



Erasmus+

TALKING TO MY TEENAGER

Manual Support



**TALKING TO
MY TEENAGER**

MANUAL SUPPORT

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Abstract

The current Research has focused on different aspects of the Communication within the Formal and Informal school environments, covering the Early Stages, High School, and Tertiary Education, and how these can have an impact on the Adolescents of all Stages. The Research has also focused on the examination of the role of other key-players within the particular field, such as that of the Parents, the Families, the Educators at all levels, the Academic Institutions, the Parents' Associations, the Student Unions, the National Governments, and the European Union. The Research has clearly identified that Communication plays a key-role on the overall Students' performance and it is highly affected by the ability of all players to understand its impact; and therefore, design and implement the appropriate Strategies that will help them overcome the existing and potential barriers. In addition, the current Research has identified a number of other issues such as the impact of Cyberbullying at all stages of Adolescent, the need for using the Information Technology and the Information Communication Systems in order to enable better feedback from all participants involved.

Keywords: Adolescents, Parents, Families, Educators. High School, Academic Institutions, National Governments, European Union, Information Technology.

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Chapter 1 – The Formation of the Identity during adolescence

1.1. Introduction

The formation of any group of people, based on a clearly scientific basis must take into consideration several dimension that can indeed provide a clarified overview, and enable a better and deeper understanding of all the relevant issues that need to be examined. This approach can potentially provide the researchers with the relevant academic and scientific background that will support the findings, conclusions, and possible recommendations. This need to be developed regardless the field of scientific research and can essentially become a powerful tool for public, private, and non-profit organisations; therefore, the appropriate attention must be paid towards the particular direction in order to enable the relevant benefits that will lead to the achievement of the strategic objectives within the expected time framework (Cravens & Piercy, 2013).

As a result, the identification of the formation of the identity during the Adolescence should take into consideration several personal and social-cultural factors such as:

- i. Stage of Life
- ii. Social status
- iii. Financial situation

1.2. Introduction to developmental psychology in adolescents

v that need to be clearly identified in order to enable better understanding of how these are impacted by the broader social-cultural and educational environment, as these, along with the family environment constitute the two major elements that play a key role in children's lives. As a result, it is of a pivotal role to be able to identify and describe elements such as:

- Identification and explanation of the physical, cognitive, and emotional development that occurs during adolescence
- Identification and explanation of the physical, cognitive, and emotional development that occurs in adulthood
- Identification and explanation of the differences between fluid and crystallized intelligence, as a primary area of personal and scientific concern, especially when this is within a transitional stage in which specialised requirements are important
- Identification and explanation of the attitudes toward death and Kübler-Ross's five stages of grief, as a major scientific tool that can help the professionals and the adolescence overcome the problems according to the given situations

In terms of the Physical, social, emotional and cognitive development, it is important to point-out that the Adolescent developmental domains and experiences are to great degree influenced by several experiences and

environments in which the young people are affected, especially during their very early stages of their lives, and all these are having a massive impact on the development of their personality. Consequently, the following dimensions are developed, and can essentially provide a better understanding of the overall elements, creating several challenges for the professionals in order to be able to provide the relevant support at each given stages

- *Physical Development* – The particular dimension refers to the personal characteristics, such as height, weight, internal organ size as well as several changes that are related to skeletal and muscular systems. All these determine not only the Physical development but can also be seen as an element that affects the rest of the personal abilities and characteristics, including the level of sexual activities. As a result, this element constitutes the primary concern for the Psychologist in order to provide the relevant support for the young people in need, especially when these are in their teenage era in which specialised attention is needed in order to ensure that problems will be avoided, and ensure further development (Shaffer & Kipp, 2010)
- *Social development* – This constitutes another important element that creates several challenges for the Adolescence as they are impacted from the overall environment, with the Physical

appearance to be seen as a fundamental aspect, especially for the girls as they see their personal and physical appearance as a major tool for their development. The Social development can also be associated with Social Inclusion and/or Exclusion; hence, this need to be taken into account in the confrontation of possible problems. Furthermore, the Social development is linked to the ability of the young people to adjust to the needs of the society to an adequate level, and this can help them become more confident about what they can achieve. Self-confidence is seen a major challenge which can provide the young people with the relevant support which is required in order to match their personal tasks as well as the requirements of the society. This is of an increasing importance, especially when young people have to develop as personalities, and succeed in highly competitive environment. All these above-mentioned issues are interrelated to the Physical development, and any attempt to solve particular problems must take into account the above elements, as this will provide a comprehensive overview (Xie et al., 2002)

- *Moral development* – The role of Moral and Ethics plays an important role in the development of young people as they come across to several challenges that they are based on their personal, religious, ethnicity, and other values that characterise their societies.

The impact of Moral development can be traced in several aspects such as the cognitive development which can be initially developed at the home and then at the school environment. The moral development of the young people is also enhanced through a number of activities such as helping, volunteerism, or caring for others, especially when this refers to highly sensitive issues. In addition, the Moral development and the Ethical values are affected by ‘...racism, sexism, homophobia, ageism, and biases against persons with disabilities are inherently destructive to both the individual and society’ (APA, 2002, p. 13). In addition, these values are more intense within particular groups of people such as minorities as they find these activities as a way of showing their support to other people and develop a feeling of Social Inclusion. Finally, the Moral values are identified within the young people that face serious health problems such as physical and mental disabilities. All the above create an important part which helps the Families & Parents to gain better understanding of the related issues.



1.3. *Implications of the Attachment Style in Adolescence and Adult*

Attachment Theory refers to the particular aspects such as psychological, evolutionary and ethological, which all affect the relationships between people and also can have an impact, positive or negative, in the personal relationships. This impact can be identified in several environments such as:

- *Family* in which the interaction on a daily basis and concerns important personal issues can influence people's behaviour and the way they treat others, especially when this concerns aspects that have highly emotional influence, or they are concerned with internal financial issues
- *Professional* that are developed within the working environment, in which the individuals spend a lot of time with their colleagues, and therefore, a close relationship is usually developed. In highly competitive working environments, this relationship may influence the overall performance
- *Social* in which the individuals develop several activities, including sports and volunteer work. In all these, the need for Social Inclusion and the need to engage in activities that go beyond the daily routine is higher, the Attachment Theory enables the understanding of a number of issues and ways of personal progression (Westen et al., 2006).

Prior the identification of the possible Implications of the Attachment Style in Adolescence and Adult it is important to clearly identify the actual Attachment Styles that generally occur and have prevailed in both academic research and professional application. As an initial comment, all the following Attachment Styles are equally important, and their critical evaluation must take into consideration the elements that apply in each given situation. This will enable a better understanding and evaluation; hence, providing the ability to come to safer conclusions and practical recommendations. Therefore, the following Attachment Styles are identified and developed, and have a full application into both the Adolescence and Adults:

- *Secure (Autonomous)* – People in this category are characterised by a high level of self-confidence, they feel that they belong into a warm, caring, and loving environment that provides them with the relevant support in difficult moments and therefore, they will never be left alone when these moments arrive. In cases of relationships, these persons they feel comfortable to depend on their partners and vice versus and show their availability in the difficult moments. They accept their partner's needs and are ready to help, especially in emotional moments. They are trustworthy at personal and professional levels, and they show a high level of communication.

- *Avoidant (Dismissive)* – In contrast to the previous Attachment Style, the people that fall within the current one, they remain in distance from others, and usually life a barrier in their relationships, avoiding to express their personal feelings about a number of issues. They are not able, and they avoid to depend on others, even their close family and their partners, and fail to provide this support to the particular people, which is far more obvious in difficult moments and in many occasions can create psychological imbalance, for themselves and people around them. Importantly, their communication is intellectual and can be good when crisis and serious decisions are needed. Furthermore, when it comes to parenthood, they are emotionally unavailable to their children and this can create some serious obstacles between them, especially when children are in need in difficult moments at school or in their personal relationships. In addition, this distance between them and the children can lead to the creation of further problems and barriers between them and their partners. All these lead them to be self-sufficient in order to avoid coming into the situation in which they will seek assistance, not only emotional, but also financial, as they do not feel comfortable talking about their emotions, especially negative ones (Crittenden, 1985).

- *Anxious (Preoccupied)* – Individual Adolescence and Adults that fall within the particular category are usually insecure in intimate relationships, both at the workplace and the family environment, and this can have a negative impact on their psychological and possibly, their mental condition. One of their major characteristics is that they constantly need reassurance about several issues, and as a result, this can become a problematic situation, not only for them, but also for the people around them as this can become a boring and uncomfortable situation. In addition, they are overly sensitive towards their partners' activities, especially when these activities are directly related to them as I many occasions they may feel that this can be against them, or, they are just trying to hide something from them. In terms of communication, which plays a great role in the interpersonal and professional relationships, they are not very cooperative, and this can create serious problems. This leads them to believe that they are never wrong and the other people are always the ones that they need to take the blame. In addition, they are inconsistent in their relationships and this can lead to lack of trust by others (Schindler et al., 2005). All these constitute some important elements that need to be critically evaluated in order to enable a better understanding.

- *Disorganized (Unresolved)* – This is the last Attachment Style and this group of people are usually seen as possibly the most complex of all as they are characterized by several ‘symptoms’ that create challenges for the Families & Parents in order to provide them with the appropriate medical support, and help them improve in their personal, professional, and family life. One of the most important characteristics refers to the fact that both their Mindset and their emotions are unresolved; thus, this can be considered as a negative start in the overall procedure of providing assistance, especially in the Adolescence in which they are more independent and cannot tolerate the opinions of others. Instead, they seem them as a threat that they need to confront at any cost. In most occasions they find it difficult to accept losses from the past, and they continue mourning for long-time. This is one of the most important reasons that they lead them become antisocial, even with people in their close family and working environment. They have lack of empathy and remorse and being aggressive constitutes another one of the most important challenges that they come across to. All these create a rather complex environment for them, the Families & Parents, and of course, the people around them (Hesse & Main, 2000).

As a result of all the above-mentioned identifications, the most important Implications of the Attachment Style and consequently, the Theory that supports the particular Styles, refer to the following:

- Ensuring Communication with all the people involved, based on their own particular needs and requirements, especially when this refers to really difficult situations that can harm the Adolescence. Communication can indeed create some really important background for ensuring the best interests of Adolescence and Adults; however, this needs to be developed in the best possible way in order to avoid possible problems. Given the different Styles and Channels of Communication, that make the overall procedure even more complex, the particular need for the Families & Parents is of an increasing importance. Based on the Communication concept, the need for approaching each person and each group of people based particular principles such as cultural, ethnicity, race, sexual orientation, etc., can indeed provide the relevant benefits to the Families & Parents. Otherwise, this can be developed as a real obstacle and a serious implication between the Families & Parents, the Adolescence, the Adults, and everyone else involved within the overall procedure, calling for the best possible professional approach (Collins, 1996).

- Furthermore, the impact of the Bowlby's Theory which focuses on the connections between emotion, and social functioning can also be seen as a possible implication shall the appropriate measures are put in place in order to avoid possible problems. In addition, the particular Theory creates further challenges that need to be identified by the Families & Parents in order to provide the relevant support to both the Adolescence and the Adults, especially when these two parties are in distance and communications seems to be rather impossible. In order to ensure the elimination of all the above-mentioned implications (emotional and social), the Families & Parents must ensure the application of:

- *Consistence* of thinking within the two parties in order to avoid possible misunderstanding of each other and develop better Communication channels, with focus on the difficult situations in which emotional tension is identified
- *Recognise* the significant role that the adults can play, as they are more mature, they usually have a much better perception of reality, and can become a source of open and effective Communication and flow of ideas between them and the young people
- *Promote* the well-being of all parties involved, as this can create a more positive environment, much needed for the

elimination of the potential implications. Given the fact that Adolescence and Adults have a rather different perception over the 'Well-being' concept, the Families & Parents must apply practices that will be able to identify the potential differences and implications and develop a sustainable environment for the people in need

- *Respond* to the needs that both groups are facing, as this can create a rather positive environment, and enable the young people and their families to become more effective, avoid unnecessary conflict, and ensure that a high level of trust shall prevail within their relationships
- *Apply* monitor and evaluation processes as an integral part of the overall procedure. This will help avoiding possible loss of control of the overall procedure and ensure that things are going as planned, and most importantly, apply corrective measures where needed. This is of a primary importance and monitoring and evaluation cannot be undermined as it can potentially lead to problems and create a negative environment.

Critically approaching the particular issue, it is vital to identify that the major implication derives from the fact that the Adolescence and the Adults have

different perceptions about a series of issues and the maturity and experience that the Adults carry. This cannot be replaced and constitutes a serious asset that the Families & Parents can use in order to ensure the best interests of the young people and their families. In addition, this enables the development of more effective communication channels that will essentially establish the background that will assist everyone to become more aware of the reality and how the unlikely situations can be confronted.

Given the fact that the Adults need to show a higher level of maturity as they are ethically and legally responsible towards the young people, the identification of the roots of the problems, as well as the implementation of the relevant measures, must constitute a priority for the Families & Parents. They carry they scientific responsibility that will provide all the rest of the participants with the appropriate knowledge and assistance in order to become more extrovert and express their feelings, regardless the Attachment Style that they fall within.

The real challenge in this situation is the Families & Parents' ability to ensure that Science shall prevail, obstacles shall be eliminated, and the Young people will receive the best possible assistance and they will not be exposed to any possible physical and mental health hazards.



1.4. Why the Adolescence is a Determinant Period for the Formation of Identity

It is indeed a well-identified scientific fact that the Adolescence period play a vital role in the overall Identity Formation which to a great degree defines the rest of the lives of the particular group of people, and creates the opportunity for them to ensure that their future will indeed be established within a positive manner, shall the appropriate actions are put in place. The overall environment in which the Adolescence is developed for each individual person, can indeed be considered as a Determinant factor that can drive towards the formation of the overall Identity. Importantly, the impact of all the pieces within the particular puzzle can be characterised as crucial for the Identity Formation, creating some serious challenges, especially for the closest environment, which of course refers to:

- The Family and especially the parents who need to develop the best possible skills in order to positively influence the Identify Formation and help the young persons to become more creative and self-confident, especially when they come across to some really difficult situations. This is even more important when the children live in families with a disadvantaged background which creates further problems such as financial

- The School environment which can be considered as the ‘Second Family’ for the Adolescence and have the official duty to provide the young people with the relevant support at an academic level which will determine the character for many years to come. In this procedure, the impact of educators is pivotal and attention to details with focus on the personal needs and characteristics of each one is highly required.

The above factors, which of course they are not the only ones, create some important background in which the Identity Formation is structured on, and have been long-developed and importantly, can have an impact on the ‘Ego’ of any individual, and of course, the young people which are in a very sensitive time of their lives (Marcia, 1966).

Given the impact that the school environment has on young people, especially in contemporary societies in which the level of lives is a lot higher than others, with focus on the countries of the European Union, all the above can be easily critically approached and evaluated, and can provide the current research with the relevant scientific knowledge. Importantly, the coordination of the family and the school activities can be considered as a milestone in the overall procedure and can essentially create a stable supporting ‘wall’ that will help the young people to successfully form their Identity.

Brzezińska et al. (2012, p. 1) have added on the important early work and identifications provided by Marcia (1966) and provided some more important insight over the particular issue by stating that ‘...we must analyze the interactions between various areas and factors, viewed as embedded subsystems and systems and dynamic relations which change at many levels simultaneously.’ Based on the above, indeed important identification, the authors have focused on the establishment of the ‘Social Context of Development’ which refers to several factors that can provide a better understanding of ‘Why the adolescence is a determinant period for the formation of identity.’ Amongst other elements, the authors have focused on the following:

- *Primary socialization (family, peer groups)* – Within the particular concept, the family and the close friends have the greatest level of influence and can help the young people overcome their problems and establish a solid identity, as, an informal communication procedure and relationship can be established
- *Secondary socialization (educational institutions)* – This concept refers to the formal environment of school in which the educators have a great role; however, within the same environment, the impact of friendship is also visible and leads to a high level of influence and creation of a positive environment.

As a result of the above elements, the authors have also identified and proposed other issues that can also contribute to the overall knowledge and understanding of the determinants of the Adolescence identity. Such elements need to be clearly identified and explain as they are evaluated as fundamental and include the following:

- *Shame and Regulation of the Shame Experience* which can lead to both positive and negative feelings and outcomes, and can influence the young people for many years, as they can see this as an opportunity to improve, or they see this as an obstacle that they believe it cannot be confronted
- *The System of Beliefs* concerning one's life course which includes important life aspects such as 'Sense of punctuality of life events' and 'Perception of life turning points', which according to the assistance that they will receive from their formal and informal environment can help them (or not), to become more effective and responsible
- *Integration* with the social environment in which they can be able to develop their own unique skills and abilities, and also, identify if they can improve in particular areas. This can also help them decide about their future in term of academic pathway, which obviously, can determine their personality and identity (Positive orientation)

- *Assimilation* which constitutes a fundamental aspect in personal and professional development and character progression. To a broader term Assimilation refer to the process of taking in and fully understanding information or ideas; hence, enable the overall personality progression (Positive orientation)
- *Marginalisation* which refers to the process of making a group or class of people less important or relegated to a secondary position. In such occasions, the young people are more likely to develop weak personality identity and become more vulnerable in difficult situations in personal and professional circumstances (Negative orientation)
- *Segregation* which refers to the action or state of setting someone or something apart from others. Racial and religious are some of the most common Segregation forms, and unfortunately this is something that can be identified in several contemporary societies, in which stereotypes have prevailed (Weak orientation)

The real question and challenge within the particular forms of orientation, must be the role of the Families & Parents, and how they can develop the relevant, and appropriate for each given situation, Communication channels, in order to establish a positive relationship and promote trust and empathy that will positively influence and determine the Adolescence identity.

1.5. How to Strengthen the Self-Esteem

Self-Esteem constitutes a real challenge for the majority of people, and of course, this applies for the Adolescence, as they usually find themselves in really difficult positions and they need to overcome these situations in the best possible way. In addition, the early development of Self-Esteem can determine the Adolescence Identity, and as a result of that, the appropriate attention must be given in order to avoid possible mistakes that will lead to negative results and long-term consequences.

Self-Esteem constitutes a great issue of scientific research for the Families & Parents and refers to ‘...describe a person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself. It involves a variety of beliefs about yourself, such as the appraisal of your own appearance, beliefs, emotions, and behaviors’ (Cherry, 2019, p.1). In addition, the author importantly clarifies that Self-Esteem can be easily viewed as a personality trait which has an impact on one’s identity.

Self-Esteem in Adolescence constitutes a challenging aspect and in general refers to the most important experiences and feelings that the young people have come across to, creating either a positive or a negative environment, and can be seen as elements that influence their identity and their relationships.

Importantly, Self-Esteem within the Adolescence varies in gender, and this constitutes a real challenge, not only for the young people who are found to fall

within the current situation, but also, for their Families & Parents. Given the need for all of them to work closely in order to overcome the particular problem, it is considered as important to identify these differences. This will provide the opportunity for better understanding each given situation; hence, applying the best possible strategies that will help the Families & Parents to deliver the expected results.

In terms of the teenage girls, these are usually found to be in more vulnerable situation and have a lower self-esteem, than the boys. Their physical appearance constitutes a real challenge and can be a determinant factor leading to low level of Self-Esteem. Shall this is combined with other problems within the school and family environment, it can lead to some serious negative situations, which creates further challenges for the Families & Parents, and of course for the overall broader environment.

For the boys, things are different; however, the challenges remain the same for the Families & Parents and the families. Boys are usually struggling to come in terms with the social Stereotypes, and this creates some serious pressure. Having to prove their masculinity, can become a negative determinant which can lead to low-level of Self-Esteem.

In order to avoid the problems of Self-Esteem it is important to identify the reasons and also spot the signs, especially at their early stages, that lead the Adolescence to feel in the particular way. McKnight (2019) has identified the

characteristics of the Adolescence that experience High level and Low level of Self Esteem (Table 1.1.).

Table 1.1. Adolescence High level and Low level of Self Esteem

<i>High Level</i>	<i>Low Level</i>
Feel loved and accepted by those around them	See themselves as inferior to others, disrespected and undervalued
Tend to be optimistic about their future	Feel insecure and have a paralyzing fear of failure
Capable of taking responsibility for their own behavior and decisions	Often lack discipline, commitment, and the ability to take responsibility
Know their strengths and weaknesses, accept criticism, they can also self-criticize and face their problems	Try to stand out, and due to their constant need for attention, may lie and be deceitful
Have emotional stability and show empathy	Blame others and have an aggressive, violent, regressive, antisocial attitude
Are sensitive to others' needs	Difficult to communicate with

Source: McKnight (2019)

All the above are indeed some serious issues that need to be effectively confronted. In order to do that, Adolescence need to apply particular techniques that are considered to have some great results, they can be applied by both females

and males; therefore, creating a rather positive background that will help them, and of course, the Families & Parents.

- Be nice to yourself - Try to avoid all negative and unnecessary thoughts that create obstacles
- You do you – Stop comparing yourself to others and focus on your own goals, avoiding losing time
- Get moving – Exercise can have an impact and become a serious motivation
- Nobody is perfect – Need to understand that all people may fail with some of their tasks
- Remember that everyone makes mistakes – Mistakes help you improve, so, see the positive side of things
- Focus on what you can change – Invest your time on things that can be changed, and focus on doing this
- Surround yourself with a supportive squad – That will help you develop positive feelings

Source: Reach-out (2020)



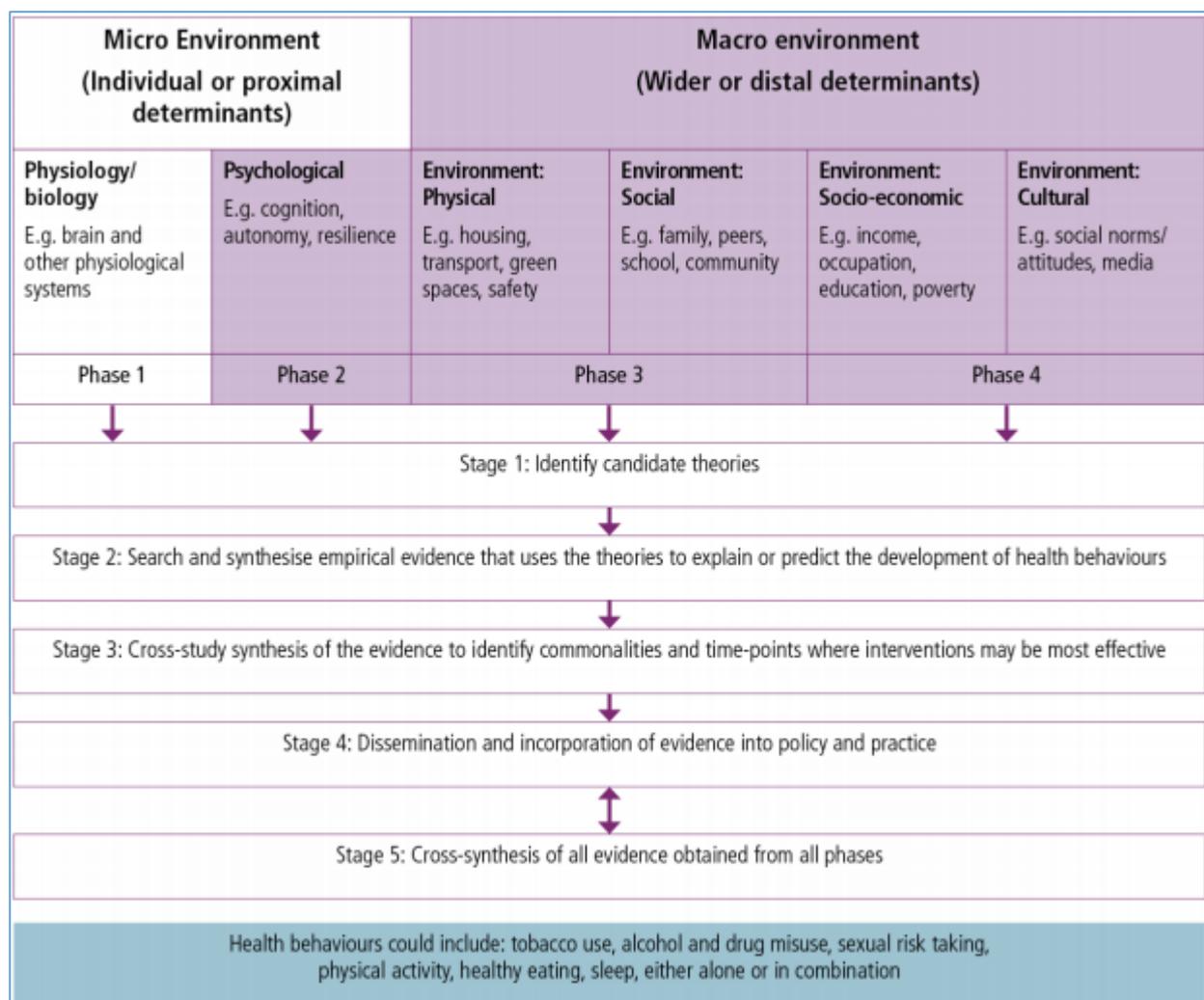
1.6. A Brief Introduction to the Physiology of Development in Adolescents

According to the McAteer et al (2017, pp.4-5), reporting for the Scottish NHS, 'Physiological development was defined as encompassing a broad range of biological systems (e.g. musculo-skeletal, nervous, endocrine, integumentary, cardiovascular, respiratory, digestive, reproductive) and associated biochemical and hormonal processes.'

The above definition provides a clarified overview of the further scientific examination of the Physiological development of Adolescence and creates the opportunity for the Families & Parents to approach the challenges through the implementation of more sophisticated and targeted strategies. All these need to become a part of serious critical thinking, as the overall scientific approach constitutes a fundamental aspect in the overall procedure, and not only can be extremely helpful for the Families & Parents, but also, will enable the young people to identify their body within a different; however, equally important way. This can potentially help them establish a more positive approach towards possible problems, especially when low-levels of Self-Esteem prevail in their lives. As a result of all the above, more effective Communication styles and channels can be applied, enhancing the work and the role of all participants involved within the particular procedure, and help towards delivering the best possible results for the young people.

In addition to the above, McAteer et al (2017) have identified some important elements that are associated to the Physiological development, and importantly, they are divided into two major categories; the Micro-environment and the Macro environment (Figure 1). All the below elements can become some important background that can enable further critical approach.

Figure 1.1. Dimensions of Adolescent Development



Source: McAteer et al (2017)

Further to all the above, the examination of the Physiological development of the Adolescence needs to become more focused due to the changes in the societal, cultural, and individual characteristics that have an impact on the scientific examination and approach. In addition, the different ages and stages in the Adolescent must also be taken into some serious account as they can have a great deal of impact, hence, creating some further challenges for all people involved, especially the Families & Parents that they need to apply these issues within a more scientific framework.

