

"Beatriz: A Case of Resilience and Search for Identity in Early Motherhood." "A Story of overcoming and Determination."

Dina De Jesus Peixoto De Carvalho

Instituto Politécnico de Viana do Castelo – Escola Superior de Ciências Empresariais – Portugal

Adolescence is marked by restlessness and desires for affirmation, so it is a fertile ground for vulnerability. When motherhood intersects early with this transition phase, the young woman finds herself in an absolute whirlwind of feelings and responsibilities. The absence of family support, economic li, and social pressure makes the path even more winding. Behind the statistical numbers are faces and stories that oscillate between hope and loneliness, between the search for affection and the desire to reinvent oneself. Society often resorts to quick judgments, forgetting that each young person carries a universe of dreams, doubts, and scars, which are not erased with the arrival of a child, but can gain new forms of expression and overcoming.

The risks to babies are known to be associated with teenage pregnancy, given the emotional immaturity and the physical and social vulnerability of mothers, but also since these babies are often born under complicated negative projections.

In this context, it is essential to emphasize that adolescence, already marked by the confrontation between fragility and the impetus for autonomy, becomes an even more complex stage when it is crossed by an unplanned pregnancy. Being a mother so early forces you to prioritize responsibilities before consolidating your identity, accentuating and externalizing your dilemmas. The sense of belonging can be shaken, giving way to an incessant search for validation, understanding, and action. Often, these young mothers find themselves isolated, facing stigmas and conflicting expectations that hinder their growth and widen the gap between their dreams and reality.

At the same time, one cannot ignore the potential for resilience that can emerge from these experiences. Amid the obstacles, there are glimmers of hope and the desire to rewrite a destiny. However, it is essential to have a support network that not only minimizes risks but also values the achievements and encourages the autonomy of these young women, recognizing that adolescent motherhood is not just a social indicator but a human narrative loaded with nuances and possibilities.

Adolescence is the second stage of all the whys, and the word sex is part of all of them. It is the moment of the decision to take or not to take "that" step, seen as the entrance to the world of adults and many risks. It is considered a specific phenomenon of human development. It is a confusing and contradictory period where the adolescent lives new experiences, reformulates his/her thoughts, feelings, and expe, and gradually transforms his/her self-esteem. The adolescent learns to see herself through the eyes of the people who are essential to/her. Awareness of

one's personal value is, in fact, a reserve that one can always draw on to face the inevitable difficulties of life. Self-esteem is built on the basic ontological relationships of attachment and complicity experienced by each one, and these relationships allow it to last (Laporte & Sévigny, 2002).

Adolescence is a troubled phase of growth in which significant changes occur. The adolescent lives at the crossroads of two worlds, that of the child he or she was not long ago and that of the adult he or she will soon be. It is a period of oscillation between dependence and autonomy, complete with complete emotions and inner and outer conflicts, from which he builds his individual identity.

The story of adolescence is unveiled in a language interspersed with shadows and light, silence and laughter, fear and hope, guilt and forgiveness. They tell us stories of love, urgent and inevitable, poignant, in which we read loneliness, isolation, and failure. However, these are not always redeemed, which can be rescued by the indisputable power of tenderness and affection.

Pregnancy is a biological and psychological phenomenon, but also a social and cultural fact. Pregnancy and motherhood in adolescence break with the trajectory considered natural and emerge socially as a problem and risk to be avoided. The very sexuality of young boys and girls is contradicted by the projects that society imposes on them for certain specific reasons.

Bearing in mind that in women there are three major persignantof crisis – adolescence, pregnancy and climacteric – with pregnancy the adolescent goes through a double crisis, as Correia (1998:13) states "... An adolescent pregnancy is to consider a double effort of internal adaptation and a double movement of two realities that converge in a single moment: being pregnant and being an adolescent".

