantic relationships. These bonds are most stable and enduring and may last a year or more.

There are two variations on these stages in the development of romantic relationship which involve early and late bloomers. Early bloomers include 15 to 20% of 11- to 13-year-olds, who admit to being in a romantic relationship. Whereas late bloomers comprise around 10% of

17- to 19-year-olds, who say they have no experience with romantic relationships, there are another 15% who report that they have not engaged in any romantic relationships that have lasted for more than four months.

With regards to dating in gay, lesbian youth, most gay lesbian youth have the same sexual experience, often with person, often with peers who are experimenting. And gay and lesbian youth continue in the same sex orientation, while others have a primary heterosexual orientation. Some studies reveal that gay and lesbian youth related the breakup of the romance as the second most stressful problem, second only to the disclosure of their sexual orientation to their parents.

Let us look at the social cultural context and dating. Social cultural context exerts a powerful influence on adolescent dating patterns. For example, values, religious beliefs and traditions often dictate at what age dating begins, how much freedom in dating is allowed, where the dates need to be supervised by adults or parents, and the roles of males and females in dating.

Dating may also be a source of conflict with the family. If parents have immigrated from different cultures where dating begins at a later age and little freedom in dating is allowed, dates are supervised and adolescent girls dating is especially restricted.

Let us look at the association between dating and adjustment. The more romantic experiences the adolescent had, the higher their levels of social acceptance, friendship, competence, and romantic competence.

More romantic experiences are also positively linked to substance abuse, delinquency and sexual behaviour, dating and romantic relationship at an early age can be especially problematic. Researchers have found that only dating and going with someone is linked to adolescent pregnancy and problems at home in its core.

These are the references.

Thank you.