Pringle et al (2016, p. 2) have clearly identified all the above issues and have developed it in a more important dimension as they have importantly explained that:

'Intervening to support positive health choices during adolescence therefore has the potential to lessen the likelihood of developing a health condition in later life, with possible positive implications for future health service provision and resources. An understanding of the complex physiological changes that are taking place within the human body during this period and the relationship with health-related behaviours is the first step towards recognising adolescence as a transition period that warrants a specific focus as a unique period of opportunity. Such knowledge can help to inform health policy and intervention development.'

Therefore, as a brief introduction to the subject of the Physiological development of the Adolescence, the Families & Parents and the Health Systems

must take into consideration several important aspects that play a pivotal role, and importantly are interrelated. In addition, lack to do so, it may lead to some negative results; and consequently, the Families & Parents and the National Health Systems should focus on eliminating these barriers.

Hence, the following must be considered:

- *The Microenvironment* which refers to Individual or proximal Determinants and calls for Families & Parents to have a more clarified personal approach
- *The Macroenvironment* which refers to the wider or distal Determinants and this can include, amongst a lot of others, the families and the school environment
- *The Cultural* situations that exist in each given case, as these can influence the Physiological Development and create further needs and challenges for the Families & Parents
- *The Gender* differences as Males and Females have different body as well as emotional structure, calling for the Families & Parents to adapt according to the needs.

1.7. What Changes Take Place in the Brain of a Teenager

The examination of the changes that occur within a Teenager's brain need to be clearly established as several aspects are considered to be important, especially from a scientific point-of-view. As children experience growth and become Teenagers, the Brain development is constantly taking place, and to a massive level determines the rest of their lives.

These changes have an impact on their ability, and their way of thinking, and are also determined by the overall social environment. As a result, the following issues are evaluated as the most important:

- The Children's brain experiences a massive growth during the first six years of their lives, which can be identified on several aspects such as the educational level
- By the age of six, Children have already developed approximately the 90-95% of an adult's brain, in terms of size. However, this does not mean that they can use it in the same manner
- Despite the massive 90-95% by the age of six, the Brain goes through some different stages such as that of the 'Remodeling' prior functioning as an adult's brain
- The Brain 'Remodeling' occurs in an extremely intensive way during adolescence stage, and this can continue until the Mid-20s, which is the Higher education age

- Importantly, some Brain changes seem to occur prior the Puberty stage which refers to the period in which Teenagers can reach their sexual maturity stage and are capable of reproduction
- The Brain development is highly affected by the Body Anatomy, and this is a great issue that affects the overall scientific approach
- Males are usually found to have larger Brain size, and in most occasions this difference is between 8-13%. This also calls for further scientific examination
- Despite the previously mentioned different Brain size between Males and Females, there are part of the Brains of the two genders that do not experience any differences
- Adolescence is the major time in which the major differences and changes occur in the Brain development and operations
- These changes are clearly visible within the Male and Female teenagers
- Teenage Brain development is affected by several reasons with the Stress situations to be considered as some of the most important obstacles towards a normal development
- The extensive use of substances such as Alcohol and Drugs can create a negative environment for the healthy Brain development and can affect the overall behaviour

- Prober sleeping, especially at the early years, is a great determinant factor in the brain development, calling for parents to ensure that
- In addition to the previously mentioned point, Children that sleep between 8-10 hours per day, are more likely to develop a healthier Brain
- Remaining connected to a child can help his/her Brain development, as this is affected by emotional aspects as well as a feeling of safety, that must be ensured
- Brain development is also affected by the establishment of parental guidance and monitoring, which occurs through a normal and stable family environment
- Nutrition plays a pivotal role in the Brain development, and this is the duty of parents in order to ensure it

All the above are crucial in the Brain development of Children, in order to become healthy and active Teenagers and then Adults, that will contribute to the society in the best possible way. In order to do so, it is important that the overall environment, especially the family and the school, provides them with the relevant assistance, as the young people, especially at the early stages of their lives, are the considered to be the most vulnerable groups of the society.

In addition to the role, of the families and the schools, the National and regional authorities must also develop the appropriate policies in order to ensure

that all these shall be established. Therefore, this calls for the development of particular policies and strategies that will take into account the needs of the young people, as well as the capabilities of the Families & Parents as they are the onset that will provide these executive services. Some of these Strategies are:

- Encourage empathy
- Emphasise the immediate and long-term consequences of actions
- Try to match your language level to the level of your child's understanding
- Help your child develop decision-making and problem-solving skills
- Staying connected and involved in your child's life

Source: Raising Children Australia (2020)



1.8. What hormonal changes occur in a teenager?

It is a well-known fact that different Hormones are developed in different stages in peoples' lives; thus, this constitutes a fundamental element in identifying what Hormones are identified and developed in a teenager's bodies, and especially, in the several stages of the Adolescence.

Given the vulnerability of the teenagers, especially in difficult and stressful periods of the Adolescence, the procedure towards identifying the Hormones, constitutes a serious challenge as it can enable the best possible confrontation of the potential problems, and help them overcome them before they mount and become a difficult task to overcome, and lead them to more serious problems within their school and family environment, which can potentially lead to other problems (Arnsten et al., 2004).

According to Shiel Jr (2020, p.1) 'Hormone: A chemical substance produced in the body that controls and regulates the activity of certain cells or organs. Many hormones are secreted by special glands, such as thyroid hormone produced by the thyroid gland. Hormones are essential for every activity of life, including the processes of digestion, metabolism, growth, reproduction, and mood control. Many hormones, such as neurotransmitters, are active in more than one physical process.'

This identification provides the opportunity not only to focus on the issue from a scientific point-of-view, but most importantly, to explore the elements

related to the Teenagers and the Hormonal changes that occur within their body, in different stages and in different times.

Importantly, Teenagers' Hormones affect moods, emotions, and impulses, as well as their muscular development, even their sexual activity. All these lead to the identification of the Hormones, especially during their puberty stage in which a major Hormone have prevailed:

- *Gonadotropin-Releasing Hormone (GnRH)* – ‘triggers the pituitary gland — a small but significant gland that controls the production of several major hormones — to secrete follicle-stimulating hormone (FSH) and luteinizing hormone (LH) into your bloodstream’ (Newport Academy, 2012 – Online)

In addition to all the above, several changes are occurring:

- Changes in weight, height, and muscle mass
- Girls develop menstrual periods and larger breasts
- Boys develop larger sex organs
- Both Boys and Girls develop hair in different body parts
- Both Boys and Girls develop stronger body odors

In this particular procedure, it is important for both the health professionals and the Families & Parents to clearly understand the need to provide the relevant assistance as the change that occur due to the development of Hormones, creates

further challenges that call for a clarified scientific approach that will lead towards the best possible results. Consequently, amongst others, the following practical actions should be developed (Stanford Children's Health, 2019).

- Establish a solid Communication procedure with the Teenagers, according to their unique needs
- Encourage the Teenagers to become more active and develop new and more fruitful activities
- Develop Group sessions if required in order to ensure that the Teenagers will not feel Social Exclusion
- Work closely with the Teenagers and their Families in order to identify ways to manage and handle difficult situations
- Provide a positive environment with consistency, empathy, and loving feeling
- Set limits, restrictions, and rewards, in order to ensure that a fair environment shall be established
- Ensure spending time with the Teenagers in order to develop Communication and Trust



1.9. What Physical Changes Occur in a Teenager?

The Physical Changes that occur within the Teenagers' bodies are directly related to the Hormonal Changes, and this identification needs to be clearly established in order to move towards the development of the relevant knowledge; thus, enabling the confrontation that are develop for the Teenagers.

The examination of the current issue focuses on the Puberty stage which is considered to be the most important and crucial, as the changes are clearly identified in both Physical and Hormonal changes. Puberty refers to the time in which the Teenagers move from the early childhood towards more mature stages in which elements such as sexuality, natural, healthy, and body changes, are developed. The connection of al that need to be considered in the identification of all the relevant issues, and potentially creates the opportunity to establish a more critical thinking over the related aspects.

In addition, Blakemore, Burnett, & (2010, p. 926) add to the particular issue and strongly suggest that 'The beginning of adolescence is loosely anchored to the onset of puberty, which brings dramatic alterations in hormone levels and a number of consequent physical changes. Puberty onset is also associated with profound changes in drives, motivations, psychology, and social life; these changes continue throughout adolescence.'

As a result of all the above-mentioned scientific aspects, the following Physical changes are identified, and they need to be briefly explained as this will

enable a better understanding of the particular element, which will potentially lead to a deeper understanding of the actions that need to be taken in terms of Communication with the Teenagers and their families:

- *Brain* – The Brain is developed and provides the Teenagers with the Physical as well as emotional characteristics. Critical thinking is considered to be one of the most important aspects and creates the opportunity to develop the overall personality which has an impact on their future
- *Bones, organs and body systems* – All the organs experience a massive development which determines their confidence and the personality. In addition, the gender differences are more obvious at this aspect and also has an impact on the activities that Teenagers choose to focus on
- *Clumsiness* – This is defined as a poor coordination and can have an impact on the Teenagers' lives and confidence. Limited maturity and inability to clearly understand and evaluate serious situations, are the most common characteristics which can lead to an increase of accidents and other related issues
- *Physical strength* – This mainly refers to the muscle development, which is different between the boys and the girls, it is directly related to the Hormonal changes, and enable the Teenagers to focus on

particular activities, including athletics. This could also determine their level of confidence

- *Gain Weight* – One of the most important Physical Changes is that the Teenagers at this stage gain a lot of weight in which some occasions can lead to Obesity and Overweight, if attention is not paid by the parents. This can lead to other problems such as psychological and lack of confidence
- *Sleep Patterns* – Teenagers experience real changes in the number of hours that they sleep. Staying up until late constitutes a common characteristic. Shall attention be not paid towards this, loss of concentration may be developed, leading to the relevant negative results at school
- *Sweat* – New types of Sweat are developed, and the development of several bacteria that they need to be confronted, are clearly identified. This calls for extra help from the parents
- *Teeth* – Children have their second molars near the age of 13

Source: Raising Children Australia (2020)



1.10. Conclusions of Chapter 1

The initial Chapter of the current research paper has focused on the identification, examination, and consequently, the development of several elements that can provide some essential background that will enable the further exploration of issues that are related not only to the following chapter, but they will most importantly, assist towards a more comprehensive approach, and trigger further research, which is essential for any given research.

The Psychological development of adolescents goes through several stages that they need to be clearly defined and identified in order to ensure that this will not create obstacles to their development, instead, it will become an effective tool in the hands of Families & Parents, that will lead to a practical value and benefits for the teenagers.

The several Attachments Styles that apply during the particular stages, and the implications that apply on each occasion, call for the Families & Parents and the families, to become extremely careful in order to evaluate each given situation, based on the application of particular criteria. This is expected to contribute towards the elimination of obstacles and create the relevant positive environment. The School environment, which is considered to be the ‘second family’, plays a key-role, and as such, the relevant attention must be paid towards it.

Chapter 2 – Understanding Behaviors and Personality

2.1. Introduction

The identification of different Behaviours and Personalities is critically evaluated to be of the utmost importance towards the creation of a comprehensive understanding of how people react at different stages of their lives. Therefore, this fundamental principle applies to the case of the Teenagers, who constitute a powerful group of people in any given society, carrying their own unique characteristics that need to be taken into account, be evaluated; accordingly, hence, enabling the Families & Parents, as well as their broader school environment to treat them in the best possible way (Arteaga et al., 2010).

In the current procedure, the relevant Motives need to be established towards the young people in order to ensure two major targets that are considered to be vital for the effective problem confrontation:

- Successful communication which will enable the creation of mutual understanding and trust, and avoid unnecessary conflict between them and any other party involved
- Meet their expectations and concerns, as they are in a really challenging stage of their lives in which important decisions must be taken, that will determine their future

2.2. Understanding Personalities

According to several approaches regarding the under-examination element of 'Understanding Personalities', Personalities carry particular characteristics in terms of traits that can be seen as relatively enduring characteristics and lead towards influencing individual's behavior, and this can vary according to each given situation. In addition, several Personality traits can be clearly identified, and some of them refer to introversion, friendliness, conscientiousness, honesty, and helpfulness are vital as they can potentially because enable understand situations such as consistencies in behavior (Eysenck, 1998).

As a critical approach from the professional life, working with young people at an academic level, the researcher has managed throughout the years to extract some valuable conclusions that are indeed considered to be important for the development of the current work and provide the relevant information regarding the understanding of the Personalities of the young people. Therefore, as one of the most important identifications refers to the fact that the younger generations are highly dependent on the Information Technology, and this is something that creates communication obstacles. Of course, there are other several problems related to the overall cultural and family backgrounds; however, the Information Technology is having an increasingly worrying impact and it must be clearly identified in order to enable better understanding.

Based on all the above, and the ‘5 Factor Model of Personality’ (Shiner & Caspi, 2003), the following Traits are identified as the most important, and can provide further understanding of how they can influence the Adolescence.

- *Openness to Experience*: the depth, complexity, and quality of a person’s mental and experiential life. These people are open for new adventures, they can be ready towards taking some risk in order to enjoy life, and usually seen to like arts in most of their forms. They avoid exaggerating about things, they do not hesitate to express their feelings and confront those who believe that they threat their beliefs and are attempting to stop them from creating their own unique personality. They are also animal friendly and can provide assistance to them, despite being in difficult position. Also, they use the catchy moto of ‘Variety is the spice of life’ in order to develop their feeling and approach towards life (Connelly et al., 2014)
- *Conscientiousness*: the extent and strength of impulse control. This group of people are extremely organized, they attempt to avoid any possible disorganised people and situations at both personal and professional lives, they pay attention to detail, and are more spontaneous and freewheeling. They are usually very successful at school and university.

- *Extroversion*: the extent to which a person actively engages the world or avoids intense social experiences. Within the particular category, the majority of people is identified. The more extrovert, the most social a person is, and vice versa. This can help people to socialize in an easier way, trying to avoid any unnecessary tension at work, family, and school environment. In addition, they are usually developing a high sense of fairness and try to ensure that the right things must prevail in life, especially in sensitive situations. In contrast, individuals with low level of Extroversion (Introvert people) are more likely to become isolated from others as they avoid socialising, causing some serious communication obstacles at school, work, and family environment. In addition, Shyness is a common characteristic of the particular people and can lead to a low-level of confidence, which can create some serious obstacles at their school and work performance. As a result of all the above, there are some serious challenges that they need to be identified within the Adolescence in order for the families, and the Families & Parents to provide them with the relevant assistance and overcome possible isolation problems. However, these latter cannot be considered as incapable to complete their assigned work (Little, 2008)
- *Agreeableness*: an individual's interpersonal nature on a scale from compassion to antagonism. The more agreeable a person is, the

easier is to be trusted. In contrast, Disagreeable people are seen and evaluated as cold and they cannot be trusted as they are seen as 'suspicious' by others. Therefore, this can create barriers between them and their broader family, school, and social environment, which can potentially lead to some serious negative impact that needs some serious consideration, not only by the family environment, but most importantly, by the Families & Parents. Given the sensitivity of the Adolescence, all these need to be constructed within a professional and discreet manner in order to avoid possible problems that will worsen the overall situation (Gallagher, 1990).

- *Neuroticism*: the extent to which a person experiences the world as distressing or threatening. This is a really worrying situation that can potentially lead to extreme situations such as criminal actions, shall the appropriate therapy be not put in place at the right time. In addition, in several occasions, people that fall within the particular 'Big Five' groups, can die in a very young age, creating some serious worries about their overall health, as the use of alcohol, drugs, and other substances is a usual behaviour (Cheung & Leung, 1998).

As a result of all the above important issues, that provide a clarified overview of the major Personalities, that are better known as the 'Big Five',

several authors (Goldberg, 1982; Costa & McCrae, 1992), have summed-up their major characteristics. These provide a clarified overview and also enable a better identification of the major issues related to the Adolescence; hence, this can become a tool for the effective Communication with both the young people and their families.

Table 2.1. The Five Factors of the Five-Factor Model of Personality

Dimension	Sample Items	Description	Examples of behaviors predicted by the trait
Openness to experience	“I have a vivid imagination”; “I have a rich vocabulary”; “I have excellent ideas.”	A general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience	Individuals who are highly open to experience tend to have distinctive and unconventional decorations in their home
Conscientiousness	“I am always prepared”; “I am exacting in my work”; “I follow a schedule.”	A tendency to show self-discipline, act dutifully, and aim for achievement	Individuals who are conscientious have a preference for planned rather than spontaneous behavior.
Extraversion	“I am the life of the party”; “I feel comfortable around people”; “I talk to a lot of different people at parties.”	The tendency to experience positive emotions and to seek out stimulation and the company of others	Extroverts enjoy being with people. In groups they like to talk, assert themselves, and draw

			attention to themselves.
Agreeableness	“I am interested in people”; “I feel others’ emotions”; “I make people feel at ease.”	A tendency to be compassionate and cooperative rather than suspicious and antagonistic toward others; reflects individual differences in general concern for social harmony	Agreeable individuals value getting along with others. They are generally considerate, friendly, generous, helpful, and willing to compromise their interests with those of others.
Neuroticism	“I am not usually relaxed”; “I get upset easily”; “I am easily disturbed”	The tendency to experience negative emotions, such as anger, anxiety, or depression; sometimes called “emotional instability”	Those who score high in neuroticism are more likely to interpret ordinary situations as threatening and minor frustrations as hopelessly difficult.

Source: Goldberg, 1982; Costa & McCrae, 1992

From a scientific point-of-view, each one of the elements carries an exceptional value and needs to be evaluated accordingly by the Families & Parents in order to establish the best possible understanding, related to each one of the individuals that seeks to have the relevant scientific support, especially when they are in difficult situations. This is of a greater importance when the

situation refers to young people that go through different stages and challenges, calling for the Families & Parents to become more creative.

In order to adapt all the above to the case of the Adolescence, the families, the School environment, and the Families & Parents must take into consideration several aspects that are considered to have a great importance and can enable the best possible results.

Therefore, the following dimensions should be carefully designed and implemented:

- Focus on early character identification as this will lead to avoiding losing valuable time
- Close cooperation between all the actors that will enable the exchange of information
- Communication channels, especially in difficult situations, in order to avoid possible unnecessary situations



2.3. Normal Teen Behavior vs Teen Behavior that Causes Concern

In order to ensure that the Families & Parents will establish the relevant Communication Strategies that will lead to the best possible results and ensure that they will closely cooperate with the family and the school environment, they must be able to focus on particular issues that have a great importance for all participants, and they can create the relevant background towards this direction. As a result of this identification, one of the issues that they need to consider refers to the ‘Normal Teen Behaviour vs Teen Behaviour that Causes Concern.’

Prior the identification of the differences within the two Behaviours, it must be noted that these Behaviours are based on several issues such as:

- The state of the Mental Health which needs to be evaluated, especially in case where early negative signs are developed and identified by the Families & Parents
- The particular point of their Adolescence, as this determines all the rest of the issues. Especially around the ages of 12-13, things need to be taken into serious consideration
- The emotional and physical changes that the Teenagers go through, and they affect their personalities. Sexuality is considered to be one of the most important aspects

- Their Puberty stage, for both boys and girls, as this defines one of the most important aspects, that of their sexuality, and in which body changes occur
- The development of different Hormones such as Gonadotropin-Releasing Hormone (GnRH), Luteinizing Hormone (LH) and Follicle-Stimulating Hormone (FSH)
- The cultural differences that may prevail in the overall environment, as this can affect the young people, especially if they come from conservative backgrounds
- Their ability to evaluate the relevant information, especially when this are obtained from source that are not considered as trustworthy, leaving them exposed to misinterpretation
- Situations in which they are going through their ‘personal revolution’, which calls for the schools and Families & Parents to develop more effective Communication
- The broader community environment that can create a positive or a negative environment, important for any possible adaptation to the emerging changes. This is probably the most important as it can affect everything else, and can influence the families and the Families & Parents

All these are only some of the issues that need to be considered; however, this list is far from being exhaustive. Therefore, understanding of the individual needs and requirements must also be added to all the above, leading to a more focused Communication Strategy that will lead to the relevant positive outcomes in favour of the young people.

In any case, such Communication Strategies, related to the understanding of the Behaviours and Personalities of the Adolescence, must take into account some dimensions such as:

- *Consistency in the Communication*, as this will ensure the Young people of the seriousness of the Families & Parents, especially when Trust is in stake
- *Empathy in the Communication*, as this will signal the positive signs and will help the Young people to feel more comfortable, especially in the early stages
- *Avoiding* showing feeling sorry for the Young persons, as this can create serious obstacles, and also, can lead towards a hostile environment that must be avoided

As a result, Table 2.2. outlines the Normal and Abnormal Behaviours, and all these need to be clearly identified within the Communication Strategies.

Table 2.2. ‘Normal Teen Behavior and Teen Behavior that Causes Concern’

<i>Normal Teen Behavior</i>	<i>Teen Behavior that Causes Concern’</i>
Wanting to spend more time with peers and less time with family	Not wanting to spend time with either family or friends, i.e. shunning all social activity
Reluctance to get up early for school	Absolute refusal to attend school—especially if this behavior happens suddenly
Needing more sleep or developing a larger appetite during growth spurts	Sudden changes in energy levels, i.e. sleeping abnormally long or not being able to sleep at all
Sadness and anxiety following fights with friends or a breakup with a boy/girlfriend	Sadness and anxiety that does not correct itself or decrease in intensity after a few days to a couple weeks.
Some light risk-taking or experimenting with sex, alcohol, drugs, or self-harming behaviors such as cutting	Extremely risky behavior and/or delinquent behavior, including disregard for house rules, parents’ concerns, or laws of society
Turning to a beloved pet for comfort instead of a parent or friend	Deliberately harming family pets or torturing or killing any animal
Worrying about physical appearance and trying to fit in	Sudden and significant changes in eating behaviors, over-exercising, and other indications of eating disorders

Source: Georgetown Behavioral Health Institute (2015)

All the above important information and identifications, coming from a highly respected Institute, from a country (USA), with some great experience in both academic and professional levels, creates a solid background can only be seen as a safe pathway towards a more focused understanding of both the Behaviours and Personalities of the Young people.

The benefits for all the participants within the particular procedure are self-evident, and as a result of all the above, this can lead to the establishment of more effective Communication Strategies. Given the role of Communication within the current research, all these are seen as fundamental and can become issues for a more critical thinking and approach, which is considered as vital for problem confrontation. The above-mentioned Normal and Abnormal Behaviours can only be seen as a positive outcome and this calls for the Families & Parents to strategically focus on the concept, that will lead them to the relevant positive results.



2.4. Understanding the Signals of Aggressive Behaviour

One of the most important challenges related to the Teenagers refers to the need behalf the Parents and the broader family environment, to understand the signals of Aggressive Behaviour, as this will enable them to develop the appropriate Communication between them and also, seek the relevant assistance from the Families & Parents shall this is needed.

As a result of the above-mentioned issues, the following signs are evaluated as the most common, they can apply to both the boys and the girls, calling for the health professionals and the Families & Parents to develop the relevant strategies:

- *Sex, Alcohol, & Drugs* – Teenagers can start mixing Sex, Alcohol, and even Drugs, before they actually reach the legal age, which can cause some serious health and legal problems, both for them and their families. Especially for the Drugs, given that in most countries, most of the Drugs are illegal, this can be identified as a real challenge in order to provide the relevant assistance before things get out of their control. The solution in this case for the parents is not to panic, remain calm and focus, develop the relevant communication channels, conduct the school in order to ensure that performance remains the expected one, and conduct the health professionals (NIDA, 2020)

- *Increased Use of Communication Devices and Social Media* – An increasing number of Teenagers world-wide are using Smartphones and Social Media on a worrying level, which according to several researchers this can lead to a negative impact on Teenager’s mental health, turn them into a aggressive behaviour, they can increasingly become antisocial, even with their family and their friends. In addition, this can lead to social exclusion, which leads to further problems and can have a negative impact on their overall lives. Attitudes and Lifestyles are in risk, and this needs to be protected as it can become a really harmful factor and have extremely some serious impact on their mental health. The solution in this case, in terms of the parents, is not to attempt to completely cut-off the Teenagers from using their smartphones, or even worse, take them off them, as this will only lead to an unnecessary hostile environment that will ruin any possibilities of fruitful communication. Instead, parents should try to monitor the use of Internet, apply Internet Filtering which can ‘separate the wheat from the chaff’, and enable access only to safe Internet sources. Talking to the Teenagers will help them understand that this is only for their own personal protection. In addition, parents and Teenagers can agree on particular hours (Lenhart, 2015).

According to Statistics the following facts have been developed during the past 5 years in USA, causing some serious concerns, that can also have applicability within the European Union; therefore, calling for the Union to develop the relevant measures.

- 65% of parents worry about their kids spending too much time in front of screens
- YouTube was the most used social media app among teens in 2019, followed by Instagram and Snapchat
- TikTok became the fastest growing new app for American teens in 2019. 60% of TikTok users were ages 16 to 24
- In 2015, 24% of kids ages 8 – 12 had their own smartphone. In just four years, that number went up to 41%
- In 2015, 67% of teens ages 13 – 18 had their own smartphone. By 2019, the number climbed to 84%
- The average 8 to 12-year-old American kid spent four hours and 44 minutes looking at screens each day in 2019
- American teens, ages 13 to 18, used entertainment screen media for an average of seven hours and 22 minutes each day in 2019

Source: Common Sense Media (2020)

- *Mood Swings* – This refers to a really strange and worrying situation in which the young people can easily be found to change their mood, from extremely happy and extrovert, they can soon change and become miserable and introvert, causing some serious confusion and worries to the people around them. Mood Swings feelings amongst the young people can be really a challenge element and can sometimes include Depression as a result of school or love failure, and this can lead them into becoming introvert, causing problems to their physical and mental health. As a result of all the above, confusion prevails and, on several occasions, this can lead to particular obstacles in terms of Communication. In such situations, the solution is related to the need to avoid trivialize what their children are going through, as this can create more obstacles, due to the fact that they will not feel that they count and are important. The main solution tips for these kinds of situations, is for the parents to establish better communication, focus on ensuring Empathy and listen to what the children have to say about the reasons that lead them towards experiencing such serious fluctuations in their feelings. In addition, if the parents feel that they cannot cope with the situation, they need to seek assistance from their GP (Congala, 2019)

- *Aggression* – Teenagers may develop aggressive behaviour for several reasons that are incomprehensible, creating difficulty for the parents to develop a clarified overview and understanding of not only the problems, but also, the roots that they lead to these situations. It is important for the parents to understand that being angry constitutes a common human feeling, and it is even more common within the teenagers, calling for them to show the relevant understanding towards their children. It is important for the parents to identify the best possible solutions that call for them to remain calm, identify ways in order to transfer this positive feeling to their children and enable them to become more self-confident. The role of the Families & Parents is essential in this situation as they can provide the relevant assistance in order to help the Teenagers and their families to avoid such unnecessary situations. One of the most common mistakes that the parents fall into, when they come across to this situation, is that they also develop the same aggressive behaviour, believing that this will lead the teenagers to understand what they want to tell them. However, this is a false approach, creates more obstacles. Therefore, encouraging the Teenagers to talk and express their feelings is the best possible solution to the problems

- *Lying or Hiding Facts* – It is not unusual for parents to find-out that their Teenagers have been lying to them, for important issues related to their personal lives, and also, about crucial matters that can carry legal actions and put parents in seriously difficult and awkward situation. This can be devastating for parents; however, it is understandable that children fear that they may get punished about different things that they have done. As a result, lies mount and become a real great obstacle and difficult for parents to overcome. As a result, in order to avoid this great difficult situation, parents must develop some special skill and competences and ensure that they will create positive environment that will amongst other shall include:

- Honesty that must be taught from the early stages of the young persons' lives; hence, this must become a family internal culture
- Have an open channel of communication sat all times and for all possible matters, and ensure that they will share their concerns
- Ensure that they tell them the truth about all matters and not try to hide things, even if they may things that this is irrelevant to them, and hiding it will protect them

All the above is only some of the signals and solutions that the Parents must look for in order to ensure the well-being and the protection of their Teenagers. All these are indeed essential and can provide the parents with the ability to create a more sophisticated approach and establish the best possible communication channels that are considered to be as essential. This can also help the communication with the Families & Parents as they are the ones that they will provide their scientific knowledge, when communication is poor and when the behaviour creates some serious concerns. In addition, the cooperation with the school environment is also essential in the particular procedure; consequently, Families & Parents, and School, can indeed create a powerful team that it will lead to the best possible result.