It should be noted, however, that, being a period of changes and discoveries, pregnancy can represent a unique experience for these adolescents. Pregnant teenagers cling to their babies as a new life project. These are unplanned pregnancies, it does not mean that they do not become Desired odesiredare not actually desired, as is the case with the adolescents who participated in this study. They got pregnant unintentionally. Suddenly, they are forced to take on a role that scares them, maintaining a Weak affective relationship with the family.

We discovered stories of teenagers who were going to be Mothers by chance and who did not have, with rare exceptions, the support of their family. We found an affective deprivation, a breakdown or non-existence of intimate and relational ties, and successive ruptures in family ties, which Strecht (2003) would call relational emptiness.

Of the life narratives (70 made in hospitals in the north of the country), we wanted to expose and make the reader understand the complex problematic issues of a pregnant adolescent. We could have chosen another story(s), but this one, due to its peculiarity, will be the one we will explain. The story is real. The fictitious names are used to safeguard the teenagers.

The interview took place at the São Marcos Hospital in Braga. Beatriz is 16 years old and has little contact with the baby's father, her ex-boyfriend, who sometimes calls her. The young woman, with the fourth year of schooling, was attending an occupational program at the time of the interview. The acquisition of more educational qualifications, without being the solution, could be a way out of the cycle of poverty in which it is inserted. The low level of education limits eir possibilities in terms of access to employment and contributes decisively to their cultural, economic, and social fragility situation.

The child's father is 21 years old, and Beatriz could not tell us what her father's qualifications seem to be associated with an early and socially problematic pregnancy. This disconnection manifests in the difficulty of obtaining information about her former partner. The risk in this case, the social exclusion of the young mother, is

situated by the lack of a marital or family framework. The relationship with her boyfriend was, in fact, ephemeral, lasting only three months.

Beatriz lives at her mother's house, also with her 4th year of schooling, and her mother does not work, receiving a disability pension. He has two more brothers. We know nothing about her father because Beatriz refuses to talk about him. She has a distant relationship with one of her brothers, who even assaulted her, despite being pregnant. In this narrative, deviant behavior and risk stand out. Beatriz has not had the stimulus and tolerance that encourages personal growth and development; she has not known adolescence as a time of learning and gradual accumulation of experiences of knowledge; she does not enjoy opportunities to feel loved and to be able to contribute as a person to the well-being of her own family; and she does not see any promise for the future.

The relationship between the adolescent and her family is characterized by destructuring, with a relational void, without the presence of a father in her affective life, and a mother, with whom she relates in a way that is not likely to generate strong affective bonds. The young woman, in turn, recurrently reveals difficulties in family and social relationships. In general, we can define the life of these children as a life of non-children (Strecht, 1999). Some events in Beatriz's life favored the permanence of commonly labeled deviant behaviors. A vicious cycle is observed in the family environment. Much of Beatriz's behavior is rooted in the absence of affection. She lives in a family in which emotional destruction has left sequels. At one point in the interview, Beatriz tells us that she has an open relationship with her mother. When we asked, "Could you talk about any topic?", Beatriz told us *saidever*, as the interview progressed, it became clear that the relationship with the mother consisted of little more than passively listening to the daughter, without an active involvement with the difficulties and problems felt by her. In addition to these problems, Beatriz also went through a period of institutionalization, without this having resulted in any improvement in her situation.

At the origin of institutionalization were problems related to inappropriate social behaviors. The young woman's family had been characterized as showing signs of disorganization, and Beatriz herself had already been flagged as a problematic/at-risk adolescent by the Commission for the Protection of Children and Young People (CPCJ), and therefore referred to a Child and Youth Shelter in Peniche. The objective was to separate the adolescent from family problems and environment, but the process of social reintegration did not work. It was considered that Beatriz was in danger due to the following conditions: did not receive care or affection appropriate to their age and personal situation; were subjected, directly or indirectly, to behaviour that affected their safety or emotional balance; Assumed behaviors and indulged in activities or consumption that seriously affected their health, safety, training, education and development, without the mother acting appropriately to the situation. Beatriz did not create affective bonds with any of the technicians during the period spent in the institution, complaining about the rigidity of the rules, the lack of autonomy in the exercise of tasks and the absence of a personal project, and, finally, the lack of prior preparation for the departure and follow-up after it. The framing of an intervention for Beatriz's socialization presupposed particular methodologies, articulating with the adolescent's life project. However, Beatriz's feelings during the period of institutionalization oscillated between the feeling that it could have been worse and the rejection of the whole experience. Without prior preparation and without follow-up after her departure, Beatriz's life experience was built on distinct, contrasting and even hostile scenarios.

