

TABLE OF CONTENTS

PREFACE

ix

Chapter 1 - ORIGIN AND MEANING OF THE LIFEWORLD CONSTRUCT **SOME INTRODUCTORY NOTES**

3

- 1.1. Background; the theoretical and conceptual position 3
- 1.2. Statement of the general problem 6
- 1.3. The structure of this book 7

Chapter 2 - ADOLESCENT LIFEWORLD AND YOUTH RESEARCH **A PLEA FOR AN ECOPSYCHOLOGICAL APPROACH**

11

- 2.1. The importance of some current views within socialization theory 12
- 2.2. The meaning of the social-ecological and interactional views 14
- 2.3. Interim stock-taking 16
- 2.4. The social-ecological context of the lifeworld concept 17
- 2.5. A concise description of Baacke's approach 18
- 2.6. Critical comments on the lifeworld model 21

Chapter 3 - ADOLESCENTS LIVING AT HOME **ON THE DISCORDANT QUALITY OF THE PARENT-CHILD** **RELATIONSHIP**

25

- 3.1. Background information on the research data 26
- 3.2. The relationship with mother and father 27
- 3.3. Experience of parental involvement 29
- 3.4. Power relationships within the family 36
- 3.5. Problems and quarrels in the family 43
- 3.6. Discussion of differences between subgroups 48
- 3.7. Concluding remarks 49

Chapter 4 - QUALITY OF LIFE AND PERCEIVED SCHOOL SYSTEM IN MID-ADOLESCENCE

53

4.1. Specification of the problem area	53
4.2. Theoretical viewpoints and conceptual framework	54
4.2.1. Exploring the personal system	55
4.2.2. The school as a social system	57
4.2.3. Linking the two systems; the empirical implementation	58
4.3. The central variables; operationalization and instrumentation	59
4.3.1. Self-esteem and locus of control; aspects of self-perception	59
4.3.2. Mental and physical aspects of well-being	60
4.3.3. Other person-related concepts: value orientations towards education and school; attitudes towards the future	62
4.3.4. A school and classroom climate questionnaire	63
4.4. Design of the research project	64
4.4.1. The sample	64
4.4.2. Data collection	65
4.4.3. Statistical analysis	65
4.5. Empirical findings	66
4.5.1. The sources of self-esteem	66
4.5.2. Relationships between self-esteem, locus of control and well-being variables	69
4.5.3. Relationships between sources of self-esteem and personality variables	71
4.5.4. Relationships between personality variables and the other person-related characteristics: value-judgement of education/school and orientations towards the future	73
4.5.5. Relationships between personality, values and future perspective and the climate of the school as a social system	74
4.5.6. Relationships between sources of self-esteem and values, future perspective and school climate	77
4.5.7. Sex differences for all personal and situational variables	79
4.6. Conclusions and discussion	81

Chapter 5 - FRIENDSHIP IN ADOLESCENCE EXPLORING THE MAJOR PERSONAL RELATIONS OF MID- ADOLESCENT BOYS AND GIRLS

85

5.1. Introduction	85
5.2. Theoretical notions on adolescent friendship	86
5.3. Results	87
5.3.1. Friendship as high value domain	87

5.3.2.	'Real' friendship: ideal and reality	87
5.3.3.	Parental control of contacts with friends; peers or parents as figures of reference	93
5.3.4.	Friendship in relation to the peer group and other parts of the social network	96
5.4.	Conclusion	98
 Chapter 6 - SOCIO-POLITICAL ORIENTATIONS OF ADOLESCENTS		101
6.1.	Adolescents; a relevant target-group for political socialization	101
6.2.	The research context; data sources, problem and objectives	102
6.3.	Results	103
6.3.1.	Interview data	103
6.3.2.	Differences between subgroups	108
6.3.3.	A look at some specific items	111
6.3.4.	Relationships between the two dimensions of socio-political orientation and some other lifeworld aspects	115
6.4.	Conclusions and discussion	117
 Chapter 7 - GROWING UP IN THE LOW LANDS		121
7.1.	The need for current images of youth	121
7.2.	Theoretical profile: lifeworld, socialization and coping	121
7.3.	Statement of the problem; operationalization and research methods	122
7.3.1.	Definition of the research questions	122
7.3.2.	Design and data collection; methods and techniques	124
7.4.	Results I: the social segments family, education, friends and peers	124
7.4.1.	The family situation	124
7.4.1.1.	Relationship with father and mother	124
7.4.1.2.	Conflicts and coping	129
7.4.1.3.	Family climate: two dimensions and four types	130
7.4.1.4.	Family democracy: from a structure of command to one of negotiation	133
7.4.2.	The educational situation	135
7.4.2.1.	Students in secondary education	135
7.4.2.2.	Students in tertiary education	142
7.4.3.	Relations with people of the same age: friendship and peer groups	144
7.4.3.1.	Network-typology	145
7.4.3.2.	Friendship: as value domain and social relationship	146

7.4.3.3. Peer group relations: occurrence, size and sex-composition of groups, activities and functions	150
7.5. Results II: personal characteristics	153
7.5.1. Self-esteem: central aspect of the personality	153
7.5.2. Six value orientations	154
7.6. Results III: relationships within the lifeworld system	158
7.7. Concluding comments	161
 Chapter 8 - RETROSPECT AND SUMMARY	 167
8.1. Review and discussion of the results	167
8.2. Evaluation of the research approach and the lifeworld construct	173
Summary	174
 NOTES	 177
 APPENDICES	 189
<i>Appendix I - STRUCTURE REPRESENTING THE FOUR 'ECOLOGICAL ZONES' OF THE ADOLESCENT LIFE WORLD</i>	190
<i>Appendix II - JUSTIFICATION AND COMMENTARY OF THE TRANSLATED AND ADAPTED VERSIONS OF FOREIGN MEASUREMENT INSTRUMENTS</i>	192
<i>Appendix III - MAIN CHARACTERISTICS OF THE FORMAL STRUCTURE OF THE SCHOOL SYSTEM IN THE NETHERLANDS</i>	215
<i>Appendix IV - DETAILED DESCRIPTION AND JUSTIFICATION OF THE METHODOLOGICAL CHARACTERISTICS OF THE REPRESENTATIVE STUDY OF THE LIFE WORLD OF DUTCH YOUTH AGED 12-21</i>	216
<i>Appendix V - FOUR TABLES REPRESENTING OUTCOMES OF FACTOR ANALYSIS ON ITEMS FOR FAMILY CLIMATE, SCHOOL CLIMATE AND VALUE ORIENTATIONS</i>	219
 REFERENCES	 223