As a final comment for this part, despite that the above identified behaviours are considered to be the most common in terms of ‘signals’, some other can also be seen as equally important:

- *Defying Rules and Arguing* as usually Teenagers feel that they are rebellious and do not evaluate dangers
- *Drastic Changes in Appearance* as they want to fit-in with the rest of the ‘gang’
- *Decreased Communication* as they feel that the others are not paying attention to their opinions

2.5. Teenagers and Alcohol Use Leading to Poor Behaviour

The use of alcohol in terms of Teenagers and Poor Behaviour needs to be examined individually as this can provide some important understanding of how Teenagers should be treated and how the European Union should strategically focus towards the problem identification, and of course, confrontation, through the designment and implementation of effective Strategies.

The World Health Organisation and the European Union (2019) have recently developed an important research about the use of alcohol within the EU, and the impact on the Adolescence and have come to some important outcomes that they are critically seen as important, and can provide the current research with better understanding. Importantly, these results can be useful for several factors such as the:

- *European Union* in order to focus on the problem as a comprehensive challenge and allocate the relevant funds in order to tackle the issue, based on the hypothesis that this is a common problem, and as such, there is a clarified need for the EU to develop the relevant White Papers, Recommendations, and Regulations, that will become the overall guidance. This is considered as a fundamental aspect, and the need for a comprehensive policy constitutes a self-evident fact

- *Governments* in order to ensure that they will work closely with the relevant official bodies of the European Union, and therefore, develop their own specific and focused strategies. It is an obvious fact that these Strategies must be based on the needs and requirements of each given country, as different problems are identified. However, in any case, the challenge remains the same everywhere; the Strategies must and can be developed in order to protect the Young people from the threats that are developed as a result of the extensive use of Alcohol that can have a great negative impact on both their physical and mental health and stability
- *The Families & Parents* as these are the ones that they will develop the relevant recommendations based on their knowledge and accumulated expertise. Given the complexity of the issue and the negative impacts that can be potentially developed, several groups such as Families & Parents should be part of these Strategies, and could include Psychologists, Child Psychologists, Psychiatrists, General Practitioners (GPs), Sociologists, Occupational Therapists, etc. All these should not only be called, but most importantly, should be motivated in order to participate in the social dialogue that aims to secure the Teenagers' best interests
- *For the Schools* at all levels that they must ensure that they will work closely with the rest of actors, in order to play a positive role

and educate through several programs, the Teenagers about the catastrophic consequences of the excessive consumption of alcohol, and how this can also have a negative impact not only on their physical and mental health, but also, on their school performance and the impact on their families. Given the issue complexity and the time that the Teenagers spend at their school environment, and also, the relationships that they develop with the rest of the students, the role of Schools is of a great importance

- *The Families* that they need to ensure a two-way communication with the Schools shall this is required. It is understandable that families, especially those coming from disadvantaged environments, are more likely to find themselves exposed to such dangers; however, this cannot become a permanent excuse in order to avoid seeking the relevant assistance if they believe that the alcohol problem is getting out of their control. As a result, they need to take into serious consideration the relevant issues developed by the WHO and EU Report. Internet and Social Media provide them a great opportunity to do so.

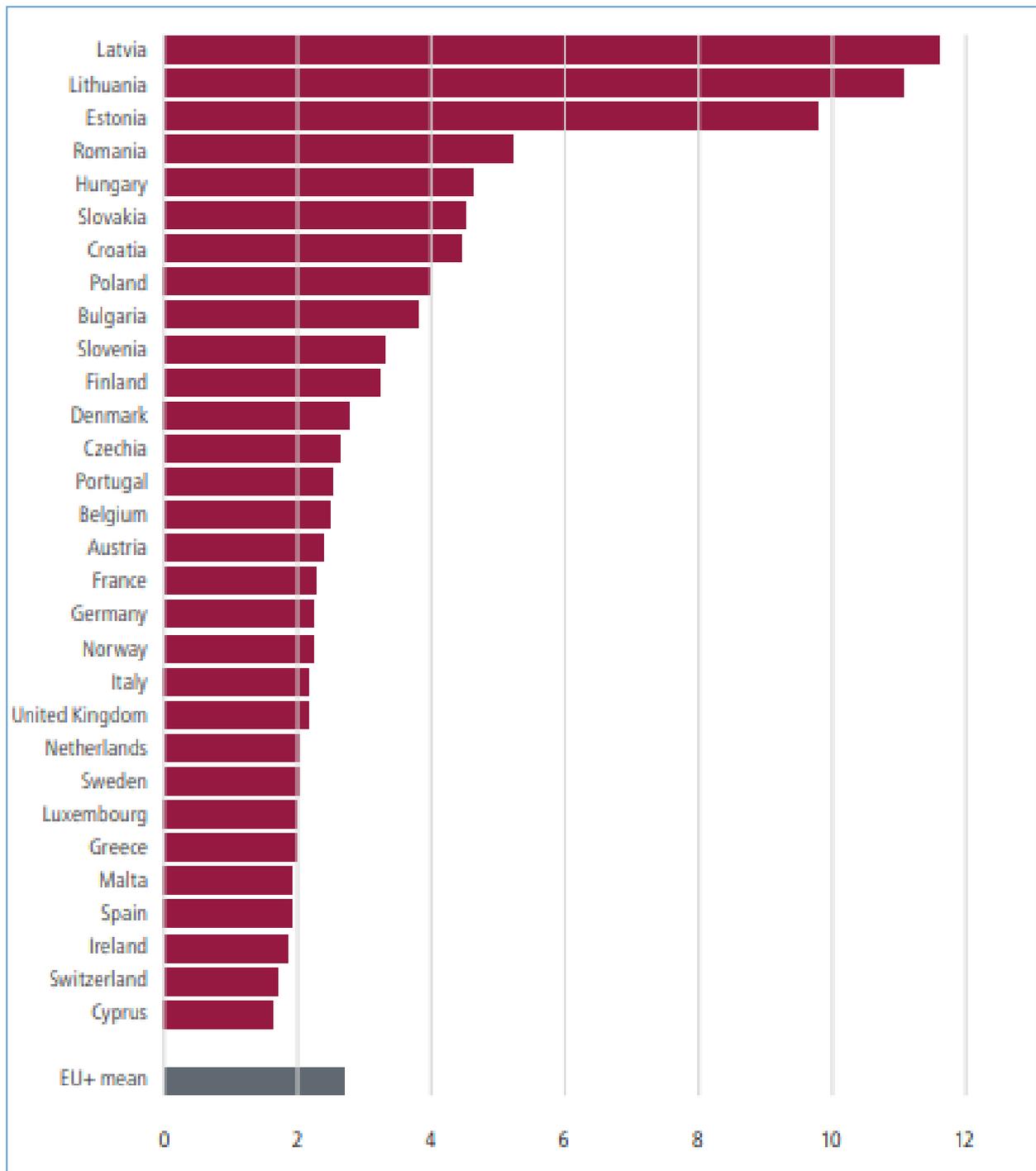
More specifically, the WHO & EU Report (2019), has importantly identified the following crucial issues that they need to be taken into some serious consideration and develop critical thinking:

- Alcohol is one of the most commonly used psychoactive and dependence-producing substances in Europe
- To make progress and reduce alcohol-attributable harm in European countries, it is important to significantly curb alcohol consumption and, especially, the prevalence of heavy episodic drinking
- The WHO European Region continues to have the highest level of alcohol consumption per capita globally. Given this high average drinking level, the WHO European Region, including Member States that are part of the European Union (EU), has proportionately higher levels of burden of disease attributable to alcohol use compared to other regions
- Overall, in 2016, 5.5% of all deaths in the EU+ were caused by alcohol; in absolute numbers, 291 100 people died due to alcohol consumption in 2016
- 19.0% of all deaths in the 15–19 years age group were alcohol-attributable, meaning about every fifth death in this group was caused by alcohol
- The proportion in the 20–24 years age group was 23.3%, meaning that about every fourth death was caused by alcohol

- Between 2010 and 2016 the age-standardized alcohol-attributable death rate decreased by 31% and 30% for adolescents and young adults, respectively
- Absolute mortality rates in adolescence and young adulthood are small, but the relative contribution to mortality is markedly larger than for later ages in the life-course
- The main cause of death leading to premature mortality in adolescents and young adults is injury with traffic fatalities causing 40.7% of all alcohol-attributable mortality in this category for this age group
- There is still a clear west–east gradient, with the largest AAFs, alcohol-attributable mortality and DALYs in the eastern part of EU
- Alcohol policies in EU+ countries in 2016 were assessed using the WHO tool for measuring alcohol policy implementation in the 10 areas defined in the EAPA. The results showed huge variability across the countries for all 10 policy areas, indicating possibilities for large areas of improvement

Furthermore, Graph 2.1. provides some important facts about Young People and Mortality that they need to be taken into serious consideration

Graph 2.1. Age-standardized alcohol-attributable mortality rate per 100 000 for 1 liter of adult APC in EU+, 2016



Source: WHO & EU (2019)

As a result of all the above issues that are related to the Adolescence and their Behaviour in terms of alcohol, the need to ensure the protection of the Teenagers from the excessive alcohol use, it is greater than ever before, as this can create some serious problems for the European Union and the member-states, that are related to a number of issues such as:

- Macroeconomic impact as the excessive use of alcohol, related to the consumption of other related illegal substances such as drugs, will prevent these people from working and contributing to their national economies. This can get even worse if it occurs in difficult moments such as the current pandemic Covid-19 situation in which the national economies have suffered massively in terms of their Macroeconomic targets, leading them to borrow, even more, money, in order to support their economies
- Need to develop more medical centers that will specialised in these issues. This will create even higher financial cost and that will add to the previously mentioned issue.
- In addition, the operation of these centers will require more qualified personnel that may not exist, leading the overall quality service towards degradation. This can potentially create hostility and further social problems.

2.6. Conclusions of Chapter 2

Chapter 2 has focused on the examination of some vital aspects related to the Teenagers, such as the Personalities that they develop, and how these can determine the rest of their lives. This is considered to be a turning point and has a great deal of influence on the decision-making about several aspects that can cover a broad range of issues.

The ‘5 Factor Model of Personality’ (Shiner & Caspi, 2003), provides the ability to gain a comprehensive approach as it examines important parameters such as the Openness to Experience, Conscientiousness, Extroversion, Agreeableness, and the Neuroticism. All of them carry some exceptional value and can be taken into examination in the attempt to establish communication with the young people.

In addition, the ‘Normal Teen Behavior and Teen Behavior that Causes Concern’ provides further assistance and adds to all the previously mentioned elements as it approaches the Teenagers from a different point-of-view, and several contemporary societies have benefited as a result of its application at a practical level by the Families & Parents.

Finally, ‘Understanding the Signals of Aggressive Behaviour’ is also considered to be a major advantage as it can contribute to the overall problem identification at the very early stages.

Chapter 3 - About Emotions, their Mechanisms, and their Role in Behavior for Teenagers

3.1. Introduction

The concept of Emotions has throughout the years attracted the attention and definitions of many scholars who have identified the impact and the dimension that this is expanded. In broad terms, Emotions are defined as strong feelings that are deriving from an individual's personal, family, and cultural circumstances, mood, or relationships with other individual and group of people, leading to both negative and positive, or even neutral feelings (Kleinginna & Kleinginna, 1981). As a result, this will lead to the identifications of particular issues that are considered as important for the current work and focuses on the following particular issues:

- Emotions as the major point that will be analysed and offer the ability to identify of how these Emotions can apply on the Adolescence and have an impact on themselves and their families and constitute a massive challenge for the Medical community (Goddings et al., 2012)
- The Mechanisms that are applied within the individuals, with focus on the Adolescence which constitute the most vulnerable part of the societies and need extra support and care and they ‘...highlight

individual differences in and social-contextual influences on adolescents' emotionality' (Guyer et al., 2016, p. 74)



3.2. *Types of Emotions*

The identification of the Types of Emotions enables the better development of the relevant impact that they have on individuals and most specifically, on the Adolescence, as in several situations, differences can apply, calling for the Families & Parents to focus on the issue when the young people are in need. Obviously, this need extends to the families and constitutes a real challenge as, it can affect the young people at both the school and the family environment, which must also focus on the particular issue. Research throughout the years (Dishion et al., 2012; Sisk, 2016) has revealed that several types of Emotions affect the people in different stages of their lives, and the Emotions can be potentially affected by the:

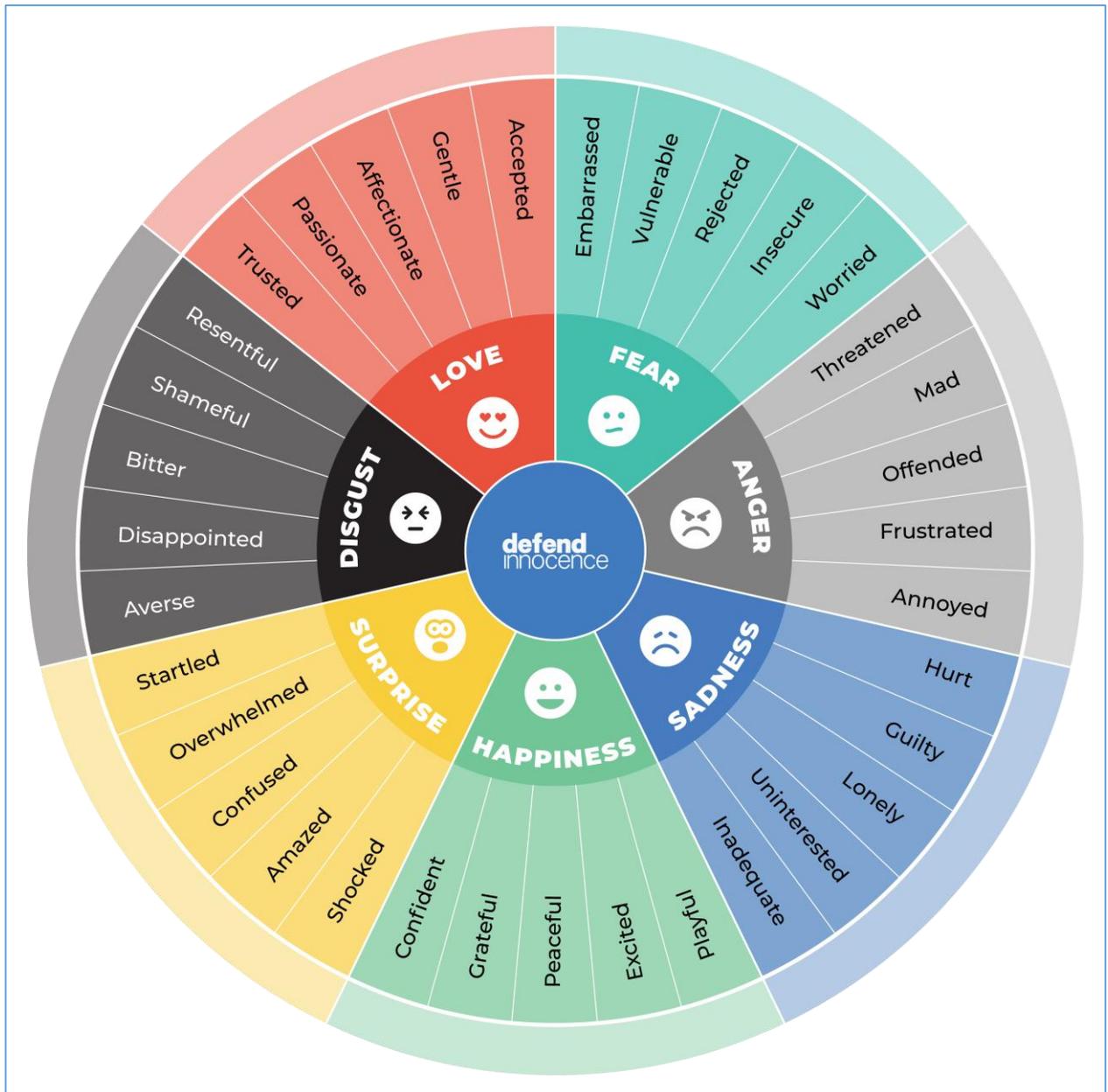
- *Culture* that prevails in different countries as this can affect the personality development and have an impact on the way that individuals react
- *Religion* which also prevails and can impact on the Culture and the possible lack of freedom that may be applied within the overall societies
- *The Gender* which is also linked to the above two elements and creates the framework in which emotions and freedom of young persons can be developed

In addition to all the above important issues, attention is paid to the role of the work of Psychologist Robert Plutchik who has famously designed, developed, and put forth his "wheel of emotions", that has led others towards the development of further research. The research conducted by Robert Plutchik has worked in a sense of a wheel of colours that represent the different emotions of people.

As a result of all the above, the Emotions can be potentially combined into a particular form of different feelings, much like colours can be mixed to create other shades. Based on the particular theory, ‘...the more basic emotions act something like building blocks. More complex, sometimes mixed emotions are blending of these more basic ones. For example, basic emotions such as joy and trust can be combined to create love’ (Cherry, 2020 – Online).

The choices that people make as individuals at different stages of their lives, and the perceptions that they have about different issues, especially when these are concerned with the Adolescence, are highly influenced by the feelings that prevail within the people at the given moment. In terms of the young people, this is even more intense as they go through a rebellion stage in which they feel strongly about several things, both positive and negative; which creates further challenges in order to identify these needs and help them deal with the particular issue. Figure 3.1. outlines the particular ‘Wheels of Emotions’ and enables the identification of all relevant issues.

Figure 3.1. Wheels of Emotions



Source: Plutchik (1980; 2002)

Figure 1 constitutes a powerful tool that enables the identifications of the Emotions that prevail within the Adolescence. Following there is a more detailed explanation of the particular Wheel.

- *Happiness* refers to the type of Emotions that people, and of course, the Adolescence express the most, as they want to feel comfortable and create a positive environment that will help them overcome the difficult situations. Happiness is seen as the most basic feeling in terms of natural development, but most importantly, this is the way that people actually want to feel. Therefore, Facial expression such as smiling, Body language such as a relaxed stance, and Tone of voice such as an upbeat, pleasant way of speaking constitute the most common characteristics of Happiness. In addition, Happiness has also been linked to a pleasant childhood, happy marital life, and longevity (Lawrence et al., 2015).
- *Sadness* constitutes the opposite type of Feelings from that of the Happiness and it can be characterised as a transient emotional state and feelings such as disappointment, grief, hopelessness, disinterest, and dampened mood, are seen as the most common situation that can be identified within the particular type. Importantly, young people that fall within the particular group feel self-medicating and ruminating on negative thoughts. In addition, they tend to avoid other people around their family and school environment, which can be seen as a really negative development (Shirai & Suzuki, 2014)
- *Fear* is the third of the six emotions and this constitutes an extremely powerful tool that plays a key role in people's behaviour and is

considered to affect their survival (Adolphs, 2013). This is considered to be the most important difference from the two previous ones. In addition, this is a key emotion for the young people and can affect their personality and their ability to develop their school performance. In addition, in cases of Fear at the family environment, this can become a serious obstacle and can lead to an internal challenge environment within the relevant parties. Some of the most common traits and expressions of Fear refer to ‘Facial expressions such as widening the eyes and pulling back the chin; Body language attempts to hide or flee from the threat, Physiological reactions; such as rapid breathing and heartbeat’ (Kozłowska, 2015, 263). It is of a great importance to focus on the particular issue for the young persons as long-term prevail of Fear can have a serious negative impact on their personality and their ability to achieve their major goals, calling for a specialised approach by the Families & Parents. In a sense, Fear for young people can derive from several sources and can be associated with the development of Internet and the Cyberbullying that the young people come across to (Kowalski et al., 2014).

- *Disgust* refers to ‘a strong feeling of disapproval and dislike at a situation, person's behaviour, etc. (Cambridge Dictionary – Online). This can become a very strong feeling for the young people as their

young age leads them to feel the need to seek for solutions and challenge things if they are not one hundred percent sure about them. 'Body language such as turning away from the object of disgust, Physical reactions such as vomiting or retching and Facial expressions such as wrinkling the nose and curling the upper lip' (Oaten et al., 2009, p.303). The Mechanisms that affect the development of the particular feeling is not yet fully understood by the scientists, and this can be seen as an obstacle and can create further challenges for the Families & Parents as possible implications may arise during Adolescence which can also lead the young people in possible change of their behaviour. In addition, the Disgust feeling may have different application to young boys and girls, and this may also be related to cultural issues, raising even more complex procedures for the Families & Parents as they will need to work even more closely in order to identify possible measures that will enable them to provide the best possible assistance to the Teenagers. Given that this can assist their overall lives, it must be taken into consideration.

- *Anger* constitutes one of the most common feelings of people, and of course with the Adolescence, as they are in a vulnerable situation, and of course, as they come across to difficult and rather unpleasant

situations on their daily lives, and this is considered with issues such as:

- The family environment which can create some serious challenges due to different opinions over several elements that can become really harmful for the ability to establish their personality, and put pressure on them for doing things that they do not really want to do
- The School environment in which it can also create higher levels of pressure and establish a more challenging environment that they cannot handle. Usually, the need for success and high expectations may be seen as the causes for the particular feeling, calling for their effective confrontation in order to avoid feeling of Anger and personal isolation.

Some of the major characteristics of Anger are frowning or glaring, taking a strong stance or turning away, speaking gruffly or yelling, sweating or turning red, and throwing objects (Staicu & Cuțov, 2010).

- *Surprise* constitutes the sixth major feelings that are included in the ‘Wheel of Emotions’ and can be seen as a really complex and confusing to analyse as some can confuse it with a belief rather than

emotion (Meller et al., 2013), and it encompasses a broad concept of emotions such as:

- *Positive*, in which the persons feel that the Surprise has created a positive atmosphere and helped them overcome some difficult situations, and also, has enabled them to improve their relationships with the people around them, especially if this follows a difficult situation
- *Negative*, which in contrast to the Positive, has led to some unpleasant situation and led to situations such as misunderstanding, conflict, poor communication with close friends and the family, and even a hostile environment which can dampen young people' enthusiasm for life
- *Neutral* emotions, that can potentially include surprise, astonishment, bored, and drained. This can create a feeling of confusion and avoidance in participating in several activities due to lack of interesting, or even, understanding, of the major issues related to the young persons
- *Love* constitutes the seventh, and final Emotion of the '*Wheel of Emotions*' and can be considered as the strongest of all and can possibly be associated with the all the rest of the Emotions that have been examined (Fisher, 2004). In addition, Love within the Young people is expressed in several different ways and such as body

language, face expressions, and actions. This can vary based on the personality of each individual person. In addition, Love can be linked to several issues such as:

- *Romantic Love*, which is made up by Attachment, Caring, and Intimacy (Gómez-López et al., 2019) in which people express their love to the person that they feel the closest to, and this can be really a strong asset within the younger people due to the authenticity of their feelings, and their anxious need to love and be loved
- *Love leading to a Sex Drive* which is a natural feeling for all people and of course, this is more obvious within the young people as Hormones and Sex Drive are high, creating a situation that can also be associated with Love, however, it can only be for a shorter time and this constitutes a major deference with Romantic Love

In addition to all the above, which constitute the ‘Wheel of Emotions’ and create a better understanding of how the Adolescence respond to each given one, according to their personal, family, school, financial, and cultural circumstances that determine all these, some other important feeling can also be identified.

Critically evaluating the situation, these need to be mentioned as they have a direct impact on people, and more specifically on young people, and their identification enables further explorations, and can assist the health professionals and the Families & Parents to help the young people

As a result of all the above, the following Emotions are identified:

- *Amusement* - A feeling of Entertainment and creation of happiness which is essential for people's well-being and the development of positive and Healthy relationships with others. Importantly, this is crucial for the Adolescence and Amusement can contribute towards a happy childhood
- *Contempt* – A negative feeling that the individuals are worthless and are not capable of doing the right things. Importantly, such feelings within the young people can create a sense of isolation and incapability in achieving their targets, which can lead to low-level performance at the school environment
- *Contentment* – This is a n emotional state of satisfaction once an individual has achieved his/her targets, and this can lead to the establishment of better relationships. Hence, this is vital to be established within the young people as it is directly related to Happiness and self-esteem

- *Embarrassment* – An awkward, and usually a negative feeling, that prevails in situations that an individual comes across to difficult and unexpected situations. In addition, Embarrassment can be seen as a real challenge for the young people as they may not have the experience and calmness to handle such situations
- *Excitement* – A really happy and positive feeling that is developed in people's life, especially when things go right, and they see the prospects of a given situation to lead towards a positive direction. Hence, this is important for teenagers' personal lives, especially when this considers emotional situations
- *Guilt* – A negative feeling which can lead individuals to low-levels of self-esteem and make them feel bad for a long-term. Importantly, this feeling can create serious obstacles for the young people as not only they may not be able to handle it, but most importantly, they may carry it for the rest of their lives
- *Pride in achievement* – A positive feeling for people as it deals with one's inside satisfaction of reaching targets, and this can be seen as an intrinsic motivation. For Adolescence, this is vital in order to improve their personality and achieve their future goals and be able to continue when things go wrong
- *Relief* – This is a positive feeling and refers to the reassurance and relaxation following release from anxiety or distress, enable

individuals to overcome problems. This can enable teenagers to regain possible loss of self-confidence, especially when a feeling of Guilt has for several reasons prevailed

- *Satisfaction* – Another positive feeling and can be seen within a broad term of achieving targets, ensure good relationships with others, and coping with the overall difficult of lives. Satisfaction within the teenagers can provide several benefits and create a motivational background for the achievement of future goals
- *Shame* – A really negative feeling for people that can break them and even destroy their lives, as it deals with their reputation as individuals. Importantly, for the teenagers, Shame can be seen as a catastrophic situation which they will need to cope and deal for the rest of their lives, in both personal and professional levels



3.3. Mechanisms affecting Emotions

The examination of the feelings and emotions creates the need to move forward in the particular issue and identify the ‘Mechanisms affecting Emotions’. The scientific examination and identification is considered to be fundamental for the development of the current research, and as a result of that, the appropriate attention is paid, in order to ensure that this covers both positive and negative feelings, and even neutral. Given all the above-mentioned issues, the following Mechanisms affecting Emotions:

- *Neural Mechanisms* – They can identify the operations of the mental and the physiological activities which affect the entire perception and operations of people in several situations. In addition, the Neural Mechanisms can affect the ability of Learning (Lashley, 1930) which is directly associated with the teenagers, and must be taken into consideration when dealing with them, especially when educators and Families & Parents reach-out to establish the appropriate communication channels that will help them at the school environment. In addition, this can be seen as a way of developing more motivational activities, much needed for the performance improvement of the young people, and as a result, the relevant critical approach must be established

Based on the above, several other Mechanisms are identified and this provides the opportunity to gain a more clarified identification which will lead to the better understanding of the issues related to the individuals, with focus on the young people. This will provide more effective tools for the Families & Parents in order to ensure that communication shall be established (Health Line, 2020).

- *Denial* – Refers to the refusal of accepting the reality and people appear to block external events and circumstances. This has led to the famous phrase ‘He is on Denial.’ This must be seen as an important aspect related to the young people as they come across to situations that they cannot accept
- *Repression* – Refers to the situation in which a person focuses on the psychological attempt to direct a person’s desires and actions. In terms of the young people, this constitutes a real defense mechanism and it can be seen within people that try to keep unacceptable desires, in both the schooling and family environment
- *Projection* – Refers to the defense mechanism in which people may have thoughts or feelings that make them uncomfortable. This is important for the Teenagers as they may feel vulnerable and need to develop this in order to confront the difficulties, especially in the school environment

- *Regression* – This refers back to the Sigmund Freud times and can be considered as a major defense mechanism. This is also considered to be as adopting to more childish mannerisms, and therefore, it can be applied to the teenagers in which they come to situations of unsatisfactory reality
- *Rationalization* – A defense mechanism that attempt to explain undesirable behaviors, adapted to their own unique conditions in order to ensure that they will not be exposed. In this situation, the teenagers they can find themselves in situation of confusion and calls for a more realistic approach
- *Sublimation* – This refers to a defense mechanism which however it can be seen as a positive strategy as the people that find themselves in difficult situations attempt to redirect their actions into more positive activities. This, has a great positive impact for the teenagers as they can become more effective and creative
- *Reaction formation* – This refers to a really strange situation as the people, and of course the teenagers, usually react to the opposite manner that what they feel. This is a common reaction for a lot of teenagers as they consider it to be a situation in which they may need to show their strength

3.4. Conclusions of Chapter 3

The current Chapter has focused on the exploration of the Emotions of people, and especially, those Emotions that prevail in the lives of the Teenagers, as the under-examination group of people. In addition, special attention has been paid towards the identification and development of the Mechanisms that affect the development of Emotions, as these Mechanisms are considered to be fundamental in the confrontation of possible problems, and also, can help the Families & Parents to develop and establish more effective the appropriate Communication channels with the young people.

The research has identified several Types of Emotions that are summed-up within the ‘Wheels of Emotions’ that are divided into seven particular groups that they all have great deal of impact on the young people, and also, can influence the behaviour of their families and their broader school and friendly environment. These seven groups refer to the Love, Fear, Anger, Sadness, Happiness, Surprise, and Disgust. Importantly, the above-mentioned groups of Emotions are divided into several others. All these create a complex; however, an important, framework which enables the Families & Parents to become more effective. Importantly, the ‘Wheels of Emotions’, has enabled the development of scientific work, leading to a practical implementation.

Chapter 4 – Communication in the Two Primary Adolescence Stages

4.1. Introduction

The current Chapter focuses on identifying the issues and problems faced by Young People at the two Primary Stages of Adolescence in order to develop the appropriate Communication Channels through the effective participation of Parents. Participation and examination of all the previously mentioned Groups is essential and provides the ability for the Researcher to become focused and identify the relationship between them; however, the relationship with the Formal School environment also plays a key role in the current Module as all of them are interrelated.

Therefore, the current Chapter focuses on the following particular elements in order to create a comprehensive and meaningful basis that will indeed have a valuable contribution on an academic and theoretical level, as well as practical implementation that will derive as a result of the development of the Recommendation part, following the development of both Modules:

- i. Early Stages – Avoiding Bullying Behaviour through Effective Communication
- ii. High Scholl – Communication as a Guide for further Studies
- iii. Enhancing Parents’ Interaction through Communication

All of these three aspects have been identified to carry a great and equal importance for the structure of the current work; hence, the appropriate attention is paid towards it in order to ensure that all the above objectives shall be effectively established and justified in a professional and academic manner. Considering that these aspects are concerned with an extremely vulnerable and sensitive part of the population, the appropriate ethical approach is also evaluated as of a primary importance.

In the current contemporary era, Communication between People and Organisations carries a vital role and this can be clearly identified through several stages of life in terms of age, such as the Teenagers. Teenagers face multiple issues regarding Communication as despite that they may be creative and develop their ideas they come across to several barriers that can potentially lead to negative results (Gapsiso & Wilson, 2015).

Consequently, the specific identification must become an issue of deep critical thinking and approach in order to enable the identification of the possible issues related to the Communication barriers regarding Teenagers in both Early Stages and High School. This will provide the opportunity to gain a comprehensive approach; therefore, developing an overall understanding of the problem and finally proceeding to specific, measurable, and realistic recommendations that will effectively face the problem.

Undoubtedly, the development of Internet has created several problems regarding Communication between Parents and Teenagers and this constitutes an issue that has been identified since the dawn of the millennium (Mc Kenna & Bargh, 2000; Krant, Kleter, Boneva, Cummings, & Hedgeson, 2002; Manasians, 2003; Gross, 2004).

The Internet problems that arise in terms of Communication, cannot, and under no circumstances, should not be underestimated, as they can either 'make or break' a relationship, and this is causing some serious problems as well as challenges that need to overcome in order to help all players to ensure that they will use the Internet as a positive rather than a negative tool, that can provide the relevant assistance.

The early scientific identification of the problem creates several challenges that need to be addressed in a manner that will provide the appropriate environment for further examination. Provided that Teenagers use Internet for different reasons and different amount of time, based on the stage of their Teenage life (Anderson & Jiang, 2018), the examination related to the Communication issues must be clearly based on the principle which enables the development of a scientific basis that can lead to confronting the Communication barriers. Consequently, the issue must be examined from several points-of-view in order to provide a clarified picture.

The Role of the entire society, especially at its formal structure is essential and carries an exceptional value which must be clearly identified and understood by all participants involved in the Communication process. National Governments need to provide the appropriate guidance through specialised programs in order to inform Parents, Teachers, and of course Adolescence, at all stages, the need for establishing effective Communication Channels that will enhance both the educational development and the stability in their family environment which is essential for effective school performance. Internet and most importantly Websites can become a powerful vehicle towards this direction as both Teenagers and Parents can have an easy access to the uploaded material; hence, creating a positive environment that need to be considered (Limin, 2017).

The extensive historical academic Literature that has been scientifically developed during the last decades in the western societies has clearly identified that Adolescence, Parents, Schools, and the societies at large, are increasingly facing serious challenges that have a multi-impact on all participants (Condon, 1990; Belfer, 2008; Holm & Minton, 2016).

This creates the need for a comprehensive approach in order to ensure that the current Research shall identify and explore the particular issues and contribute to the existing knowledge, a fundamental element for any research.

The early identification of all the above-mentioned issues is evaluated as of a critically importance as it provides the initial framework on which some of

the most important challenges related to the Adolescence and Communication shall be developed. However, the above list is not exhausted, and their examination is estimated that it provides the opportunity on focusing on other related elements that have also equal value that will contribute towards the Research Objectives. Consequently, attention shall be paid towards the particular direction.



4.2. Communication: Differences between Genders

Despite the fact that Communication procedures are characterised by some major characteristics as these have already been clearly identified and developed, some major Differences have been found to prevail in the Communication between Genders regarding the Adolescents. Boys and Girls confront different challenges and concerns that need to be identified in order to ensure that the Communication Channels shall be developed accordingly.

As a result of extensive academic research, it has been concluded that Girls face more issues such as parental control, parental knowledge, and solicitation, compared to the Boys; hence they have to act in a different way in order to overcome potential problems that prevail in both the Home and School environments (Racz & McMahon, 2011; Almas, Grusec, & Tackett, 2011).

Importantly, differences between Genders exist in terms of expressions and words used by the Girls and Boys with these words to be obvious in several places including the Home-environment, the School, and most importantly, during the use of the Internet with the Social Media and the Chat Rooms to be at the front-line of the specific aspect (Kapidzic & Herring, 2011). Given the rise of the Chat Rooms during the past few years, attention and control must be implemented by the parents in order to ensure the protection of their children.

Critically Approaching the specific element, the identification of the particular issue by the Parents must be evaluated as a turning-point for the

Teenagers and their ability to develop effective and safe communication must be approached with caution by the Parents. That will enable them to protect them by using discrete ways in order not to enter the Teenagers' private life; however, at the same time providing them all the appropriate assistance that will help them confront possible challenges that exist in the internet world. Identifying the differences between the two genders must be at the heart of any activity developed by the Parents, and possible assistance may be required by the Parents.

The differences in Communication are identified in specific characteristics such as the exposure of Female Teenagers to more sexual harassment or proposal by Males, in which in many occasions they respond as they find some of these proposals as attractive (Durham, 2008).

However, it must be identified that the Communication differences between Male and Female Adolescents is largely based on the fact that the two Genders have differences in the brain development which affects the way that they behave in terms of Communication. According to Jensen and Nutt (2015) strongly suggest that "In general, adolescent females have superior language abilities compared with adolescent males... Both boys and girls show large swings in their emotional behavior during adolescence."

The specific aspect can have a great deal of impact on how Communication shall be viewed from the Parents' point-of-view as the protection from possible harassment cannot be taken lightly and has to be structured based on the needs

and wants of the Teenagers. It must also take into account the stage of the Adolescent's age as different ages obviously requires different approach; therefore, the Parents need to educate themselves based on scientific information provided by the appropriate professionals, or even through education provided by the Formal School environment. This is an approach which has experienced a historical value and extensive scientific research has identified and contributed towards this direction, providing solid understanding of how communication through different parties should be developed based on the fact that the benefits of the Teenagers must be effectively served (Barnes & Olson, 1985; Larson et al, 1996; Laursen & Collins, 2009; Taylor et al, 2015).

Consequently, over four decades of contemporary research related to all the above issues must be at the front-line of the need to develop the appropriate Communication Channels for the Parents in order to enable them to identify Gender differences. All this Research can lead to the implementation of all the practical measures that can assist the Families & Parents toward the appropriate Communication strategies.

As a result of the Gender differences in terms of Communication, Parents must be extremely careful in order to avoid possible conflict between them and their Children as this can become an escalating problem that can potentially lead towards serious problems that can cause Communication problems and lack of trust and understanding between the two parties (Smetana, 2011).

The Gender differences must also be identified in the emotional judgement as it has been identified that Girls are usually more vulnerable, and this can have a great negative impact on their overall personality development. Issues such as Guilt, Sexual explosion especially during the early stages of the Teenage life, the use of inappropriate language, and the selection of the right people that they deal with. Women have in general been found to react more negatively to unpleasant experiences that has impact on their emotional reactions and development with consequences in the rest of their social activities (Chentsova-Dutton & Tsai, 2007; Gomez, Gunten, & Danuser, 2013; Toombs, Unruh, & McGrath, 2018).

The challenges within the particular Communication dimension considers an extremely emotional aspect of the Teenagers' lives as they are in a crucial turning-point which requires a lot of attention from both the Parents and the School environment. The Gender differences between Girls and Boys cannot be taken lightly as the contemporary era requires from all people involved to focus on the specific issue, and develop the appropriate skills and competences that will eliminate possible barriers and approach Teenagers based on the unique Gender characteristics.

Adding to all the above, it must be noted that the Cultural differences and challenges are always in place, especially in situations where restrictions are applied, mainly against the Females. This can lead to the development of several problems that need to be identified and avoided. Given the complexity of Cultural

differences in several societies, even within the European Union, all these need to be considered from a practical point-of-view.

The availability of Training Programs behalf the formal state is essential towards this direction and can contribute to the significant elimination of the particular barriers (Kacir & Gordon, 2000; Nowak & Heinrichs, 2008; Taylor et al, 2015). Therefore, the National Governments are called upon to identify this need and scientifically address the issue that will become beneficial for all parties.



4.3. Enhancing Parents' Interaction through Communication

Communication in association to the Teenagers is identified in several levels and each one has a great role to play as it creates the appropriate environment for critical and creative approach. This can develop a healthy environment especially when it is concerned with the relationship of Parents and the Teenagers as each individual's perception, from both the Teenagers' side and the Parents can become a Key Success Factor in the overall procedure (Bartle, Anderson, & Sabatelli, 1989). Therefore, as an initial identification, it is noted that critical approach is required behalf all parties involved in order to ensure that the appropriate Communication Channels shall be effectively established.

Parents' role in terms of Communication, not only cannot be undermined, instead, this is of an essential importance as Communication with the Teenagers cannot solely be left on the Formal Schooling environment. Lack of understanding the specific issue can lead to serious negative results for both sides, especially behalf the Teenagers as the trust level can decline, leading to controversy and further psychological problems, especially for sensitive children (McClun, & Merrell, 1998). The above-mentioned identification provides the appropriate environment that enables gaining comprehensive understanding regarding the role of Communication between Parents and Teenagers. This can potentially lead to the appropriate solutions, beneficial for all parties.

On the other hand, Parents must ensure that the Communication procedure and level, remain within acceptable limits for both sides, especially for the Teenagers as this can potentially lead to over-independence. Such development can lead to equally negative results for the Parents and the Teenagers and create future problems, especially when Teenagers shall need to leave their homeplace (Segrin, Woszidlo, Givertz, Bauer, & Murphy, 2012).

The above issue can be identified as a ‘Helicopter Parenting’ which refers to “a parent who is overly involved in the life of his or her child” (Meriam-Webster, 2019). Helicopter parenting can lead to serious consequences on the lives of Teenagers and can create negative feelings that can develop through the course of time. LeMoyne and Buchanan (2011, p.399) raise the importance of avoiding ‘Helicopter Parenting’ by strongly suggesting that “...helicopter parenting is negatively related to psychological well-being and positively related to prescription medication use for anxiety/depression and the recreational consumption of pain pills.”

It is therefore, important for the Parents to get informed about the specific issue and develop the appropriate skills that will enable them to remain in distance from such a negative approach that will finally lead to negative physical and mental health problems on their children. This is a fundamental aspect and the challenges are increasing for the Parents.

Further research has revealed that ‘Helicopter Parenting’ has led to serious negative impact in terms of conformity orientations; in contrast positive relationship between conversation orientation and out-of-class communication (OCC) with instructors has been recorded (Miller-Ott, 2016). OCC constitutes an important parameter that enables Teenagers to become more extrovert, express their feelings in a more effective way, and provide them the opportunity to develop their own unique personality, based on their skills and competences.

Consequently, the cooperation between the Parents and the Instructors must be established on a more efficient and structured basis. Such development will enable Parents to become closer to their children, understand their problems, and avoid the negative consequences that arise as a result of the ‘Helicopter Parenting’. The role of the Governments through the official institutions such as the Ministry of Education is essential in order to ensure providing all Stakeholders with the necessary information regarding the negative impact of ‘Helicopter Parenting’.

Over-control has also been identified as a result of the Information Technology (IT) development, and more specifically through the Mobile (Cell) Phones. More specifically, in situations that Fathers develop high-level of ‘Helicopter Parenting’ attitude using their mobile phones, have led to a significant level of conflict between them and the Teenagers.

In contrast, Fathers that develop lower-level of control through the mobile phones, recorder significantly lower-level of conflict (Kelly, Duran, & Miller-Ott, 2017). Despite that the first have recorder closest relationship than the latter, the conflict issue cannot under any circumstances be ignored as it is considered as the primary stage for further problems in the Communication process between the Parents and the Family; therefore, the appropriate attention must be paid towards the specific direction in order to ensure avoiding such situations.

Importantly, Communication between Parents and Teenager is identified in another important level and situation; in that of the divorced parents in which things at home can get very difficult for everyone, including the Children; hence, creating serious Communication barriers. In situations such as the current one, Teenagers are facing serious challenges in order to come in terms with the situation which causes distress in their behaviour, destruction in the attendance of lessons at school, problems in relation with friends and teachers, as well as other people close to their family environment (Buchanan, Maccoby, & Dornbusch, 1991).

Critically evaluating the current issue, it is clearly identified that the Parents' cooperation is essential in ensuring that the negative impact on their children remain in the lowest possible level; hence, creating the opportunities for the Children to have a smooth transmission to the 'new era' following the Parents' separation.

4.4. Early Stages – Avoiding Bullying Behaviour through Effective Communication

The rapid societal changes in contemporary economies have totally reshaped the way that Communication process occurs at the Early Stages of Adolescence. This change is clearly identified in several levels such as the Communication with Parents that constitute the close Family Environment with focus on the impact of Internet which is identified as a major activity for Early Stages Teenagers (Mitchell, Finkelhor, & Becker-Blease, 2007). Adding to the above recommendation, the role of Internet and the Social Media, is of a vital importance, creates several opportunities for positive Communication; however, at the same time, challenges remain in place, and they need to be effectively addressed.

Communication at the Early Stages of Adolescence creates the need for the Parents to become more extrovert and identify new and more interactive ways of developing the required Communication Channels with their Children; hence, managing to tackle the problems at their initial stages and before they start mounting, leading to more problems (Laird, Marrero, Melching, & Kuhn, 2012). As part of the Communication process and the role of Parents in the entire procedure, it is essential for Parents to identify that their Children need a level of autonomy which is essential for their autonomy and independence, much needed for the future enhancement of their personality.

This is also associated with the increasing number of hours that Early Stage Teenagers are spending at their school environment which requires from them to develop a specific set of skills that will help them overcome the school challenges (Keijsers & Poulin, 2013). Therefore, all these must part of an overall critical approach by the Parents as they have the major responsibility towards this situation, they can provide the relevant assistance, and can also, seek this assistance from the right people and institutions.

In order for parents to ensure all the above, they need to focus on gathering information from professional sources to develop a set of skills that will enable them to become more effective and approach their Children based on the understanding of their needs and remembering that they are in an extremely sensitive stage of their life which requires exceptional attention (Masche, 2010). Hence, the information must be gathered from the appropriate resources and be characterised as credible and reliable, and also, to be updated, in order to ensure the best possible results.

The American Psychological Association (APA, 2012) has developed a powerful research regarding Teenagers and importantly provides some initial understanding of the concept of Communication during the Early Stages of Adolescence in contemporary societies and clarifies that this can have a significant impact on aspects such as:

- i. *Physical Development* as this can enable the Professionals in the field to focus on Early Stage's Adolescence Needs and help them prepare for the massive changes that will take place in the following years. The Communication process can help them prepare for issues such as their sexual activities and protect them from unlikely situations that could have a great deal of negative impact
- ii. *Cognitive Development* which focus on assisting the Early Stages Adolescence to develop their ability to become more critical thinking, increasing their capacity in their school environment, and most importantly, start feeling more confident about themselves. Consequently, this can help them avoid unlikely situations such as Bullying as this constitutes one of the most worrying issues related to young people at any stage of their Teenage life
- iii. *Emotional Development* refers to the challenges that Teenagers are facing in terms of identification and express their ability to manage their feelings in different stages of their lives. The emotional development of Teenagers at the Early Stages refers to both positive and negative issues and this includes a direct involvement of the Parents as they can help them express themselves, and manage the difficult situations
- iv. *Social Development* refers to the Teenagers' ability, and opportunities, to get involved in a series of creative activities that

will provide them with positive feelings and become part of Teams. Despite that Ethnic and other variables apply in how this applies. However, issues such as the need to involve and be part of a Team in both Formal (School) and Non-formal activities, are common characteristics that apply to all Teenagers, especially at the early stages, regardless the ethnicity, gender, or other related variables. The Social Development must become an issue of an exceptional attention by Parents as potential lack of involving Teenagers in Social activities can lead to unlikely situations such as that of the Social Exclusion which constitutes a real threat for the Teenagers, considering that they are in an exceptionally sensitive stage of their lives. Therefore, this has to be addresses with caution by Parents in cooperation with the formal School environment, based on specific policies that must be part of a comprehensive National Policy in cooperation with all interested parties. The combination of all the above is evaluated as fundamental, as the role of Social Inclusion and Exclusion has a great impact on the contemporary societies due to issues that they develop as a result of the changing of the structure of the societies

- v. *Behavioural Development* concerns the ability of Teenagers to handle difficult transition situations regarding issues such as smoking, alcohol, as well as their ability to make the appropriate

decisions. Despite that the above issues are mainly related to the High-School Adolescents, extensive research has identified that the specific age level has fallen; hence, creating the need for all parties involved, both the Formal School environment and the Parents, to develop Communication skills that will help them identify and confront the problems that arise as a result of the above-mentioned situations.

The critical approach of all the above five aspects that affect the Adolescents, especially at their Early Stages, coupled with the fact that the consideration on the specific aspects is experiencing an increasing importance due to the age decline, creates the need for a comprehensive identification of the reasons that lead to the current obstacles. Hence, focusing on these issues creates the need for Parents to focus on their identification and implementation. The current research evaluates that it is a self-evident fact that Communication must be considered as a Key Success Factor (KSF) in the identification and confrontation of the specific issues, with the Communication concept to play a major role. Each professional who works in the field of education should be able to clearly identify the relevant issues in order to establish the appropriate Communication Channels.

All five aspects lead to the safe conclusion that Communication is of an increasing importance and the role of Parents constitutes a fundamental aspect in

assisting Adolescents to overcome the obstacles aroused as a result of the specific situations. Early Stage Adolescents are considered to be energetic, innovative, creative, imaginative, and willing to excel in their life. Providing them with ability to express themselves at all times, with no restrictions in terms of how they believe and feel, can lead to positive results that they will carry for the rest of their lives.

At the same time, these identifications can also have a positive impact on the Parents and the School environment as they will become more effective in the Communication process, based on particular parameters that create a comprehensive and adequate framework that is beneficial for all parties involved; consequently they need to be taken into consideration.

Early Stages need extra care due to the sensitivity that needs to occur, by also taking into consideration the massive amount of information that Children at this stage are exposed to. Challenges remain high at this stage of Children's lives; hence, special attention is required by the Parents in order to ensure that Early Stages' problems shall be effectively addressed. This creates the need not only for establishing Communication Channels and, developing the appropriate schemes that will prevent the particular age-group Children to have access to inappropriate internet material (Olweus, 2005).

An effective way of establishing effective Communication Channels between the entire family is the placement of interactive photo cubes within the

home environment and can potentially create a positive feeling with all member families, provided that the photos will emphasize of happy moments of the family (Golsteijn & van den Hoven, 2013).

Such activities can contribute towards effective family communication and can also contribute much to the creation of such positive relationship, resulting towards a child's development with focus on the child's self-esteem. It is important to focus on the particular issue as the earlier the self-esteem is developed, the better for the children's personality development

Such action must be considered as important which can lead to the elimination of possible Communication barriers must be part of parents' understanding that Adolescents, especially at their Early Stages have a high feeling of independence as a result of their access to a large amount of information that influences their development.

Considering that Parents and Children have different opinions over a number of issues related to the Adolescents, (Richardson, 2004), actions such as the placement of interactive photo cubes is evaluated of a great importance that must be taken into account by parents.

The role of both the Parents and the Formal Schooling environment not only is essential in preventing potential problems that arise as a result of their frequent interaction in the internet through a number of gadgets, but this role is expanded in ensuring school performance. Effective Communication can prevent

Early Stage Teenagers from failure as the impact of Cyberbullying has been clearly, negatively, associated with the performance of Children at school; hence, leading to further problems not only at school, but also, transferring these problems at their family environment (Hinduja & Patchin, 2011).

The increasing role of Internet in the daily life of Teenagers plays a massive role towards their overall development, and this can clearly be associated with the Framework developed by the APA (2012) and provides a comprehensive understanding of how several issues at several Stages must be evaluated and confronted, especially by the Parents as they have a direct access to the Teenagers and their access.

Given the impact that organisations such as the APS have on the development of policies and the influence that they can have to the Families & Parents, all the above-mentioned issues have a practical implementation that they need to be considered.

The scientific identification of Cyberbullying in regards to the conventional concept of Bullying is considered of an exceptional importance as any possible confusion can lead to misinterpretation of the issues related to the specific concept and its impact on the Teenagers, especially when these are at their Early Stages of their Adolescent. Monks, Robinson, and Worlidge (2012) focus on the concept of Cyberbullying and clearly identify that Early Stage Teenagers are in general terms aware of its negative role and how this can lead to

possible problems in their overall development. At the same time, the authors have clearly identified that Gender differences prevail. Consequently, this scientific identification lead to the conclusions that any future policies and strategies must consider this in order not only to tackle the problem, but most importantly, to develop these Strategies in such manner that will consider the particular problems of each Gender, leading to better results for the Early Teenagers and enhancing Communication.

Cyberbullying has been negatively associated with the emotional development of young Children, especially those under the age of 12, which fall in the Primary school education. The lack of knowledge in regard to the hazards that exist in the Internet and the unsafe surfing, coupled with the inability of Parents to provide them, creates an indeed worrying environment for Early Stages Children. Cyberbullying in Early Stages not only exists but it is also experiencing a steady growth which causes serious concerns over the protection of Children.

In addition, there is a gender difference, even at this stage with the females to experience higher-level of Cyberbullying than the males. Issues such as sexual harassment, unfortunately, constitute serious challenges that need to be addressed in order to avoid further problems that can create further problems such as psychological as well as physical damage on these children (Smith, Mahdavi, Carvalho, Fisher, Russell, & Tippett, 2008a; Monks, Robinson, & Worlidge, 2012).

Prevention and transfer of information through the appropriate Communication Channels has in some countries led to positive results as there has been a decrease in the Cyberbullying phenomenon. Recent research in Portugal has clearly identified the positive impact of Communication, the role of Parents in the Early Stages, and the need to strategically focus on the effective development of prevention programs that will provide the young people with the ability to overcome the emerging Internet challenges.

Coelho et al (2016, p.223) have clearly identified this need and strongly suggest that “Bullying prevention programs should take into account the need to raise teacher awareness of bullying and cyberbullying.”. Therefore, the need for this approach is self-evident and must be viewed as a need for the development of common scientific guidelines from both the National Governments and the European Union in order to focus on common Objectives that will provide comprehensive positive outcomes.

Cyberbullying has clearly been linked with a number of other elements in terms of negative impact on the Teenagers’ lives, for both Early Stage and High School. Pearl Ben-Joseph (2018) provides a clarified overview of the potential consequences and clarifies that “The stress of being in a constant state of upset or fear can lead to problems with mood, energy level, sleep, and appetite. It also can make someone feel jumpy, anxious, or sad. If someone is already depressed or anxious, cyberbullying can make things much worse.” The above statement adds

to the previous identifications and enhances the accumulated knowledge in how to confront the problems.

Communication with Early Stages Adolescence needs to take into serious consideration other major issues such as that of Demographic Segmentation and Gender Distribution as extensive research has clearly identified that the Children from poor and disadvantaged areas face higher levels of Cyberbullying. In some areas in the United States of America (USA), African Americans African American Adolescents face more challenges from some other ethnicities, especially in the Early Stages. Research reveals that Communication in this stage has a great deal of impact and that schools that develop effective Communication Channels between the Parents, the School, and the Children, are more likely to face lower level of Cyberbullying, despite the general issues that may arise as a result of the ethnicity obstacles (Lee et al., 2019).

Considering that the Demographic distribution in each country is different to other countries, each country has to develop its policies based on its own unique needs and characteristics. Demographic Segmentation can lead to the development of Strategies that can tackle issues such as Poverty as countries such as the USA that are characterised by ethnicity diversity and multiculturalism are facing such issues (Williams, 2015).

The Demographic dimension in regards to the Cyberbullying within the Teenagers is indeed of a great importance, not only for societies such as the USA,

but also for the European Union which pays exceptional attention to the problem through the development of transnational research which identifies the problem in terms of age, ethnicity, and gender. The particular Research identified the Human Rights of Children as these have been defined through a number of Conventions that protect these Rights (European Commission, 2016).

Early Stages' gifted Children have also experienced serious problems as a result of their ability to excel in performance amongst their formal schooling environment. A significant percentage of such Children have reported that they have gone through Cyberbullying by schoolmates, mainly through Social Media. Consequently, these Children should receive the appropriate attention in order to be able to ensure further development.

Despite that it is relatively unclear the exact level of such form of Cyberbullying, the fact that scientific research has indeed identified the problem, as a result of complaints of Early Stage Adolescence, this can under no circumstance be neglected and the appropriate attention must be developed in order to ensure the effective Communication amongst Parents and Schools, leading to boosting the confidence of the specific group of Children (Smith et al., 2012).

Despite the Limitations of the particular study, this must be viewed as a warning signal for all actors involved with the Early Stage Adolescence in order to proceed to specific prevention programs that will effectively confront the issue

as this can lead to higher levels of Motivation, as well as Social and Emotional development; issues related to the creation of solid personalities (MacFarlane & Mina, 2018). Critically approaching and evaluating the existing Limitations should not be viewed as a way of avoiding the problems, but instead, as a unique opportunity in going deeper into the problem in order to further examine the related issues and confront them in an effective manner.

Schools and Parents have a great role in the Communication process and it is indeed important for both to understand that they have to follow specific steps such as let the teenagers finish their thoughts, let them tell their whole story, do not try to immediately fix the situation and remember that listening does not necessarily mean agreeing with everything he says. Parents and Schools must focus on paying attention to what young Children have to say, ask for feedback from Children; hence, ensuring that they feel important as well as accountable for their actions. In addition, being open to communicate when Children at the Early Stages ask for any kind of support or opinion, about any possible issue, are also considered as vital for establishing the appropriate Communication Channels and Trust, essential steps towards avoiding conflict (NCSBY, 2019). All the above-mentioned issues are evaluated of the utmost importance as prevention must be strategically considered as an element that can potentially create the appropriate environment for establishing trust between the Early Stages Teenagers on the one side, and the Parents and Teachers on the other side. Consequently, the

appropriate attention must be paid towards the specific direction from all parties involved.

The Role of both the Schools and the Parents must be critically evaluated as a turning point in ensuring the appropriate Communication and it is the role of the National Governments through their established formal Institutions, such as the Ministries of Education, to inform and educate Parents on issues such as this one. In addition, the Parents' Associations need to cooperate closely with professional Bodies such as Psychologists in order to obtain the best possible professional advice and guidance in order to prevent and avoid problems that could potentially create difficult situations that would be difficult to be effectively confronted (Kolucki & Lemish, 2011).



4.5. Adolescent, Sexual Behaviour and Communication

The sexual activity of Adolescent in High Schools, especially after the age of 15, constitutes an important issue that affects the Communication procedure between the Teenagers and their Parents. The increasing usage of Internet, the access to a large data regarding the issue, in which in several occasions is not credible, and the ignorance behalf the Teenagers of the potential dangers that exist, and the possibility of unlikely and unwanted situations, are only some of the issues that must be considered as part of the current issue (Mullinax, Mathurm & Santelli, 2017).

Sexual Transmitted Diseases (STD) constitute some of the elements that must be considered as important as possible infection from these Diseases can lead to substantial negative impact on the lives of the entire family, leading Teenagers to negative social behaviour. Therefore, the impact of Communication in relation to Education must be considered as a measure that will be able to overcome the obstacles. Haruna et al (2018, p.1) pay exceptional attention to the specific issues, clearly identify the need for effective Communication and the need for the use of Information Technology and support that “During adolescence, young people undergo physical, mental, and emotional changes brought about by increased hormonal function. These biological changes increase interest in sexual behaviour and leave adolescents vulnerable”.

Consequently, these must be carefully approached in order to identify the possible issues that may arise and provide deep knowledge that will enable further research within the specific field. This is evaluated of an increasing importance, and one of the most major Objectives, is to trigger further research in an academic level, that will become fruitful for all participants, and of course, enhance Communication in order to solve possible issues. The uncontrollable Sexual Activity of Teenagers has a great impact not only on their Body Health, but also on other related Health areas (Houck et al, 2014). Extensive academic and professional research during the past few decades identified five specifics ‘Main Development Characteristics’ related to the Sexual Activity of Teenagers and are directly linked to the need for establishment of effective Communication Procedures and Channels with the Parents, the School, as well as the Friends.

Critically approaching the specific issues, all the above must be taken into serious consideration in order to ensure that Communication is established and that the Teenagers will not be left alone to develop Sexual Health Life without the appropriate knowledge. Effective Communication behalf the Parents and the Schools must not focus on stopping Teenagers from developing a Sexual Life, this would indeed be impossible; instead, it should focus on providing the appropriate information that would help them avoid unwanted situations such as STD (Weinstock, Berman, Cates, 2004).

The impact of STD with Teenagers cannot be taken lightly by the Parents and the society at large, including Schools and the relevant Ministries of Education and Health, as this can indeed cause serious social problems that not only can have a great deal of negative impact on Teenagers, but also have massive influence on the families and their overall development and activities in the society (Shrier, Harris, & Beardslee, 2002). Such development can only lead to the loss of Communication with the Teenagers; therefore, Parents must take all the necessary measures in order to avoid such negative situations and ensure that Communication shall become the vehicle that enable them to protect their Children in the most effective possible way. The role of the Public Institutions is evaluated as crucial on the specific issues; hence, the appropriate strategies need to be applied.

Based on all the above, the following ‘Main Development Characteristics’ are identified and evaluated as equally important; therefore, their identification and brief examination is considered as important for gaining understanding of how Communication affects Teenagers, their Sexual Life, and their ability to obtain valuable information. The fact that all these Characteristics can potentially have a long-term impact on Teenagers’ lives, cannot be isolated from the overall examination; hence, the appropriate attention must be paid towards the specific issue, in order to create a positive environment for all parties involved, enabling them to enhance Communication and Mutual Understanding.

- i. *Cognitive* – Teenagers need to consider the differences between fantasy and reality in order to identify the greater impact of a Healthy Sexual Life. In addition, Communication must be established between the Teenagers and the Parents in order to get the appropriate information that will help them to effectively understand the real dimension of their Sexual activities (Shriver et al, 2001)
- ii. *Behavioural and Physical* – Communication and appropriate information can enable Teenagers to understand the impact on their body development, that the appearance should not be the only issue that they must consider, and most importantly, they need to take seriously their need for their personal responsibility and accountability towards others, such as Parents, School, and of course their sexual partners. The emotional dimensions are also directly related to the Behavioural and Physical aspect as this can affect Teenagers and their ability to establish the appropriate Communication Channels with their families (Brassai, Piko, & Steger, 2011)
- iii. *Social & Emotional* – Teenagers are highly influenced by their friends as they want to be part of a Team and they fear possible Social Exclusion. In many occasions it has been identified that they are “Holding strong beliefs and principles on moral dilemmas, exhibiting rebellious behaviours against authorities, and, developing

romantic and sexual relationships depending on culture (Kolucki & Lemish, 2011, p.23). The Emotional issues are highly related to the ability of Parents in order to Communicate in an effective manner. In addition, Social and Emotional impact has also been related to the pitfalls that exist for Teenagers as this has led a lot of them in risks related to HIV and AIDS, creating further problems for both the Teenagers and their Parents (Donenberg et al., 2005)

- iv. *Communication Needs* – Teenagers come across several challenges regarding their ability to Communicate with their families and friends. In addition, research has revealed that Teenagers seek information for issues related to their Sexual Life and ability to avoid unlikely situations, they need to have strong Models with Moral Values that will guide them through this difficult time of their lives, they need recognition and respect for their opinion and actions in order to ensure that they are taken into consideration and feel useful in their environment. Finally, they seek the right to make mistakes and learn from them and not be continuously punished for these mistakes (Kolucki & Lemish, 2011; Kobak et al, 2018). Talking to Teenagers is far from being an easy task; consequently, their Communication Needs must be considered at all times in order to ensure that they will show willingness to cooperate. Empowerment,

understanding, and recognition are evaluated as key-elements towards this direction.

All the above-mentioned constitute serious issues that need to be considered in the best possible manner in order to enable the provision the relevant benefits that will have a practical value, that is essential for the Teenagers. The evaluation of each given situation must be considered and examined within its own specific, and possibly, unique framework in order for Parents and Schools to gain a better and deeper understanding of the reasons behind the problems related to the Teenagers.

Provided that Interpersonal Communication has never been a static issue, it rather experiences constant changes and challenges that need to be identified and evaluated (Spence, O'Shea, & Donovan, 2015), focusing on the specific Communication parameters is not an option, it is rather a necessity that needs to be critically evaluated by all relevant actors in order to ensure that Teenagers will not come across to extremely difficult situations, especially when this concerns their health at all levels, Physical and Mental as it will only lead to further problems and obstacles.

It is also vital to identify and clarify that the role of Parents in the Social and Emotional dimension is of an increasing importance as the development of Information Technology creates new challenges for Parents that need to be educated regarding the quantity and the quality of information that their

Teenagers have access to. In addition, the Social and Emotional aspect has been clearly linked to the impact that Alcohol, Drugs and other Substances are causing to the Teenagers, an issue that the Parents are coming across and they need to confront it to several levels for their Children and their Families.

The combination of all the above constitutes a serious problem and a challenge that can lead to several problems related to their mental and physical health, which is important for the improvement of the Teenagers, and this can help their protection at several levels, that they can transfer to their broader family and school environments.

Provided that special Treatments are needed in order to overcome problems such as the previously mentioned ones, Communication is essential in order for Families to establish specific procedures based on the Family Check-Up model (FCU condition) (Spirito et al, 2015). Critically approaching the specific issue, it must be clearly identified that the Emotional dimension can be considered as the most important Characteristic as it can lead to several other serious problems.



4.6. Overcoming Implication and Challenges in Communicating with Adolescence

Overcoming the Barriers that are through the time developed in terms of Communication, constitute a serious challenge for anyone involved in the process. In order to effectively confront the particular issue, Communication Channels must be ensured at all times. This can only be achieved through the application of specific Principles such as:

- *Listen more than you speak* – Parents and Teachers must identify that they need to let the Teenagers express themselves, and more especially, to provide them with all the possible incentives in order to ensure that Teenagers will do that. Being able to do that, can potentially create a positive environment which can be extended to further activities with the Teenagers. Teenagers do not want to be ‘preached’, instead, they need and seek to express their own opinions and concerns, as they come across to several challenges. Parents and Teachers must be able to ensure that they will provide the ability to Teenagers to speak and that they will be ready to Listen to them (Boer & Abubakar, 2014)
- *Make Time to Spend Together* – Communication is generally based on sharing and spending time together. One of the major challenges faced by both the Teenagers and the Parents, is the fact that they do

not have enough Quality Time to spend together. The lack of time creates further distance between the parts and can potentially lead to loss of trust, misunderstanding and misinterpretation of several issues. Therefore, the need for making Quality Time to spend together is essential and can establish a positive environment, leading to the elimination of possible problems (Dubas & Gerris, 2002)

- *Give Them Privacy* – Teenagers, now more than ever before, have strong personalities with access to a large number of information. The development of personal relationships between the Teenagers, at all levels, including of course the sexual relationships, requires the need for the Teenagers to have their own space. Privacy constitutes a major challenge for Parents as well as a major demand behalf the Students. In addition, the need for Privacy and Confidentiality is also identified in other levels such as the Health Sector (Wadman et al, 2014). Therefore, all these need to be taken into account in the Communication procedure with the Teenagers
- *Keep up with their Interests* – A fine way to understand the Teenagers and show them that they are indeed part of their lives, Parents must ensure that they pay attention to their own Interests. Listening to their Music, even if is not within their personal preferences, watching movies of their own preferences, etc, shows

to Teenagers that Parents are ready to get involved in their own interests and be an active part of their own lives shall the Teenagers want this. Such procedure can be established within and outside the Formal Schooling Environment as Teenagers develop their personal interests within the Schools, and not necessarily outside of this (Slot, Akkerman, & Wubbels, 2018). Communication, can be positively influenced by this procedure and creates the need for Parents to focus on the particular element, get to know not only what their Children are interested in, but also what these interests are all about. This must also be seen as a indirect way of ensuring that the Teenagers are not involved in any harmful activities; however, at the same time, without violating their own unique space and time

- *Be a loving parent* – In difficult times, in both school and personal lives, Parents need to show that they really care, be affectionate when it comes to personal emotions, and be supportive when there is a school failure. Teenagers need to see their Parent celebrating their achievements, support them in their failures, and forgive them in their mistakes (Levey, 2010). Such actions will help them become more mature, learn from their mistakes, and confront problems in a more efficient manner. That will also make them more tolerant when their Parents criticise them as they will understand that it is a win-win situation and criticism is part of the ‘game’

- *Have Fun* – Children go through this stage only once and they need to enjoy it as much as possible. Parents need to make time and get involved in activities that will give their Children pleasure and fun. This can have a substantial level of positive impact on both the Teenagers and their Parents. Recent research has clearly revealed that ‘Having Fun’ can positively influence Teenage athletes and improve their psychological condition. Teenage Athletes that Have Fun with their Parents, especially during their training sessions are more likely to overcome personal problems and improve their overall performance. Merkel (2013, p.151) clearly states that ‘It appears that an emphasis on fun while establishing a balance between physical fitness, psychologic well-being, and lifelong lessons for a healthy and active lifestyle are paramount for success’. It is therefore vital for Parents to ensure the establishment of such Communication Channels and Have Fun with their Children. This will give them the opportunity to come closer and create a solid relationship.



4.7. Conclusions of Chapter 4

The current Chapter has focused on the examination of all the above-mentioned elements that have been identified through the extensive Literature Review which has expanded in four consecutive decades (1980s – 1990s – 2000s – 2010s) and provides a rather clarified overview of the Communication issue regarding the Adolescents, has led to some important Conclusions that they need to be developed in the appropriate manner. This has created some important challenges and opportunities that need to be explored; however, taking into account the time differences as these play a key role and cannot be underestimated or undermined.

This extensive Research is indeed important and calls for the Families & Parents to apply it in order to become more effective, create a more efficient environment, trigger the interest of the Parents, and help them to focus from a ‘strategic’ point-of-view.

These Conclusions must be taken into consideration in order to enable the current Research to provide some specific and practical Recommendations that will potentially benefit all parts involved in the Research (Teenagers, Parents, School Environment).

Hence, the following have been concluded:

- i. The Communication concept constitutes a powerful tool in attempting reaching the Teenagers at all stages of their Adolescent time. Communication must be based on interpersonal relationships; however, the scientific support cannot under any circumstances be undermined. Consequently, all participants must examine this aspect shall it is required in order to ensure that possible existing barriers shall be eliminated. Provided that for the current Research, Communication provides the scientific basis to develop a comprehensive approach in terms of the relationship of the Teenagers with all the rest of the participants, the appropriate attention has been paid in order to ensure that this will effectively serve the research objectives. Therefore, Communication has been concluded to have a multi-dimensional impact on both scientific and non-scientific levels, with its impact to be focused on the overall development of Teenagers. All these create a powerful framework that enables the examination of all further aspects that are considered to be fundamental due to the complexity of the interpersonal relationships
- ii. The comprehensive Framework provided by the American Psychological Association (APA, 2012) which is structured on five

particular Development elements (Physical – Cognitive – Emotional – Social – Behavioural), constitutes a powerful scientific tool in the hands of professionals in order to create specific programs that will address the problems confronted by the Teenagers, the Parents, and the School environment. It is the duty of the Professionals to critically approach and evaluate the particular Framework in order to adjust it to the specific needs of each society; thus, creating the appropriate environment for everyone interested to participate. All five Development elements, provided by an extremely highly-respected organisation such as the APA, are evaluated as of the utmost importance for the current Research and are directly associated with the Communication concept and the Teenagers, both Male and Female, at all stages. However, as a result of the overall Literature examination, coupled with the Researcher's personal experience at a professional level, in the field of the Tertiary Education, it has been concluded that the Cognitive development must be placed at the core of the understanding and interpretation of how this Framework can be applied. Cognitive Development has been clearly identified to have a substantial impact on the Social, Emotional, and Behavioural Development. Therefore, this has been concluded as the fundamental for the overall Communication process. Despite that the association of the Cognitive Development

has not been examined in relation to all the other elements, this cannot annul or even decline its importance in Communication. This must be taken into consideration and everything has to be structured around the particular APA Framework

- iii. Teenagers in contemporary societies, especially those in western and western-life style countries, face a number of serious challenges that alters the way the behave, and consequently the way they Communicate with their overall family and school environment. These challenges are currently experiencing great differences from those of the previous decades that have been examined. Therefore, this identification provides the basis for further Conclusions' development and also can potentially enable predicting the future Challenges
- iv. The development of Information Technology (IT) and the ease of access of Teenagers, even those at their Early Stage, enables Teenagers to gain a lot of information in a number of life aspects that they could not have in previous decades, or at least, not to the extent of the current decade. Hence, this must be clearly identified in order to be considered a fundamental aspect for the development of any policies and actions, both Formal and Informal
- v. There are several differences between Male and Female Teenagers in both Early Stage and the High School. As it has been clearly

identified, Girls are more vulnerable to sexual harassment which creates problems in their physical and emotional development. Potentially this sexual harassment can lead to early sexual activity causing further problems such as the spread of diseases and unwanted pregnancies. In contrast, the Boys are expressing different type of problems such as the development of inappropriate language as a result of their attempt to become an active part of a Team. Therefore, this must be considered in the development of Communication Channels between all parties involved

- vi. Cyberbullying constitutes a serious problem as the development of Internet, and more specifically the Social Media, and the Teenagers' ability to have access to people that they do not really know, creates several obstacles: both ethical and legal. Despite the several efforts that have been developed by a number of institutions, Cyberbullying is experiencing an increasing growth and can create serious problems for the victims with a great impact on their ability to Communicate; either speak or listen. The Gender, Age, Ethnicity, and other variables constitute common characteristics in contemporary societies, and they have been clearly identified in extensive academic research in both the USA and the European Union. The latter has founded and developed its own Transnational research in order to identify the problems and strategically focus on

their effective confrontation at all possible stages in favour of the Teenagers and their Parents. The role of the European Union is concluded of an exceptional importance

- vii. Helicopter Parenting has also been identified as a major problem in the Communication procedure which causes serious problems to the Teenagers' emotional development. Helicopter Parenting which is characterised by extensive parental control over the Teenagers, leading to the decline of their independency and creates serious Communication barriers between the two parties; hence, Teenagers face obstacles in expressing their feelings. In addition, the Helicopter Parenting has also been concluded that it is associated to have a close relation to the Framework provided by the APA (2012) and all its elements that form it. Hence these issues are indeed concerned with the Helicopter Parenting, an issue that has to be taken into account in the Recommendations part.

Chapter 5 – Communication with Higher Education Students

5.1. Introduction

The identification of the concept of Higher Education constitutes an important parameter for the current Research and especially for Chapter 2 “Communication with Higher Education Students”. Focus on the particular dimension is vital for the Research and creates the Conceptual Framework for the overall examination of all the issues related to the current Chapter. Consequently, “Higher Education is identified as the education at a college or university where subjects are studied in great detail and at an advanced level” (Cambridge Dictionary, 2019 – On-line). In addition, the same Dictionary raises the importance and the impact of Higher Education and clarifies that “Higher education levels were clearly associated with increased use of modern contraceptive methods”.

In addition to the above Encyclopedia Britannica (2019 – On-line) provides further and more clarified overview of the role, extension, and impact of the Higher Education by stating that “ Higher-educational institutions include not only universities and colleges but also various professional schools that provide preparation in such fields as law, theology, medicine, business, music, and art. Higher education also includes teacher-training schools, junior colleges, and institutes of technology.”

The contemporary era has enabled the development the ability of Young people to have an easier access to the Higher Education, in terms of both the Quantity and the Quality of the Higher Education Institutions. The impact of European union cannot be underestimated, and as a primary identification is positively evaluated. This has to be taken into consideration as the Students have the ability to travel and study in a wide range of countries and institutions in the Higher University; hence, the impact on the Communication aspect can be considered as a self-evident fact.

The Communication with Higher Education students constitutes an indeed complex procedure and its confrontation requires from all parties involved to develop the appropriate understanding. based on three specific parameters:

- i. The first one concerns the actual level that they are in, High School, University Undergraduate, and University Postgraduate which leads to a substantial change and understanding of the overall Communication value and how this should and it is actually understood and implemented at all these different levels. The pressure in different situations varies; therefore, the Communication adopted and adapted by the rest of the participants must according to each situation, based on the needs of each Students
- ii. The second one concerns the quality and efficacy of the Communication process developed between the individuals as this

is clearly linked with their background quality, carried from both their previous school and family environments; hence, leading to a positive or negative impact in terms of Communication

- iii. The third one concerns the ability of Institutions within the same country or across different countries to develop the appropriate Communication Channels serving the overall student benefits as “...lack of efficiency in communication within higher education institutions may very well lead to a decrease in quality of the educational act and, over time, to reputation damage” (Iordache-Platis & Josan, 2009, p.61).

All the above provide a clarified overview for the overall role of Communication in the Higher Education and constitutes the basis for further development which needs to become a priority. The personal experience of the researcher of the current research provides the opportunity to overview the issues that are related to the Higher Education from a practical approach; hence, this has an influence on the overall issues; however, the issue remains far from Bias, as this can have a serious negative impact.



5.2. *Communication Obstacles with the Higher Education Students*

The Communication process within the Higher Education Students faces several Obstacles that they need to be identified in order to ensure that they will be confronted in the best possible manner and create the appropriate Conceptual Framework for the benefit of all participants. Several Organisations and scholars have clearly identified a number of Communication barriers that are indeed serious and can potentially create negative impact to the Higher Education Students.

MOG (2019) provides some identification and strongly suggests that “Communication barriers in the classroom make it difficult for students to get the most out of their education.” In addition, MOG (2013) have identified three major problems that create Communication Barriers:

- i. *Speech and Language Difficulties* – Students in High Schools often isolate themselves as a result of excessive Fear and Embarrassment, leading to potential problems between them, their Teachers, and their Parents. Hence, the Speech and Language Difficulties need to be addressed at their early stages. Language difficulties can lead to the poor performance, and this calls for the relevant support and serious attention of the issue, from the primary stages, as this can provide further assistance in terms of time management

- ii. *Boring Classroom Lessons* – Students that come across to boring lessons are more likely to lift a Communication wall between them and their teachers. In contrast, teachers that provide enthusiasm are more likely to eliminate such Communication barriers
- iii. *Personality Differences* – Personality differences between High School students and teachers can potentially become a serious obstacle between the two parties
- iv. *Peer Pressure* – Pressure and competition between students can also create serious barriers and lead to low performance, especially when these are concerned with high-competitive environments.

DuĜă (2014) has provided further perception over the role of the Communication Barriers and has identified that the establishment of the appropriate Channels constitute a key-success factor which is essential for both the Students and the Teachers. More specifically, the author has identified the following that are considered as fundamental in the process of confronting them.

- i. *Physical Barriers* – Doors are closed, and students face serious distance that causes harm in Communication, and this is transferred in their overall performance
- ii. *Perceptual Barriers* – Internal Barriers developed in Students' minds and leads to the perception that others will not pay attention or not understand what the student wishes to say

- iii. *Emotional Barriers* - Emotions, such as anger, frustration, and disappointment can potentially lead to emotional barrier as lack of delivering a clear message is more likely to occur within students
- iv. *Cultural Barriers* – Developed as a result of inability to deliver a clear and concise message due to lack of engaging in adapting to different cultures, especially for Students studying abroad
- v. *Language Barriers* – Developed as a result of not understanding specific terminology in a series of academic courses, and the Teachers not realising these Barriers
- vi. *Gender Barriers* – Female and Male Students use different expressions and terminology, and in some occasions, this is related to Cultural Barriers; thus, having a negative impact on Communication
- vii. *Interpersonal Barriers* – Developed a result of exchange of inappropriate language, words, and phrases, causing an effect that can potentially lead to several forms of Bullying.

DuĠă's approach as it has been outlined, creates a comprehensive framework which needs to become a part of an overall understanding of the reasons leading to Communication Barriers within the Students at all levels. The reference on Emotional Barriers must be critically evaluated as of the utmost importance and enable the professionals dealing with the Students to develop a

comprehensive understanding in order to effectively reach the Students. Any potential Strategy cannot underestimate all the above as these can have a great impact, provide scientific understanding and enhance the possibility of all possible scientific groups to deliver their knowledge and know-how in order to achieve substantial improvement.

All the above must be directly linked to the impact of Globalisation in the Education, especially since the elimination of physical and legal barriers have enabled this trend, with the European Union to constitute the finest possible example towards the specific direction. The ability of transferring skills and expertise from one academic institution to another, and from one country to another, within the European Union, enables the development of Communication, despite the obvious Cross-cultural Barriers that may exist and indeed constitute a serious challenge for all participants within the specific field and can enable Higher Education students to overcome possible Communication obstacles.

Bash (2009, p.475) provides a comprehensive approach and understanding, both academic and professional, of the impact of Globalisation on the Communication in the Higher Education by clearly stating that “Given unequal power relations between students and university teachers, improved intercultural communicative competence may be achieved through a mutual construction of a discursive arena reflecting the dynamics of an increasingly globalized structure of academic intercourse.”

Extensive Research has clearly identified that several Communication Obstacles occur in the Distance Learning in Higher Education, an aspect that is having an increasing importance in the overall contemporary Higher Education, which is experiencing a massive growth in most contemporary societies, calling for the appropriate professional attention (Bates, 1995; Nicol, & Macfarlane-Dick, 2006; Onyango, 2011).

One of the major obstacles in the Distance Learning Education, constitutes the limited use of Media and IT by a substantial proportion. Inability to use IT as part of limited or even lack of the appropriate training creates a serious Communication Barrier, especially for those Students are over a certain age and they have never had the opportunity to have an ease access to such training, leading to the obvious negative impact.

Open Universities constitute one of the finest examples that provide Distance Learning Education and the above Barrier can be identified within the particular sector, especially when this concerns countries with lower-level of GDP per Capita, an important element that has a significant negative impact on the Education, and of consequently, in the Distance Learning (Kamal & Sultana, 2000).

Further to the above, the role of Coordination in Higher Education is of an increasing importance as the complexity of a number of issues constitutes a serious challenge in the Higher Education, and calls for all participants to develop

and apply a number of skills in order to overcome this serious communication obstacle (Msuya & Maro, 2002).

Critically approaching the particular aspect within the Distance Learning, the specific identification is ringing a bell for the Higher Education Institutions that provide such courses, or even degrees, in order to ensure that the problem will lead to higher-level of satisfaction and quality of education. Provided that there is an increasing number of people participating in this form of education can potentially have the relative impact, positive and/or negative, on their Brand Name and Image.



5.3. Establishing Communication for Psychological Support

The establishment of Communication in the Higher Education is indeed of a massive importance and provides the ability to the Formal educational system to address existing and potential problems that will effectively confront the concerns of the students. The identification of all the previously mentioned issues constitutes the fundamental conceptual background and creates an important framework that can assist towards the overall Psychological Support. Consequently, their critical approach must be at the frontline of any activity towards the particular direction in order to enable the best possible results, especially for those Students that are facing serious educational obstacles and creates several barriers and negatively affects their overall performance.

The identification of the Communication problems constitutes the primary step, which needs to lead to an overall scientific approach, evaluation, and prioritisation in order to ensure that the appropriate resources shall be allocated to the ones in real need (Glick, & Schwartz, 2007). Such prioritisation will enable professionals to effectively promote the feeling of equality between the Higher Education students; hence, gaining their trust and cooperation, an aspect that must be evaluated both as of a great importance and a real challenge for the overall Formal Education system.

In addition, the development of any activities needs to be based on clearly Legal and Ethical aspects in order to ensure that breach of any legislation shall

be avoided, and also, that the policies that will be developed towards the Psychological Support shall be based on the ethical issues that are related to the particular aspect (Bower, & Schwartz, 2010). Provided that the cultural differences constitute an increasingly dynamic element in the Higher Education, focus on it evaluated as a milestone towards the development of any related policy, which needs to be evaluated accordingly.

The establishment of effective Communication in several aspects of life, education, and business, is directly related with the forming of the appropriate Teams that will work together and taking advantage of the accumulated knowledge of professionals. Team leads to the development of the relevant Teamwork which is defined as “The work done by several associates with each doing a part but all subordinating personal prominence to the efficiency of the whole” (Merriam-Webster, 2019 – Online).

Forming a Team can lead to substantial benefits for the people that will receive the Psychological Support. These benefits can be identified in a number of elements such as:

- i. *Receiving information* – This can occur through the introduction of sophisticated software that can potentially gather on-time information, provide feedback to the professionals, and enable them to analyse all data in order to design, develop, and provide the best possible assistance to the Higher Education Students. In addition,

the role of Social Media can also become an effective management tool that can enhance effective Psychological Support. Provided that young people are the most frequent users of Social Media, such approach is evaluated as of the highest importance

- ii. *Intervening* – The Team of Professionals can apply their plans and their skills in order to positively influence the Higher Education Students, enhance their Communication Channels, and provide more Psychological support shall this is required. Teamwork can lead to an easier acceptance by Students and can have an impact on their families as these constitute a major dimension of the Communication approach. Such intervention must be required by all participants and be viewed as a positive step towards Psychological support’
- iii. *Feedback* – Receiving the appropriate Feedback is considered as an integral part of the Communication procedure and enables the Team to on-time identify and evaluate the on-going procedures and strategies that take place. In addition, the ability to provide instant Feedback will enhance trust behalf the Higher Education Students towards the Families & Parents that will be providing the Psychological support. Consequently, focus on the particular dimension is of a critical importance.

The identification of all the above-mentioned elements are indeed important; however, at the same time, within Team development serious obstacles and pitfalls occur. Consequently, attention must be paid towards tackling these problems by the Families & Parents in such a professional and effective manner in order to ensure the Communication quality for all participants. These mainly refer to the following issues:

- i. Failure to properly select, prepare and orient team members
- ii. Failure to create clear and well-publicized processes and pathways for reporting
- iii. Focusing exclusively on reporting as the end goal
- iv. Misinterpreting legal restrictions on sharing information within the team
- v. Stigmatizing mental illness, instead of focusing on behaviors
- vi. Relying on a single intervention or approach, instead of a more integrated approach
- vii. Failure to follow up
- viii. Neglecting team dynamics and stress.

Source: Higher Education Mental Health Alliance (HEMHA) (2013)

Advanced countries in terms of Higher Education and Health pay exceptional attention on the role of Communication towards the improvement of the overall Health, including the Mental Health. The Higher Education

Institutions (HEIs) provides a set of Guidelines that can contribute towards the Communication and Health improvement in the Higher Education.

These Guidelines are important in order to ensure that a comprehensive Strategy will be developed and prevail in such a crucial aspect of the entire society. Therefore, (HEIs, 2019) suggests the following three major Pillars in order to enhance Communication for Psychological and Mental Support in the Higher Education:

1. Academic guidance

- 1.1. Course Guidance

- 1.2. Personal Tutors

- 1.3. Skills Guidance

2. Psychological counselling

- 2.1. Counselling

- 2.2. Student Mental Health Advice

- 2.3. Exam Concessions and Arrangements

- 2.4. Mentoring

- 2.5. Peer Support.

3. Career guidance

- 3.1. Careers Advice, Including Graduate Placements, Careers Fairs and Further Study Opportunities

- 3.2. CV Workshops

3.3. Networking / Mentoring Opportunities

3.4. Coaching on Interview Techniques

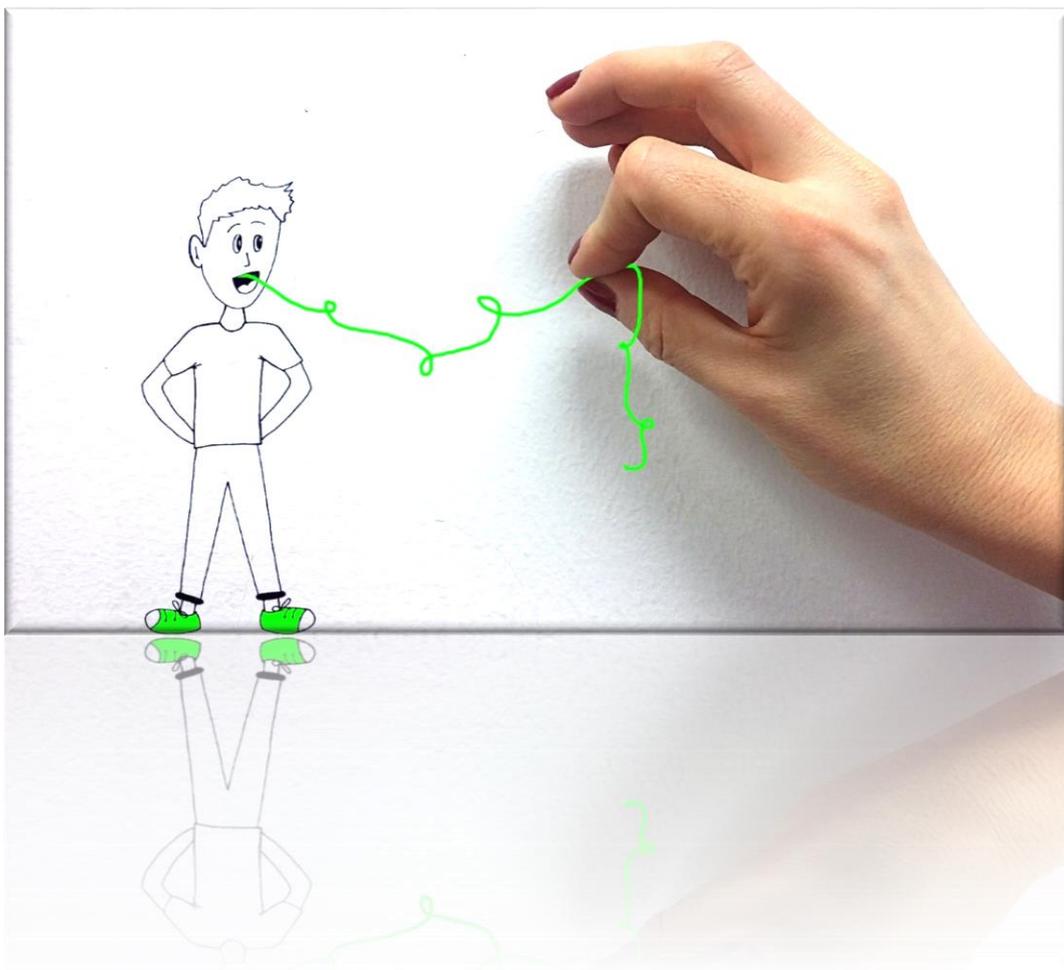
3.5. Support with Job Applications.

In order to achieve all the above and ensure effective Communication and substantial improvement of the Mental and Psychological Health of the Higher Education students, and most importantly, to assist them achieve their long-term goals, Health and Education professionals are called to implement specific practical measures such as:

- i. “Strategic and operational plans for supporting students and enabling achievement to align to the student journey.
- ii. Clear, accessible and inclusive policies and procedures to enable students and staff to identify when support mechanisms may be required for academic and personal progression.
- iii. Training and resources are allocated to student support services to enable effective delivery, ensure comprehensive evaluation and subsequent development.
- iv. Clear, consistent and accessible communication about opportunities and support available to students from pre-entry through to completion and beyond.
- v. Equality of opportunity for all students to develop academic and professional skills”

Source: QAA (2019)

All the above elements constitute the results of extensive academic and professional research and accumulated knowledge of a country in that over 140 Universities operate and have a positive reputation within the global academic community; thus, leading to a higher-level of credibility in terms of their findings and strategic suggestions. Such aspects must be critically and positively approached as they enable a more comprehensive understanding and promote receiving valuable feedback from all parties involved.



5.4. Communication between Students and Tutors; Challenges for Young People

The Communication between Students and Tutors must be approached within the framework that regulates the contemporary educational system. This starts from the Formal Educational System of each country and extends to the informal educational activities that occur within the Higher Education System and concerns activities developed by the students and their Unions. Understanding such aspects creates the environment for engaging both the Students and the Tutors in the Communication procedures.

Provided that the contemporary societies in the western world, and more specifically, within the EU have developed unique Formal Educational Systems that are adapted to the needs and cultural requirements of each country, such Communication Policy development must take into consideration all these identifications. E.g. countries such as Belgium have to adapt their Formal Education System structure based on the requirements of three different communities (French, German, Flemish) which is clearly a cultural and language distribution. In contrast, the United Kingdom (UK) focuses on developing its Formal Educational System based on geographical and language distribution as despite the similarities in the System, significant differences are clearly identifiable as England, Wales, Scotland, and Northern Ireland develop their Educational System based on their local characteristics. However, in most

countries within the EU, such as the Republic of Cyprus, Sweden, Finland, Romania, Slovakia, Italy, and France, common Formal Education Systems are applied as differences that apply in the previously mentioned countries are not identifiable and have no impact on the Systems' development (European Commission, 2018). Consequently, all the above must be considered a part of the creation of a common and comprehensive understanding that will enhance Communication.

One of the major groups of Higher Education Students that needs to be effectively and with special care attended are the ones with Learning Difficulties as these students come across specific problems that specialised skills, qualifications, and expertise are required. The understanding of these dimensions must be clearly based on two elements that must prevail in the Formal Educational System and have an equal importance:

- i. The first one concerns the Moral and Ethical values as this has historically become of an increasing importance, and created a framework of extensive academic research across the globe over the past four decades (Roberts, 1982; King, 1992; Johnson, 2010; Carr, 2014). In addition, in several occasions, the Moral and Ethical values in education are associated with the impact of religious (Hussain, 2007) which needs to be critically approached in order to ensure that potential pitfalls shall be avoided in such sensitive matters which can

lead to further problems. Provided that several countries across the world, and more specifically within the EU, are experiencing a massive wave of political and economic refugees and immigrants that to a certain level have an access to the Higher Education and the need to be integrated to the local societies, the Ethical and Moral Challenges are taking a greater and a multi-level dimension which needs to be also taken into consideration and constitutes a real challenge not only for this specific group of Young People, but also for their Colleagues in the Universities. In this occasion, the major Challenge for the Young People is to ensure that they their Moral and Ethical Values shall be protected; hence, common actions towards this direction are required

- ii. The second one is concerned with the legal aspect of the issue and the ability of the Formal School System to implement such polices that will be in full alignment with the relevant Conventions, Rules and Regulations, and other policies, on both international and national levels. EU constitutes a fine example that applies such legal protection through the respect of these Conventions. The major Challenge for Young People is to develop the appropriate lobbying in order to ensure that protection of this aspect shall be ensured.

Critically evaluating the role of Tutors and other members of the Higher Education personnel, this is of a crucial importance which indeed comes across to Human matters, as well as Ethical and Moral values. In addition, Ethical Dilemmas are applied across the sector as issues such as Dyslexia (Keim, Ryan, & Nolan, 1998) and other related issues create an important conceptual framework that needs to be clearly identified and evaluated in order to ensure that this specific group of students will have all the appropriate attention. In order to ensure that the elimination of possible barriers regarding the specific issues and Children with learning disabilities, the national governments must take all the appropriate measures that will become the fundamental basis for assisting all participants to focus on this aspect.

Such actions will only become beneficial for the entire society, improve the overall teaching environment, improve the performance of these students, and also provide the Tutors and the rest of the personnel with the appropriate skills and competences that will help them understand the impact that this can have on these children. Consequently, this is not an option, it is rather a necessity for the contemporary societies and more specifically within the EU which promotes the principle of Equality as one of its major objectives.

In order to achieve Communication with such students, Tutors need to develop and implement a specific set of skills that will be based on both scientific

and human morale elements (Hockley & Harkin, 2000). These elements are mainly referred to the following:

- i. Sympathy and Understanding in regard to the personal difficulties that occur for each one of the students. This can create a substantial level of positive feeling between the two sides and create the appropriate environment for enhancing trust. This can be developed in both the Formal Educational System and activities occurring outside of this System. Sympathy and Understanding create a warmth environment, enables the exchange of ideas, encourage involving in activities and projects with other students based on common rules and principles that will enhance the feeling of equality with the students that do not face such problems. Consequently, an honest and respectful can be effectively established (Wheldall & Merrett, 1989)
- ii. The Quality of Interpersonal Relationships regulates to a high degree the level, frequency, and quality of Communication between the Students and the Tutors with learning difficulties. Interpersonal Relationships are developed based on the ability of Tutors to evaluate the personal circumstances of each one of the students that face such learning difficulties (Salmon, 1980). Provided that interpersonal communication and skills are developed clearly based

on ethical value and what people consider what is right or wrong, this must be clearly identified as of a massive importance and such approach must be enhanced through specific programs.

The two above-mentioned elements that affect the skills that Tutors must possess in order to ensure that Communication shall be established, must be clearly related to several Challenges that have prevailed within the Tutors (Walker, 2017). These are of a massive importance in the Tertiary education in which the transfer of knowledge requires a comprehensive understanding and are mainly referring to issues such as:

- i. *Motivation* – This must be ensured by the Formal Educational System and be part of the overall educational program as an integral part of a comprehensive Strategy. Communication between Tutors and Students must be ensured within and outside the Formal school environment which can ensure that all incentives will be effectively transferred towards the Students. Motivation constitutes a major trait that is clearly developed as part of the Leadership concept (Daft, 2008, 2013). Hence, this requires from Tutors not only to develop academic and educational skills, but also, focus on developing particular Leadership traits that will help them motivate students
- ii. *Stress and Anxiety* – This is developed as a result of uncertainty of the Students' reactions and expectations as well as the amount of the

teaching material in which they may not be able to deliver and on the other hand, students may not be able to understand of this impact. Constant Communication with Parents must be institutionally established as the Challenges are clearly identified for both the Tutors and the Students and Parents can be evaluated as the connection link between the two parties that will enable them overcome this barrier which can have further negative impact. The assistance behalf the national authorities is evaluated as a major tool toward this direction

- iii. *Bad Behaviour* – Tutors come across Bad Behaviour by several Students due to unstable home and family environment. In such occasions, immediate communication between Tutors and Parents can help solving the problem before things get worse, even lead to violent behaviour which could have catastrophic impact. Considering that this can negatively influence the Tutors' performance, identifying and addressing the problem at its primary stages is considered as of a critical importance and Tutors must develop specific Communication skills and also zero tolerance towards it
- iv. *Laziness* – It is not unusual for Higher Education Tutors to come across to clever students, who however, are characterized by a substantial level of Laziness, affecting their overall performance and

their relationship with both their Tutors and Colleagues. In order to enhance Communication with this particular group of students, Tutors need to provide the appropriate incentives that will kick-off a new start in their relation.

- v. *Problems in acquiring new knowledge* – In several occasions Students are facing serious challenges in acquiring new knowledge especially when this is concerned with innovative issues. In this case, the challenges for both the Students and the Tutors are self-evident and Tutors are called upon allocating extra time to these Students in order to explain them the specific issues
- vi. *Pressuring Parents* – Parents are always expecting the best possible performance and are sometimes becoming a real problem for the Tutors. This is eventually transferred to the Students. Tutors need to develop open Communication Channels and inform Parents about all possible aspects; hence implementing mutual understanding and trust.

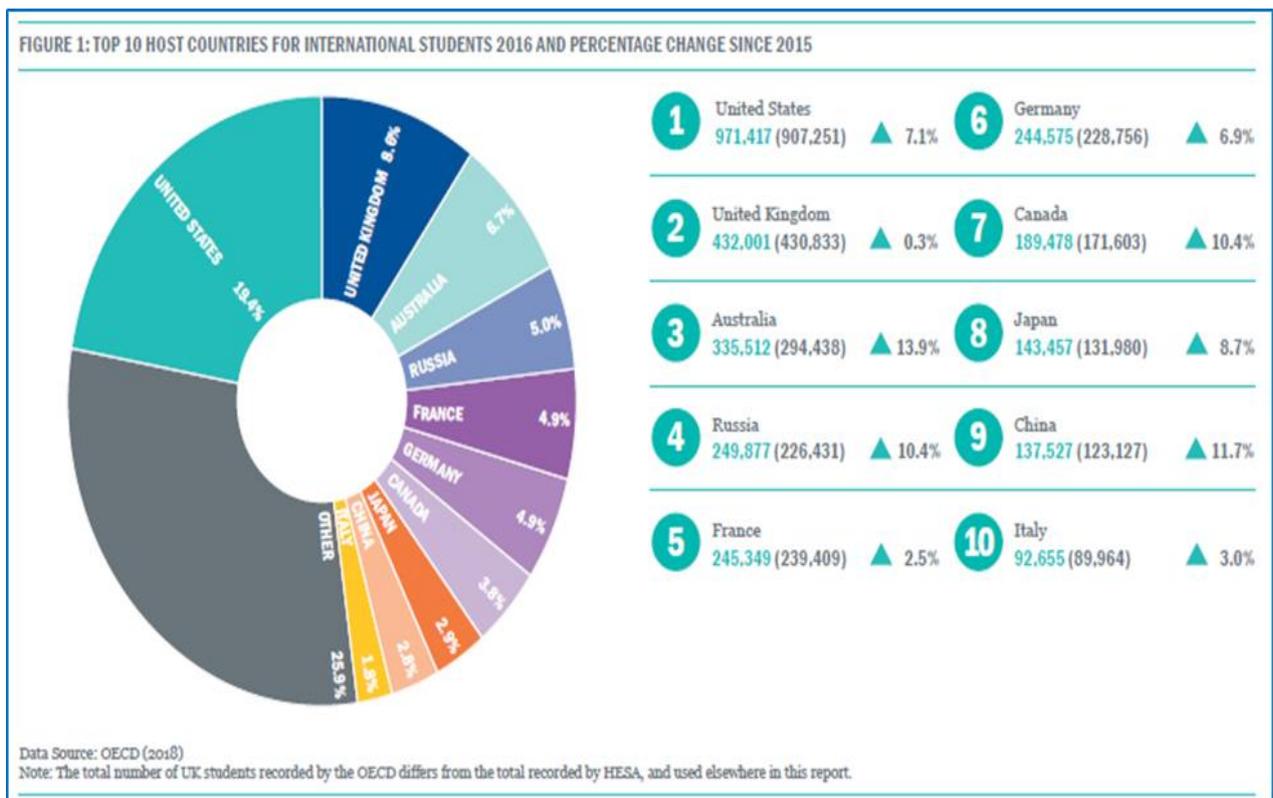


5.5. Communication Barriers for Students in Foreign Countries

The elimination of both the physical and legal barriers across several countries, with the EU to be considered as the major regional organisation that enables Students to travel and study abroad, indeed creates enormous opportunities. However, these opportunities do not come without problems and challenges for the student that they do decide to study abroad; hence, the problems faced by these Students need to be effectively identified and confronted as they carry several problems and impact such as legal, human, moral & ethical, and financial. All these cannot be underestimated, and the current Research takes this dimension in serious consideration, in both the structure and the Conclusions & Recommendations. In order to interpret the size of the specific issue it is important to identify the number of Students in Foreign Countries. The “UK International Facts and Figures 2019” (Figure 5.1.), provides a clarified overview of the number of International Students that study abroad. The Top Ten countries [USA, UK, Australia, Russia, France, Germany, Canada, Japan, China, Italy] of the report host a total of 2.987,848 in 2016, a significant growth since 2015 for all ten countries. This number reveals the impact of International Students in Higher Education, and consequently, the need for a more effective comprehensive Communication Strategy on both national and EU levels that will provide all the adequate skills to the educational professionals.

Provided that the four of these countries are part of the EU (including UK, which is however, expected to leave the EU), this identification is of a crucial importance in order to clearly understand the overall impact of the Students in Foreign Countries and enable the development of a solid strategic policy that will indeed regulate the way that Communication with this specific group of Students.

Figure 5.1. Top 10 Host Countries for International Students 2016 and Percentage Change since 2015 [Source: International Facts and Figures, 2019. Universities UK International]



Ter-Minasova (2017) has identified that throughout the contemporary societies in which Higher Education plays a key role in their overall development, three major Communication Barriers are clearly identifiable within the Students from Foreign Countries. These Barriers refer to Linguistic, Cultural, and Psychological, and all are considered of an equal importance as they lead to a substantial impact on the Students' ability to adapt to the educational environment as well as to the way of life within the hosting country. However, the author clearly supports that "Naturally, the most pivotal problem of foreign language learning and teaching (FLLT) is the psychological barrier.

This kind of barrier is strong and difficult to be broken down because, besides being invisible, it is based on a very strong feeling of fear." Hence, the Psychological Barrier has to be confronted as it is in most occasion 'hidden' by students and its evaluation and confrontation requires specific skills that need to be scientifically developed.

Considering Figure 1 as a major tool, due to the fact that it identifies the major countries hosting Foreign Students, in order to focus on further and more specific problems faced by International Students, the current Research has identified the following:

- i. In English-speaking countries such as USA, UK, and Australia, accent is considered as a major Communication Barrier as problems such as speech with lexical or grammatical errors are common

within the Foreign Students. This can potentially lead to confidence decline and lead "...to stereotypical views that may lead to inaccurate judgment of students' intrinsic academic ability" (Park et al., 2017, p.3)

- ii. Foreign Students in Russian speaking countries are confronting similar problems; however, further Communication Obstacles have been identified. Understanding the Lecturer, difficulty to prepare for practical lessons, difficulty to prepare and pass exams, problems in doing the homework, difficulty in reading large volume works of Russian literature, inability or lack of Tutors to carry out individual work with Foreign Students, complicated relationships with fellow students, and feeling homesick, are only some of the most important issues that the Foreign Students are coming across within the specific educational environment (Ibragimova & Tarasova, 2017)
- iii. In Italy Communication problems exist as a result of the several different dialects that prevail in the country, leading to barriers in the Communication process. These problems are not limited in the Formal Educational System but extends to the Tourism sector which is one of the country's major economic contributors (Mancini-Cross, Backman, & Baldwin, 2009).

In emerging countries within the European Union, such as the Republic of Cyprus, that are currently, experiencing a massive growth of both the Tertiary education and the students from foreign countries, similar Communication Barriers have been clearly identified. The fact that a large number of programs in both Undergraduate and Postgraduate levels are provided in English language as well as in the Greek language, leads to particular problems that to a great extent are similar to the previously-mentioned ones (Hajisoteriou & Angelides, 2013); hence, creating the need for the identification of these problems, and of course, their effective confrontation in order to ensure that foreign students will smoothly adapt to their educational environment.

Importantly, the authors take a historical “Overview of policy documents produced by the Ministry of Education of Cyprus and analysed for this study” (2013, p.111) and provide a more clarified understanding of how the policies have affected the development of this issue and enabled attracting foreign students, despite the obvious existing obstacles.

Importantly, all the above identifications regarding the issues related to the Cyprus educational environment are coupled with the Researcher’s extensive experience in the Tertiary education as well as with foreign students studying in the Republic of Cyprus. Therefore, the findings provided by Hajisoteriou and Angelides (2013) carry extensive credibility and provide the room for further academic research which can provide more quantitative and qualitative

information that will lead to the overall improvement of the environment of the specific group of people. Provided that these foreign students carry several cultures and differences, this identification is critically evaluated as of a massive importance and the creation of the appropriate environment must be established in order to improve their educational and living conditions, an issue that will eventually attract more students from their countries.



5.6. Academic Coaching Strategies for Higher Education Students

The rapid development of Higher Education on a global scale and the impact that this development has on issues such as compatibility of the University Degrees with the real market needs and demands, as well as the increased competitive environment that has been escalated as a result of the development of the Higher Education, has reshaped the way that Students must develop and prepare themselves. Such preparation will provide them with all the extra Skills and Competences, both academic and technical, in order to improve their employability and readiness to overcome the market obstacles.

All these create a particular conceptual framework that will enable the Higher Education Institutions and the Students, to work closely and create a positive environment in order to achieve the existing obstacles and challenges; hence, strengthening their competitiveness and employability.

A fine way of reaching the above-mentioned goals is the development of the appropriate environment that will enable the creation and implementation of effective and efficient Academic Coaching Strategies. This constitutes a fundamental and must be taken into serious consideration by all participants, including of course the Higher Education Institutions, the Students, the Parents, as well as the National authorities that will provide their formal structure, accumulated knowledge, know-how, and financial supports towards the specific direction.

The role of Coaching has experienced the attraction of extensive academic research which provides the basis of the overall impact that this can have on Students and their development based on specific skills (Starr, 2003; Cox, 2006; Bachkirova, Cox, & Clutterbuck, 2010).

The University of Michigan (U-M, 2019) has extensively focused on the specific issues and provides a rather comprehensive and clarified identification of the concept of Academic Coaching by stating that:

“Academic Coaching is a working partnership that focuses on the process of learning. Together with a professional coach, students examine their learning styles, habits of working, and current difficulties or barriers to success. Then together this team (coach and student) works to create and put in place more effective strategies than are the norm. The aim is to heighten awareness of what it takes to achieve academic success and anchor this with new strategies, a supportive relationship, and personal accountability.”

As a result of all the above-mentioned issues related to the Student Coaching within the academic institutions, Students can take advantage of several Benefits that arise. Several researchers have identified during the past few decades (Jaksa, & Ratey, 1999; Whitworth et al, 2007; Richman, Rademacher, & Maitland, 2012). that the Coaching Benefits are mainly identified in three major categories

- i. *Improved Cognitions* – Students are gaining the adequate ‘extra’ knowledge and skills that can substantially improve the development of the critical thinking skills and their personal confidence. Importantly, students gain the ability to identify, evaluate, and possibly implement alternative choices. In addition, the Improved Cognition enables the Students to become more confident towards the continuation of their studies in terms of Postgraduate degrees (Master and PHD levels). Improved Cognition enables students to take full control of their lifegoals at all possible levels. All these can lead to the improvement of their overall personality with further impact in their lives’ development
- ii. *Behaviours* – Students can significantly improve their Behaviour as a result of better understanding of all issues related to their education. This can potentially lead to the increase of their Team Work, an aspect which is directly linked with the Higher Education performance and can provide serious advantages to all participants, improving both the individual and Team performance (Mendo-Lázaro, León-Del-Barco, & Felipe-Castaño, 2018). In addition, this can have further impact such as the improvement of the conceptual and technical skills through placement positions, enabling Students to improve their employability, especially at their early stages. All these result to the increase of Social Inclusion, especially for those

coming from disadvantaged backgrounds and the Foreign Students that face different types of problems that can affect their Behaviour

iii. *Subjective Well-Being* – The Transition from Secondary Education to the Higher Education comes with serious adaptation challenges in which in several occasions become problems that affect a large percentage of Students. Changing of life-style, losing friends that go towards different educational and professional directions, leaving away from the family environment for the first time, distance, lack of frequent communication with beloved persons, and change of weather climate, are only some of the problems that are clearly identified. Structured participation in Academic Coaching with professionals that can provide the adequate support, can effectively identify these problems and provide the appropriate solutions that will help them ‘...managing stress in a positive way, reconciling their academic lives with their social lives, handling their finances and their academic work’ (Imaginário, & Vieira, & Jesus, 2013, p.216).

The extensive academic identification of the potential benefits provides the appropriate guidelines and background and consequently enables the current Research to provide specific recommendations in terms of Strategies that can be developed in order to serve the Higher Education best Interests’. All these are

finely coupled and blended with the Researcher's professional experience in the fields of Higher Education and Student Coaching in both the Secondary and Tertiary Education. All these are taken into consideration in order to enable Students to achieve specific major objectives:

- i. The first one concerns taking the appropriate decision before entering in the Higher Education in terms of field of education and country in order to avoid potential problems that can become extremely harmful and possible irreversible. This can have a major personal, family, as well as social negative impact as if wrongful decisions are taken in an extensive degree by Students can potentially harm the Macroeconomic Goals of countries, and lead to the need of restructuring the entire economy due to the existence of different types of Unemployed people (McConnell, Brue, Flynn, 2015; Greenlaw, & Shapiro, 2018). Provided that the current Youth Unemployment in EU was 14.8 % at the end of 2018, double from the EU average which is 7.5% (Eurostat, 2019), this is evaluated of a crucial importance
- ii. The second one concerns the actual Academic Coaching that takes place through the Students' studies and concern the confrontation of possible learning difficulties, accommodation, inclusion in the social

and academic environment, and work placement during and after the end of the studies, enhancing their confidence and employability.

Based on the above, the following Academic Coaching Strategies are suggested in order to enable the development of the Higher Education Students and the Academic Institutions to improve their performance:

- i. The first proposed Coaching Strategy concerns the local Academic Institutions that must focus on working closely with the High School Students in order to inform them about the Challenges they will face during their preparation for entry into Universities. This will potentially lead to massive benefits for all participants and Institutions involved as they will focus on precaution measures and also identify which are the appropriate Educational Programs and Degrees for the Students that will enhance their Career. In order for the specific Academic Strategy to become effective, the participating Institutions must invest in Information Technology Systems (ITS) in order to be able to have easy access to specific Data, analyse them, and provide the appropriate information to the Students. Cloud computing, social media and multimedia can be integrated in order to provide the best possible educational services, and also allow educators from both the High Schools and the Academic Institutions to develop instant Communication and

provide each other with feedback, much needed for such procedure. Furthermore, the development of such cooperation can provide High School Students with a set of IT skills that are considered as necessary during the University studies, regardless the field of study; hence enable them to gain higher level of confidence. (Zieliński et al., 2017). Therefore, all these can substantially improve the Communication process at all levels, enhance trust between all participants and increase their overall performance.

ii. The second proposed Coaching Strategy concerns the participation of Private Academic Coaching Consultants that have extensive experience in education, in both High School and Tertiary, as this experience can become an effective tool that will help Students and their Parents to take the best possible decisions for their Future. The particular proposed Coaching Strategy requires the establishment of long-term Communication between the Educational Consultants and the Students & Parents. This relationship can enable Students and their Families to take decisions in a number of issues such as:

- The best possible fields of Education based on their unique academic profile, skills, competences, personal preferences, and of course, their ability to increase their employability, given the increased level of competition that currently exists in the contemporary marketplace

- The country of Academic Destination as the existing political and legal environment, especially within the EU, provides countless and enormous opportunities to Students to choose. Shall action increase Communication not only before, but also during their studies
- The Cost of the Studies in the various countries. The specific issue has been in several occasions found to have a great deal of negative impact on the Students' performance as during difficult financial periods, students are developing negative behaviour with the Communication issues to be at the heart of this actions. Hence, the role of Educational Consultants is of a primary importance

Source: Unilink Education Services

- iii. The third proposed Coaching Strategy concerns the enhancement of the relationship between the Academic Institutions and the Employers in several business fields that are interrelated to the actual Academic Degrees that the offer. This approach can potentially have a great deal of positive impact on the Students' performance as specific Communication Channels must be established between the Employers, the Academic Institutions, and of course, the Students that will be the final receivers of this Strategic activity. The establishment of supported activities behalf the Academic

Institutions; the establishment of solid effective Internship Programs within the country or even in other countries as this is structurally supported by the EU; the Annual update of the academic plans in coordination with business; and the development of a series of Joint master program with businesses are only some of the activities that can occur in order to support the specific Strategy. In recent years, through the financial support of the European Commission, several EU countries (Bulgaria, Hungary, Poland, Slovenia, and Spain) have developed specific research and activities that have enabled them to gain valuable insight and feedback regarding the particular issues (Rataj et al., 2012). Advanced countries in both economic and academic levels have strategically developed such programs with the ‘Placement Years’ to be at the heart of this practice. More particularly, a large number of Universities in the United Kingdom have developed hundreds of programs that provide the opportunity for ‘Placement Years’, between the second and the third years of study, which enables all Students to gain working experience, increase their academic skills, and of course, enhance their Communication with the overall society (Smith, 2019);

- iv. Th fourth proposed Coaching Strategy refers towards developing a comprehensive outlook on improving the technical skills of the Higher Education Students. In order to achieve such actions, the

Academic Institutions must enable their Tutors to develop more effective Teaching Strategies in their Classrooms. Issues such as Visualisation, Cooperative learning, Inquiry-based instruction, Differentiation, Technology in the classroom, Behaviour management, and Professional development, are only some of the practical approaches that can enhance the Communication on a daily basis, leading to the expected positive outcomes. It is therefore essential to identify the role of daily activities as part of comprehensive Strategies, as these issues arise as a result of the Researcher's personal experience coupled with the extensive academic research applied within the current Research

- v. The fifth, and final, proposed Coaching Strategy refers to the role of the National Governments through their formal Institutions such as the Ministries of Education, coupled with the support of the European Union and more specifically with that of the relevant department of the European Commission. The European Union as the World's largest and most democratic regional organisation needs to develop specific Strategies that can actually support the Higher Education Students through specific actions. The several Programs developed by the Union constitute a serious background that can be used for the effective implementation of such Strategies. It is essential for the EU to identify this need and focus on enhancing its

already strong activities; hence, establishing a more solid environment for all Students, based on understanding that will improve Communication. Coaching Strategies are indeed essential, and the role of the European Union must be at the forefront and without the development of comprehensive strategies it would be more difficult to attain the problems in the best possible way. The exchange of Data and Information, as well as ‘Best Practices’ can be considered as a fundamental aspect and creates the opportunities for the EU member-states to become more effective.



5.7. Conclusions of Chapter 5

The extensive examination of all the relevant issues that have been developed as part of the current work, coupled with the extensive Literature Review that has been gathered from trustworthy secondary resources, both academic and professionals, and enhanced with the Researcher's professional experience in the field of education and most specifically in the Tertiary Education and the Educational Consulting, has enabled the development of the current Research's Conclusions. This blend of academic knowledge and professional experienced is evaluated of the utmost importance as the need to develop practical solutions cannot be limited to the impact of the Academic Knowledge, which is indeed vital, but most importantly, it needs to consider the professional experience, as a result of the sensitivity of the field of Education and the impact that this has on the Students lives at all stages.

These Conclusions constitute an integral part of the current Research as such approach enhances credibility, much needed in order to ensure that the research will indeed provide the appropriate feedback and background that will enable further examination of the particular issues (Greener, 2008, Bryman & Bell, 2007, 2015, Cui, 2018). Hence, the appropriate attention has been paid towards the specific direction.

All these have been taken into serious consideration in order to ensure that the Research Conclusions will indeed avoid any potential Limitations and Bias,

as they have already been identified within the first stages of the current Research; hence, leading to a negative impact. Based on all the above issues, the following Conclusion have been extracted, and they provide the appropriate basis for the Recommendations development:

- i. *The Communication* process constitutes a really complex issue as its different forms, Formal and Informal, as well as all the other types, that have been clearly identified, are making it a real challenge for all aspects of contemporary life, and only a comprehensive approach towards it can lead to substantial benefits. Businesses, Academics, and Non-for-Profit Organisations, are only some of the organisations that need to develop effective Communication skills in order to ensure that their problems will be addressed by the right people at the right time, leading to the right results. The interrelation of these organisations is evaluated of a self-evident fact in contemporary societies, especially within the European Union, and it needs to be taken into serious consideration. This identification is critically evaluated of the utmost importance as it guides all the Conclusions and Recommendations that enhance the credibility of the current Research.
- ii. *Communication* constitutes a massive issue for the Education, and this has been clearly identified at all its levels that have been

examined within the current Research; Elementary, Secondary, and Tertiary. The challenges are of an increasing importance as the needs and wants of all participants, Students, Educators, and Parents, within both the Formal and Informal forms of Education, are shifting towards a more qualitative approach due to the easy access to a massive amount of information. This creates a new challenging environment for everyone involved, calling them to identify these needs and pay the appropriate attention in order to identify possible problems at their primary stages, enabling them to confront them in the most effective and professional manner possible

- iii. *Importantly, the Communication* process and requirements vary within the different levels of education as different needs and wants to apply, making it a really challenging issue, especially for Parents that have Children in the different stages of Adolescent. The differences are increasing as the education stages are changing, with the Tertiary Education to be experiencing the highest number and complexity of these Communication Challenges. During the Early Stages of Adolescent, it is clearly easier for the Parents and the Teachers to identify and confront the arising problems; hence, developing the appropriate Communication Challenges that will be beneficial for all parties involved and they will enable the Children to become more focused and increase their skills. In contrast, the

Communication Challenges in the Tertiary Education are significantly more complex and involve other type of issues such as Stress, Anger, lack of psychological support, loneliness, language barriers due to the need to travel and study in foreign countries, differences in the educational systems, and other relevant issues are common within the specific group of Students

- iv. *Helicopter Parenting* has been clearly concluded as a major dimension of the Communication process. Excessive control over Teenagers and frequent invasion of their privacy leads to lack of trust between the Teenagers and the Parents, creating serious Communication obstacles that lead to a number of other interrelated problems. Decrease of the School performance, isolation, social exclusion, and decline of their psychological level, are only some of the possible problems that have been clearly identified as a result of this unfortunate behaviour behalf the parents that they think that they protect their Children
- v. *Cyberbullying* constitutes one of the most important as well as worrying issues considering the Adolescents especially in the Early Stages. Cyberbullying affects a large number of Students and has been identified to have an increasing negative impact on the personal development, the overall school and academic performance, the psychological condition, the mental health, and the ability to

properly develop as part of the concept of the Social Inclusion. The fact that Cyberbullying constitutes a common problem in most contemporary societies, reveals the great, and of course unfortunate, extent that has taken as a result of the Internet improvement. It is obvious that the rapid Internet and IT development does not come without ‘casualties’; thus, creating serious Communication barriers as Teenagers feel threatened and vulnerable. Cyberbullying has been found to have a more negative impact on the female students as in many occasions, girls become the victims of several types of harassment, with the sexual harassment to be at the frontline of these actions. All these create further Communication problems that need to be addressed in order to protect the Teenagers from such actions

- vi. *Distance Learning* is also considered as an integral aspect of Tertiary Education in which Students are facing serious Communication Channels. Despite that this type of Education is mainly related to adult Students, this cannot under any circumstances be isolated, even undermined, as common Communication issues with the rest of the Tertiary education have been clearly identified, making their confrontation as of an increasing importance. Therefore, this calls for the relevant Academic Institutions to apply the appropriate measures that will lead to substantial benefits for these Students

vii. In recent decades Information Technology (IT) plays a key-role in the Communication process and provides enormous opportunities in order to ensure the effective development of Communication Challenges and take advantage of the potential benefits that accompany it. The challenges for the Formal School Systems are massive and cannot be undermined. The Academic Institutions are increasingly facing the need to apply the best possible IT in order to ensure that they will remain in touch with the needs and wants of their Students. Such approach is interrelated with focusing on the introduction of the appropriate Information Communication Systems (ICS) which clearly leads to substantial benefits and gathering the appropriate feedback from both the Students and their Tutors. The role of IT and ICS must also be linked to the everchanging impact of Internet on the overall Education, and the ability of the Formal Education Systems to focus on providing several programs and information through the application of the Internet. Contemporary Tertiary Institutions in the most advanced countries, such as those of the EU, USA, Canada, and Australia, have in recent years strategically focused on the specific issue and have invested heavily in improving their IT & ICS, as well as towards the training of their Human Resource (HR) in order to enable them to establish the appropriate Communication Channels

with all the Students. Hence; this identification clearly concludes that IT, ICS, and Internet, play a key-role in the contemporary Education at all levels, indeed provides enormous opportunities for all participants, and enables the Students to become more active in their educational procedures, increase their Communication Channels and ensure that Social Exclusion threats shall be avoided

viii. The current Research has also clearly identified that the *Communication process* and its impact on the effective Communication with the Adolescents is affected by crucial factors such as Cultural differences. These differences have a massive impact on the School performance at all Stages, with the Higher Education, and more specifically, the Tertiary Education, to experience these differences at the highest possible level. The Cultural differences are more visible within the Students that decide to study abroad and have to adapt to brand-new environments, leading to Communication obstacles to both the Students and their Tutors. Despite that Students can freely move within the EU, the Communication obstacles remain in place and create a really challenge environment

ix. *The Gender differences* have also been identified to be at the frontline of the Communication obstacles as girls are in general have been found to face different circumstances and be more vulnerable

in most of the occasions. Despite that there are differences between the Early Stages, the High School, and the University Adolescents, the fact that differences apply at all stages, with the girls to be at the most negative position, creates serious Communication barriers and lack of trust between them and the Formal School environment. The current identification is evaluated as a turning point in the entire Communication procedure as it can potentially lead to other serious problems such as introversion, social exclusion, psychological problems, and decline of the overall education performance. The current identification is also enhanced with the Researcher's personal experience which clearly linked and supports the current issue which calls for its immediate confrontation

- x. *Parents* have a great role in the Communication procedure as they have the responsibility to provide their Children with the appropriate support, ethical and financial. This support must ensure that Communication Channels are established at all levels. However, at the same time, the current Research has concluded that the Parents' role faces serious challenges due to the impact of IT and Internet and the shifting of the Teenagers' preferences. Parents need to develop specific Communication skills for each one of the Teenagers' stages as the latter face different challenges in each stage. Issues such as early sexual activity, need for privacy, and easy access to

information in which in many occasions its quality is under question, are only some of the Communication Challenges that Parents are currently facing.

- xi. *The Teachers and Tutors* are having an increasing importance in the Communication process with the Teenagers. Importantly, this role, just as in the case of Parents, needs to adapt to the various stages of Teenagers' lives; hence, particular skills must be developed. The current Research has clearly identified that regardless the Teenagers' stages, Teachers and Tutors, must ensure that they work closely with the Parents in order to identify specific problems and provide their appropriate solutions at the right time. Coupled with the fact that the Teachers and Tutors are also facing some serious challenges, including Communication, at their workplace, their cooperation with the Parents and the Teenagers is essential at all stages in order to ensure that particular Motivation and Incentives activities shall occur. The role of Educators is of a primary importance and any strategy must indeed consider their active participation and opinions.



5.8. Recommendations of Chapter 5

The Conclusions' development provides the basis for the identification of specific Recommendations that will enhance the overall Research and enhance it with a substantial level of Credibility. The Credibility impact is taken into serious consideration as lack of ensuring and implementing it can have a serious impact on the overall Research and can negatively affect future Research on the specific issues. The Recommendations must be based on a specific fundamental; that they will have a practical implementation which will enable the Research to have a clarified value and also trigger the ability for further Research regarding all the under-examination issues (Bryman & Bell, 2015).

In addition, the Researcher takes into consideration that the Recommendations must have a real value for all Participants with the Teenagers to be at the core of the current section. Furthermore, the Researcher also takes into account that the Recommendations must identify the specific variables that exist within both national (Republic of Cyprus) and transnational (European Union). Under no circumstances, the specific issues cannot be undermined as such approach could potentially lead to misinterpretation of these variables and, lack of understanding the negative impact as a result.

During the Recommendations procedures, as the final, and possibly the most important part of the current Research, both Chapters that have been developed, have been equally considered in order to ensure the Researcher to

develop a comprehensive approach that will be beneficial for all parties involved, especially for the Teenagers at all stages. Provided that Communication has been identified as the core element of the current Research, the Recommendations have been structured around the particular concept and creates the framework for evaluating and developing the future policies.

- i. The European Union must strategically focus on enhancing its overall activities towards providing the appropriate Conceptual Framework that will enable the member-states to further develop their strategic approach towards the Communication issue with the Teenagers. The fact that the EU, as a political and economic organisation, has throughout the past decades managed to develop an enormous number of policies in several fields of contemporary life, of course including Education, enables the it to gain a comprehensive understanding due to its accumulated knowledge. In addition, taking into consideration that the EU has developed specific policies that regulate the Mutual Recognition of Degrees between the member-states and the development of the European Credit Transfer System (ECTS), creates further responsibilities that must be addressed through a comprehensive Strategy. Therefore, the current Research is strongly recommending that the EU should strategically focus on enhancing its activities in gathering together

all member-states in order to design, develop, and implement a comprehensive Plan that will enable them all to work based on the same principles and objectives. It is estimated that such approach will lead to substantial benefits for all participants involved in it; the member-states, the Academic Institutions, the Schools at all levels, the Teachers and Tutors, the Parents, and of course, the society at large. The role of the EU is vital in the development of any operation and such actions cannot be isolated from its formal Strategies. A potential White Paper regarding the particular issues is considered as of the utmost importance and would provide the appropriate political, academic, and professional background for successfully reaching the strategic goals

- ii. As a result of the previous Recommendation, the current Research recommends that the National Governments develop their particular national policies in accordance and extension of it. The National Governments possess the adequate and appropriate accumulated knowledge, expertise, know-how, financial flexibility, and most importantly, the legitimacy in order to develop such activities. The cooperation with all other participants is essential in order to ensure that the appropriate Communication Channels shall be developed with the Teenagers of all stages. Of course, all actions must be based on the specific needs, wants, and requirements of the Teenagers. The

role of the National Governments is of a core importance and any activity must be based with its support in order to enhance the credibility and the prospects of being successful

- iii. As a third Recommendation, the current Research focuses on the role of The Parents' Associations at all levels. The particular Associations have a massive role in the development of the appropriate Strategies in order to ensure that the appropriate Communication Channels shall be developed. Parents are those that have the closest relationship with their Children; consequently, their constant participation in their activities, within and outside their Children environment, and the feedback that they can provide is considered to be of a great importance and can lead to the development of successful Strategies. Despite that the Parents' Associations do indeed have a massive contribution in all EU countries, they need to further focus their activities and educated themselves as the Children' shifting needs are creating a challenge and complex environment that they need to focus on and address them in an effective way
- iv. Adolescents of all stages are the ones that they are affected the most by the lack or existence of the appropriate Communication Channels; negatively or positively respectively. Therefore, their participation in the designing and the implementation of any

possible Strategies must take into serious consideration their opinions. Provided that Teenagers have easy access to massive information as a result of the IT and Internet development, affecting their ability to provide information and develop their own personal opinions, their contribution not only must be considered, but most importantly, is of a primary importance and at under no circumstances this can be isolated. All these actions must be structured with the cooperation of the Students' Unions; hence, creating the need for all official authorities and the Parents' Associations to work closely with the Students in order to reach the strategic objectives

- v. The current Research also recommends that any strategic activity must take into consideration the opinions and recommendations of specific scientific groups such as Psychologists and Sociologists. These scientific groups can provide valuable information regarding the development and behaviour of all Adolescents, and most importantly, to provide further suggestions of how each stage must be approached. All these will lead to the development of strategic actions that will be clearly based on a scientific approach and will eliminate to the largest possible degree the possibility of failure of the specific actions. The scientific groups must enhance their actions towards influencing the political decisions, and approaching all the

rest of the above-mentioned groups in order to ensure that they will indeed become the opinion leaders and policies' developers

All the above Recommendations constitute the major outcome of the most important players that are evaluated that they can have a positive impact towards the development of the appropriate Communication Channels between the Teenagers at different Stages on the one side, and on the other side, the Parents, their School environment, both formal and informal, their Teachers and Tutors, and the local authorities. Consequently, the cooperation of all the above-mentioned players is indeed evaluated as of a crucial importance by the current Research and it is strongly suggested that shall this cooperation and understanding between all of them, will only lead to failure, or at least, ineffective application of any potential strategic activity.

The Recommendations have taken into consideration the importance and the role of all participants as well as all possible dimensions; political, economic, academic, social, and scientific. Therefore, a fine blend of all these can potentially provide our societies with the ability to focus on our Children in a more effective and sensitive way, by taking into account their concerns and requirements as these arise as a result of the rapid social and IT development. Considering that our Children are the future of our Societies, and most importantly, that of the European Union which is based on specific Fundamentals, focusing on serving their needs and best interests is no longer an option. It rather constitutes a

necessity that needs to be addressed in the most possible effective and efficient manner.

Finally, the current Research clarifies that all the relevant matters that concern the most sensitive part of our societies, have been explored in good faith and based on the Researcher's extensive experience as a Tutor in the Tertiary Education, as an Educational Consultant for Students in the High School and the Tertiary Education, but most importantly, as a Parent that seeks the best for his children in an everchanging environment that is characterised by uncertainty.

Chapter 6 – Communication between Parents and Adolescents

6.1. Introduction

The Communication between the Parents and the Adolescents constitutes a major element for the current work and focuses on the identification of several elements that affect their relationship and can become Key Success Factors (KSF) and help them ensure the best interests of all of them. In order to identify the Communication between the two parties, it is important to understand that this:

- Goes through questioning over the real willingness of one party to understand the needs of the other, hence, developing a silo of questioning that needs to be overcome
- Is affected by the cultural conditions that are developed in the particular societies, and to a great extent determine the level of communication between them
- Is influenced by the financial conditions that prevail in particular societies and creates the relevant conditions that affect communication in several levels
- Is impacted by the role of the school environment in order to establish the appropriate background that will bring the teenagers and the parents close to each other

6.2. Positive Communication between Parents and Teenagers

Developing positive communication channels between the Parents and the Teenagers is a real challenge as the role of the contemporary societies is having an increasing role and this calls for understanding issues such as:

- What it will happen if there is lack of communication, especially within the family environment, with special attention to the difficult situations
- How the positive communication can have an impact on the rest of the family, especially the children, that may have different requirements, needs and wants
- How the positive communication can be transferred to the school environment and performance, and enable the children to develop their personalities
- The right timing in which the communication is developed in order to ensure the appropriate conditions and resolve the problems and challenges before they develop
- How the overall community and cultural conditions can lead to the development of the appropriate conditions that are related to the communication (Stafford & Bayer, 1993).

As a result of all the above identifications, the development of Positive Communication types and channels between the parents and the teenagers must

be developed on particular measures that will consider the fact that this is probably the most difficult to handle within the family environment. As a result, this can create several challenges that can create a positive environment, or instead, can raise obstacles that will eventually lead to the obvious negative results for both parties involved (Vargas, 2020).

Consequently, in order to ensure the positive relationship and communication, some particular steps and measures must be established that will ensure all the above:

- Parents must start with Understanding, even when they do not Understand, and develop several interactions that will help the teenagers come closer to them. Showing interest about a conversation between teenagers, even when this seems to be totally irrelevant, constitutes a good challenge
- Parents must not get too emotional and must not take it personally when teenagers show a negative approach. This can help parents understand that teenagers may have different considerations, and this understanding will help them in future interactions in similar situations (Pincus, 2020)
- Parents need to ask ‘Honest Questions’ that will enable their children to provide ‘Honest Answers’. In such situations, the children develop a higher level of trust which is essential in order

to get closer to their parents and close the age communication gap, and do the same with 'Honest Questions' with their parents

- Parents must avoid showing that they need, or even worse, that they are desperate for their children's good behaviour and friendship. Revealing that they are desperate may lead Children towards a different direction. Therefore, this can be considered as a powerful positive Communication tool
- Positive Communication is highly affected when decisions are taken within the relevant positive environment. Consequently, in order to ensure that positive communication is established, parents and children must avoid taking decisions when they are not both calm, and this is the duty of the parents to develop
- Parents must navigate and emphasise on the communication as they have the responsibility, as the most mature party out of the two, in order to create the appropriate environment that will assist the mutual understanding and acceptance of the opinions of the other party, leading to the relevant trust
- Parents need to ask curious questions that will reflect to the current affairs that affect the young people. This can create a positive environment and higher level of trust behalf the teenagers, as they will understand that their parents want to learn about the issues that they are outside of their own range

- Parents must focus on empowering a feeling of ‘Teamwork’ within the family. This will help the children in focusing on delivering the best possible common results, and also, this will help them to avoid possible selfish attitudes that constitute a serious threat for the establishment of effective communication
- Parents must ensure that they understand their teenagers’ transition from one stage of Adolescence to the other. This will help both parties to avoid possible conflict, which, at this stage constitutes a serious threat and can easily become the reason for the development of a hostile environment
- Parents must focus on developing positive communication based on the needs and wants of boys and girls. The sex difference constitutes a serious issue and communication can be affected by the identification of the particular differences. This will help the teenagers to come closer to their parents (Wight & Fullerton, 2013)
- Parents need to show a positive set of communication and understanding skills when it comes to the concept of sexual relationships, which constitutes a serious challenge for the particular age, as this can be harmful to the health of the teenagers, and support must be provided
- Parents can develop positive communication by showing that they are fully respecting the privacy of their children, especially when

they are entering the second stage of the Adolescence. This can establish a high-level of positive environment and this respect can become a win-win situation

- Positive Communication can be established by the Parents' understanding that they need to avoid establishing excessive control in the actions of the teenagers. Of course, this does not mean that Parents must not know what their children are up to, however, there should be a limit to the particular actions
- Parents must show a high level of optimism as this can lead to a better understanding and this is also related to the personal feelings and emotions. Hence, the maturity of parents must prevail in the particular situation and will help the teenagers develop similar optimism approaches (Swerdlow-Freed, 2018)
- Talking about Sex control at the early stages of Adolescence can help the Parents establish a positive environment with their children and ensure that trust will prevail in a matter that is really important for the young persons. Both parents should handle the issue together in order to show their full support and understanding
- Further to the above, in cases of unexpected pregnancies, which can cause conflict between the families, especially the girls that carry the baby, Parents can enhance positive communications by

providing the relevant psychological and medical support and helping their children to take the appropriate decisions

- In addition, the issue of Communication and Sex, regarding the Parents and the Teenagers is affected by several parameters such as, what it has been said, how the parents have expressed their, how regularly it is expressed, how much teenagers feel cared for, and understood by their parents
- Positive communication between Parents and the Teenagers is highly influenced by the right timing and the right place, calling for the parents to develop this understanding and ensure that they only communicate about serious problems when these two parameters apply, in order to avoid conflict (Guilamo-Ramos et al., 2011)
- Parents need to develop effective and regular Listening skills in order to ensure that they will enable a fruitful dialogue between them and their children. Allowing time for that is essential and this can lead to positive results within the family and this will be potentially transferred to the school environment
- Parents need to validate their children's feelings, especially in difficult private or school moments. This requires the cooperation of both parents and can help adjust their communication approach based on the particular needs and wants, and can potentially create a positive environment as they will show that their understanding

- Effective communication can be constructed by providing praise to actions that are considered by the parents and the school environment as positive. Parents can boost such Communication by effectively gaining knowledge about their children's actions and give 'thump up' when things are going well for them
- Further to the above, Parents can enhance Communication by encouraging their children when, despite their efforts, things have not gone as well as they were expecting, and telling them that they should see this as an opportunity to try harder, get more focused on their targets, and that this can be seen as a lesson (Ehmke, 2020)
- Empowering contemporary young persons, constitutes a real challenge for parents. This, together with the allocation of work; and therefore, responsibility and accountability can enhance communication and ensure that better and more effective channels shall be developed within the two sides
- Another important way that can develop effective Communication between parents and teenagers, is the ability to do things together, such as going to sporting events, even if parents are not real fans of the particular sport. This will give the opportunity to spend quality time together and create a better environment
- Parents must also avoid just providing teenagers instructions or unsolicited advice, which can potentially lead to controversy.

Avoidance of such actions, and providing fruitful advices, can develop better communication, as well as ensuring trust between the two sides, especially in hard family moments

- It is important for Parents to understand that effective Communication can be constructed by talking about Behaviours and not about personal traits. Turning the conversation into a broader than a personal concept can become a decisive factor and help parents pass their messages in an easier manner (DeVore & Ginsburg, 2005)
- Parents can boost communication by listening, talking, understanding, but most importantly, they need to know when to stop talking. This approach will give them the opportunity to become more objective and create a positive communication environment, especially within the family environment
- Love cannot be replaced and constitutes a serious communication advantage. Therefore, the Parents must ensure that they will give their children a hug every day and tell them that they love them and respect them. This reassurance can become a positive sign and create the relevant background for future actions
- Parents must ensure that they use the relevant Body Language which is essential for the development of effective communication, avoiding possible conflict between the two sides. It is important for

parents to identify each time which body language to establish; hence, crating the best possible communication

- Parents must ensure that they maintain eye contact with their children as this can ensure that the teenagers will feel more comfortable and be sure about their parents' intentions. This will help the parents b more effective and persuasive when they allocate work that will help the teenagers to become more active (Miller et al., 2011).



6.3. Conclusions of Chapter 6

The current Chapter has focused on the examination of the Communication between the Parents and the Teenagers and clarify particular ways that this communication will be established in the best possible way. The Chapter has clearly concluded that there are several ways that this communication can be developed, and as a result of this, the Parents have the major responsibility in order to do so.

The fact that Parents are the most mature part of the two sides creates the need for them to reveal this maturity through several ways that have been clearly identified and developed. Parents carry an important responsibility towards this direction, and their aim must be to focus on the needs and wants of their children in order to ensure that their best interests shall be served.

However, at the same time the Parents must ensure that they will set the relevant limits that are crucial in order to ensure that communication and respect will be established and respected from both sides. In case that this does not occur, there will be an obvious imbalance which will not be beneficial for any of the parties. Consequently, the establishment of limits must be respected by both sides. This is even more important when ‘fragile’ issues such as the privacy, especially when this concerns sensitive private moments.

Chapter 7 – Recommendations for Optimum Communication Between Parents and Adolescents

7.1. Introduction

The effective development of Communication takes into account the role of the Parents and also the role of the Teenagers that are the major part of the current research paper, the play a central role, and third central role provides the ability to become more focused, develop a solid critical thinking which is vital for the current research, and transfer all these to a more practical application.

All these can have an impact on the young people as these will be the main part that will receive the benefits; however, this can also have the relevant impact on the parents that have the institutional; legal, and ethical obligation to protect the young people at all stages of their Adolescence. Given the fact that each stage of the Adolescent goes through different challenges that are characterised by different traits, that need to be evaluated in each given situation in order to help them overcome their difficulties.

As a result of all the above, the current Chapter focuses on providing some ‘Recommendations for Optimum Communication Between Parents and Adolescents’, much needed for creating the relevant support and ensuring that Communication will become the best possible tool that will help teenagers.

7.2. Practical Tips

As a result of all the above-mentioned important issues, the following Practical Tips are provided, and their application is expected to enable both the parents and the teenagers to develop their communication skills. All of them not only have a practical application, but most importantly, it can lead to some important benefits for all parties involved:

- *Listen more than you speak* – Parents and Teenagers are called upon learning to Listen more than the speak. This can lead to several benefits such as gaining trust from the other party, gaining better and deeper knowledge of the concerns of the other person, creating a more positive atmosphere, especially when things are getting into a difficult stage and serious decisions are taken. Effective Listening can help both the Parents and the Teenagers to resolve conflict and inspire them for better cooperation. In addition, effective Listening can help both parties create the appropriate environment when Teamwork is required in order to achieve targets, and this can be transferred to both the family and the school environment. In addition, effective Listening can help both parties to accept criticism and improve their negative points, and improve their interpersonal relationships and improve their persuasion power (Binder et al., 2011)

- *Ensure regular Communication within the School Environment –*

The particular activity is considered to be of a critical importance for the overall improvement of the Teenagers within the school environment as they will understand that they are under supervision.

Of course, this must not be used as an ‘enforcement tool’, instead, it should be applied as a tool for showing the relevant understanding of the overall performance, and provide the relevant support when, and if, this is required. In addition, the involvement of the school in the overall communication procedure, as a ‘moderator’ between the Parents and the Teenagers, can be seen and evaluated as a tool that will lead the two sides to a better understanding, increase of their performance, spending more quality time together, which is essential for the application of some important set of tools such as that of ‘The Critical Appraisal Skills Programme’ (Glynn, 2006), which constitutes a fine way in order to ensure that Teenagers are performing as expected. The role of the School environment in the communication procedure, not only is important as part of the formal education system, but most importantly, can provide practical assistance in during the informal communication and enhance the trust between Parents and Teenagers, leading to the relevant benefits

- *The application of the 7 Communication Cs (Graph 7.1.) constitutes another important practical recommendation that can lead to the*

relevant positive results between the Parents and the Teenagers; thus, this is considered to be another important practical tool that can enable the communication between the Parents and the Teenagers, with the role of the Parents to be critical, as they will need to reveal the relevant maturity. Importantly, the below Graph can be applied in both the interpersonal relationships and the business environments, making it an issue that needs to be evaluated

Graph 7.1. 7 Communication Cs



- *Completeness* – The Message that needs to be transmitted from one person to the other, must be complete in order to avoid misunderstanding and misinterpretation that will potentially lead

to unnecessary conflict. The Parents and the Teenagers can, through the particular action, develop their understanding that they will have to deliver complete messages in order to enable the other party to gain a clarified idea of what to expect from this communication procedure

- *Concreteness* – Concrete interpersonal communication is also about a clear message and refers to the use of words and actions that provide a solid understanding. This practical tip is considered to be essential in the communication procedure as it applies realistic approach and leave nothing to the imagination of the people in the two sides. Hence, this needs to be developed as part of the effective communication
- *Courtesy* – This the showing of politeness in one's attitude and behaviour towards others, and can be considered both a practical communication tip and a level of civilized personality, which is considered as a major tool for enhancing the communication within the overall family environment
- *Correctness* – The correct usage of the language and the appropriate phrases that must be carefully chosen in order to adapt to the needs and requirements of each situation and place. This constitutes a serious challenge for the Parents in order to apply the relevant seriousness and maturity in order to avoid

possible conflict in cases that the communication with their children takes place in environments that a more serious language approach is highly required, and can potentially lead to the relevant, positive or negative impact, to the Teenagers. Parents need to develop some serious skills towards the particular direction in order to avoid problems and create a positive environment that will influence their Teenagers for many years to come, and most importantly, this can be transferred to their broader school environment

- *Clarity* – The Clarity issue constitutes a real challenge for the Parents, as once again, as the most mature part of the two, the need to use clarified language that will help the Teenagers, to come closer to their parents and their family. In addition, the Clarity of the words will leave no room for misunderstanding, especially when this considers important issues in which the appropriate wording can become a communication catalyst
- *Consideration* – This practical tip is of a primary importance in the communication procedure between the Parents and the Teenagers as it can become a constructive tool and enhance trust which is essential, especially in highly sensitive moments. Shall the feeling of Consideration be applied, not only it can be considered as a practical tip and tool, but most importantly, can

positively affect the personality development of the Teenagers, leading to the relevant positive impact in their personal lives

- *Conciseness* – The final part of this procedure requires from the communicators to be consistent in their approach as this can provide them with the ability to become more effective. This practical tip can have a practical implementation shall the understanding of the needs of the Teenagers are clearly understood, especially in difficult moments in which the pressure is high, and they called upon to succeed in a highly competitive environment that leads them to stressful situations.

The examination of the 7Cs of Communication constitutes a real challenge for the Parents and the Teenagers. They are critically evaluated as some practical tips that have a practical value and can become some serious drivers for a successful relationship and bridge the age gap.



7.3. Benefits of the Practical Communication Tips

All the above-mentioned issues constitute some of the most important practical Communication Tips that can become a useful tool for the Parents and the Teenagers, and both of them must pay the relevant attention in order to ensure that this will indeed lead to some important benefits for all parties involved; this does not exclude the formal school environment which has a great deal of impact on the Adolescent, and helps towards the development of a healthy Environment. Of course, the above list is far from being an exhaustive one, and further focus on the relevant issues must be established.

As a result, the following benefits are identified:

- Parents and Teenagers will be able to obtain critical facts and information before things happen and will avoid pointless assumptions that can cause confusion and misunderstanding between the two parties. This can enhance the feeling of trust and create the opportunity for conflict avoidance (Damico, 2014)
- Parents, and more especially Teenagers, can uncover underlying issues that have been ‘hiding’ as a result of poor communication, which created obstacles in their ability to assess the situations, and enables them go deeper into things (Johnston - Osburn, 2015)
- One of the most important benefits that can arise for the Parents and the Teenagers refers to the fact that active listeners have more

successful interpersonal relationships, and this creates the opportunity to build stronger bonds, promote trust and confidence, and create an environment for the establishment of better communication channels. This benefit can be transferred to the school environment and assist towards the social inclusion which is considered to be a vital element in the interpersonal relationships

- As a result of positive Communication, Parents can help their Teenagers avoid risky situations such as sexual harassment, drugs and alcohol abuse, drinking, and smoking. All these need to be seen as real challenge for the parents as this can put Teenagers in front of some serious challenges that they need to overcome; consequently, enabling them to take advantage of the positive environment
- Positive communication can also lead to the avoidance of conflict, especially in cases that there is a age gap between the parents and the teenagers and can potentially lead to the use of substances, involvement in crime, and poor school performance. This can help both sides towards their decision-making abilities, and must be established as a strategic goal for the Parents



7.4. Conclusions of Chapter 7

The current Chapter has focused on providing practical and valuable Recommendations for optimum communication between parents and adolescents, in order to help both sides to develop the appropriate environment that will help them avoid conflict, ensure trust and create the appropriate environment which will lead the young people towards the best possible performance.

Both the Recommendations and the Practical tips need to be clearly understood by the Parents in order to transfer their parental skills and maturity to their teenagers, as they are in a vulnerable situation and they are in a greater need than the others. As a result, each one of the Recommendations carries a real practical value that needs to be clearly identified and developed in order to become the best possible results.

The Communications 7 Cs constitutes a powerful tool for the effective application of communication at all levels. Despite the fact that the 7 Cs have mainly been associated with the operations of the businesses, this cannot be undermined and the personal experience leads to the safe conclusion that it can help the parents and the teenagers to become more effective and ensure that they will establish each element as part of their overall approach towards avoiding potential conflict which constitutes a threat for the interpersonal relationships.

Chapter 8 – The Identification and Management of Risky Behaviours

8.1. Introduction

The Risky Behaviours developed by the young people, at different stages of their lives, create a lot of challenges for them as individuals and also the need for overcoming the problems without exposing themselves in hazard situations, related to both their physical and mental health, which is crucial, hence, calling for the need to seek the relevant assistance. This is considered to be a fundamental aspect which needs to attract the relevant attention that will enable avoiding further problems and challenges.

These Risky Behaviours related to the young people can be easily traced in several levels such as the:

- *Family environment* which provides the primary development and enables the Teenagers to become individual personalities that will eventually become better personalities
- *The School environment* which in its formal or informal forms can create the opportunities for social inclusion and also the creation of the relevant Teamwork
- *The Social environment* which refers to activities with friends or any other social groups, such as sports, arts, etc.

8.2. Why Risky Behaviors Increase during Adolescence. An explanation from Evolutionistic Theories

The identification of the term ‘Risky Behaviour’ is considered to be a fundamental element for the development of the current research, as this enables the scientific identification of several issues, and creates the opportunity to approach the relevant elements from a more comprehensive approach, much needed for the effective realization of all possible elements.

As a result, the ‘Risky Behaviour’ is identified as ‘Any consciously, or non-consciously controlled behavior with a perceived uncertainty about its outcome, and/or about its possible benefits, or costs for the physical, economic or psycho-social well-being of oneself or others’ (Trimpop, 1994, p. 5).

Importantly, the identification of the terms ‘consciously or non-consciously’ creates the opportunity to identify and evaluate the overall concept of Risky Behaviour, and clearly understand that this can indeed occur within several concepts, which however, lead to the same similar, and dangerous results. The fact that the Risky Behaviour can also lead to possible economic impact, must be examined within the concept of the Science of Economics, including both the Microeconomic and Macroeconomic elements. As a result, the above-mentioned definition constitutes a fundamental aspect that needs to be evaluated accordingly.

In order to better identify the impact and the role of the Risky Behaviour within the young people, it is indeed important to focus on the exploration of some of the major Theories that have led to the scientific approach of all the relevant issues. Such approach is considered to be of the utmost importance as it creates the need for a more comprehensive analysis and can also provide the relevant scientific background and support. Consequently, all these need to be taken into account during the examination of the current research.

Dodge and Albert (2012) have focused on summarizing the most important approaches related to the issue and have pointed-out some relevant turning points that need to be taken into consideration:

- The Evolutionary Theories have during the last decades enabled the Families & Parents to approach the young people that are facing some serious problems, within a more appropriate manner, enabling them to become more effective, leading to the best results for the young people and their families
- The integration of the contemporary Evolutionary Theories provides the Families & Parents with further scientific tools in order to ensure that this will lead to the best possible results, and also, ensure that their approach towards the young people and their families will lead to the implementation of practical measures

As a result of all the above-mentioned issues and the relevant references provided by Dodge and Albert (2012), as well as from several other trustworthy sources, that can provide the relevant credibility and reliability, elements that are of a pivotal role for the establishment of any given research, and has a practical application for both the Quantitative and Qualitative Research Methods.

- Ellis et al (2017) have provided some of the most important approaches related to the young people and their Risky Behaviours by explaining some crucial issues that they enable the critical approach which needs to be considered. Consequently, the following elements are identified:
 - Some of the Risky Behaviours can be adapted to the individuals' characteristics, hence, the need for the Families & Parents to fit their approaches to their particular needs and requirements is considered as a Key Success Factor (KSF)
 - Interventions towards the teenagers' Risky Behaviours are indeed important; however, these interventions by the Families & Parents must not always go against the teenagers; in contrast, it might be more useful to go along with their own ways

- Trickett et al (2014) have focused on the relevant issue and importantly identify that the Risky Behaviours are affected by several elements that can be categorised in several groups that they need to be mentioned and they refer to the following:
 - The Stress conditions that the young people that they go through; hence, the communication with the young people must consider this, and also take into account the personal and social circumstances, that can be visible in both the school and family environments
 - The differences between Females and Males are fundamental in the development of the Risky Behaviours, as the sentimental world of the two sexes is totally different, calling for the relevant approach by the Families & Parents to become more focused
- Shulman et al (2016) have taken a different approach and have explained that the Risky Behaviours can be developed as a result of lack of the ‘The dual systems model: review, reappraisal, and reaffirmation.’ It is obvious that the lack by the family and the school environments to spot and give the right motives, can create several obstacles and lead towards the Risky Behaviours
- McLeod (1987) has pointed-out some important element that can also be evaluated as pivotal for the current research paper, and more

specifically for the development of the Risky Behaviour and can be summed in the following:

- to stand out—to develop an identity and pursue autonomy
- to fit in—to find comfortable affiliations and gain acceptance from peers
- to measure up—to develop competence and find ways to achieve
- to take hold—to make commitments to particular goals, activities, and beliefs.

It is visible that all four elements are considered not only with the Risky Behaviour, but also, with the ability of the Families & Parents to approach such Behaviours with the appropriate scientific strategies.

All the above-mentioned issues provide an identification of some of the most important theoretical approaches that must be considered and evaluated accordingly. The success of these strategies is highly dependent on these theories that can be considered as the relevant scientific background and support which is vital at all levels.



8.3. *Classic and New Risky Behaviors*

The development of the contemporary societies has led to the identification of several elements that can be considered as directly associated to the Risky Behaviour. As a result of this initial identification, the current research work has focused on particular dimensions that can be seen as fundamental for the Risky Behaviours. Thus, the following are explained:

- *Smoke* has been scientifically identified to be related to the development of Antisocial and Risky Behaviour due to several reasons, such as the immaturity of the teenagers, their feeling that by smoking can be seen as ‘adults’ and can develop behaviours and actions that are not related to their age (Zigrand, 2019). In addition, this can lead to brain and body problems that are developed through the course of time
- *Social Media and Internet* have long been associated with the development of anti-social and Risky Behaviour within the young people as the teenagers in several occasions isolate themselves from their friends and families, and this can cause serious problems in a broad range of dimensions, exposing them to mental and physical hazards (Ma, 2011). This isolation needs to be evaluated at the early stages in order to avoid potential problems

- *The sexual activity* within the young people is considered to be a major risk which needs some special attention, especially in terms of Health which can lead to further problems that can be associated to the ability to improve and develop as a personality. This can also lead to several family, educational, ethical, and economic impacts, that must all be considered and evaluated accordingly. This is visible in all societies, with the contemporary western ones to be at the forefront. A recent study (2017) conducted in the USA, has led to the following

- 40% had ever had sexual intercourse
- 10% had four or more sexual partners
- 7% had been physically forced to have sexual intercourse when they did not want to
- 30% had had sexual intercourse during the previous 3 months, and, of these (46% did not use a condom the last time they had sex, 14% did not use any method to prevent pregnancy, 19% had drunk alcohol or used drugs before last sexual intercourse)
- Less than 10% of all students have ever been tested for HIV.

Source: National Youth Risk Behavior Survey, 2017

8.4. How to Manage Risky Behaviour

The Risky Behaviours are indeed constituting a serious threat for the Teenagers, and it is an obvious fact that this can be transferred to the broader environment, which can, according to each given situation, be associated with the family environment, with the school performance, with the personal relationship especially in the last stages of Adolescence. The relevant identification focuses on ensuring that the Families & Parents shall work closely with appropriate environments in order to establish the best possible communication channels, that at its core will have the Teenagers, with the strategic scope to influence and manage the Risky Behaviour. This management must take into consideration specific characteristics such as been:

- *Specific* – Focus on the problems of each given problem and addressing the unique situation in order to become more effective and efficient in terms of time and result
- *Realistic* – When things get very difficult, the Families & Parents must develop Realistic and achievable strategies that will indeed lead towards solving the problem
- *Inclusion* – The Families & Parents must focus on ensuring the Social Inclusion of the Teenagers as this constitutes one of the most common negative consequences.

Given the fact that the Risky Behaviour is directly associated with actions such as fighting, truancy, risky sexual behaviour, alcohol use, use of illegal substances (mainly marijuana), tobacco smoking, dangerous driving, illegal activities like trespassing or vandalism, and other relevant attitudes, the management of Risky Behaviour must consider practical measures that will focus on Reducing Risk and can consider some of the following measures:

- *Help the Teenager to Assess the Risk* – It is obvious that the Teenage life has always been associated with the Risk-taking. The rebellious spirit lives in the hearts and souls of all Teenagers, at different levels based on their personal, family, economic, and social environments. Given this fact, the Families & Parents and the parents must provide the ability to the Teenagers to take some risk; however, help them to assess the Risk in order to avoid the problems that may arise as a result of each given situation. This will satisfy the Teenagers' need for 'Risk Taking'; however, at the same time will help them avoid potential problems that will put the physical and mental health into a serious risky framework. Given that this can have a serious negative impact on the Teenagers and their families, this first practical measure is considered to be fundamental for the following proposed measures that will help towards minimizing exposure to risk

- *Work out some Agreed Ground Rules* – Families and Teenagers must ensure that they will establish some common rules that will be binding for both parties and will take into consideration the needs of each party. This requires flexibility and respect to their privacy, which will eliminate conflict between the parties
- *Talk about Values* – The sooner the Parents talk to their children about the social and family values, such as respect and dignity, the better the results will be for all parties. It is therefore, vital to ensure that the Parents ‘invest’ time to talk about the particular issue, which requires time and patience
- *Keep an Eye on the Child* – It is important to give the relevant space to the Teenagers, according to the needs of each stage; however, this should not be developed without the relevant control. Keeping an eye on the Child will lead to benefits such as enabling a certain level of freedom, and also ensuring that discreet control will apply
- *Encourage a Wide Social Network* – This constitutes a serious challenge as the participation in social work such as Volunteering can lead to some great benefits that can be transferred to the rest of the activities, and promote the Teamwork spirit that can be applied at both the school and the family environments (Healthy Families BC, 2014).

8.5. Comparisons between participating countries

The examination of the above issues leads to the identification that there are a lot of common things that apply in the participating countries. It is therefore vital that the common problems and challenges require common policies in order to tackle the problem and ensure that this will have common benefits and exchange of good practices between the participating countries. Table 8.1. outlines the comparison between the participating countries:

Table 8.1. Comparisons between participating countries

Country	Risky Behaviours
Romania	<ul style="list-style-type: none">• Alcohol & Tobacco consumption• Drugs• Human trafficking & Sexual exploitation (UNICEF, 2013)
Italy	<ul style="list-style-type: none">• Alcohol & Drugs, mostly marijuana• Unprotected sexual intercourse with different partners• Poor communication (Perri et al., 2019)
Cyprus	<ul style="list-style-type: none">• Drug abuse• Risky sexual activity• Anti-social (Georgiou, 2015)

8.6. Conclusions of Chapter 8

The current Chapter has focused on the examination of some important issues that are related to the exposure of the Teenagers to situations that can have an impact to their personal lives and put them into a risky situation. This can lead to serious negative issues for both the teenagers and their families, calling for the Families & Parents to ensure that they apply effective strategies and best practices in order to overcome the problem.

The examination of the particular Theories provided the ability to obtain a ‘closer overview’ of how the problems are developed based on a clearly scientific approach. The Theories development constitutes a real challenge for the implementation of practical measures, and also, enables a better understanding related of the relevant issues.

The examination of the issues that apply in the participating countries leads to the safe conclusion that common problems exist in the particular countries. This calls for the need to ensure that communication between them, as well as the rest of the European countries should apply in order to exchange information and best practices that will lead to the avoidance of problems. Communication between all countries within the context of the European Union is considered to be fundamental towards the problem solving, and this needs to be established.

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