For Beatriz, there are two worlds: the everyday world – the outside – and the institutional world – the inside. The intervention processes were repeated without visible results from the effort of the various technicians involved, representatives of various official services.

Beatriz likes to present herself as irreverent, eager to assume herself as a person, going beyond social rules and embarking on the path of risk and deviation. In the absence of positive examples, social rules, limits, affections, their behaviors become easily identifiable as antisocial or deviant. Even pregnant, she would run away to the circus. "Then I ran away to the circus! That circus, which goes from land to land. (...) I'll give you an example, he came here to Amares and then I took it and said to the boss: 'Can I go with you? And he said he could. And I

cool, I blinked! I left everything here. I don't get along with my brother... There was one time that hit me! I was pregnant and he hit me! I ran away. One month and two weeks."

Beatriz does not worry about the gaze of others, mentioning that she does not feel any embarrassment and even "likes to show off his belly". When we ask: "Have you ever been afraid of the gaze of others?", replied: "Not me!!! I... with my belly out like that, the sweaters! The sweaters around here and me.... Everywhere. I walk, I go to, I come to Braga, to the pool, I go with my belly in the open, it's so cute! I went to Spain, I was also in Spain, and the Spanish women always said, what a young and pregnant girl!"

This young woman did not care about contraception, and her pregnancy was neither planned nor desired. The adolescent's conviction that she was not likely to become pregnant contributed to her inappropriate use of contraception. This conviction is all the greater the younger the age of the young woman; The sexual encounter, in this case, was maintained on an occasional basis, not justifying, according to the young woman, the routine use of contraception. Ease of access to sexual information did not guarantee greater protection against sexually transmitted diseases and unplanned pregnancies. In the institution where she was hospitalized, Beatriz took Sex Education classes, having even consulted a doctor for counseling/family planning. She would, however, end up getting pregnant without wanting to.

We are faced with a teenager who asserts her identity by looking at risk as a adventure. It is difficult to prevent Beatriz from showing up at home with some novelty according to what he told us. He got piercings to stand out in the peer group or define his personality traits. Irresponsibility, non-imputability, unconsciousness, sometimes hidden by the Myth of adolescent irreverence, characterize Beatriz's speech.

This is the portrait of Beatriz's life. A teenager with behavioral problems, with few social skills, with a future that promises to be fragile and a life story that does not see itself in the presence of Beatriz's biological father, nor in the presence of the father of her child.

But, even in the absence of the child's father, this unplanned pregnancy was accepted and Beatriz feels happy. She explained to us how she found out she was pregnant, the reaction of her mother and boyfriend and ended up confessing her naivety, despite her irreverence.

Beatriz abandoned the occupational program he was attending. Given the lack of economic conditions and affective needs, her son was removed from her and placed in a foster family. Beatriz did not achieve a secure attachment, following the example of her own mother in this regard. She was thus unable to consolidate the stages of her psychological development as a daughter and is, naturally, unable to be a mother at an early age. Faced with this situation, Beatriz kidnapped her son and fled to Spain. We don't know how this episode evolves, but it is not difficult to place it in a story marked by all the difficulties and problems pointed out.

I. CONCLUSION

In Becker's (1985) view, individuals make commitments to norms or institutions and have much to lose if there is a transgression of the norm, so they do not carry out the deviant impulses they may have to the end. This is not the case with Beatriz - and other young women with similar trajectories. For her, the status of deviant is something with which she identifies, and which she explicitly assumes.

It only makes sense to speak of deviation in relation to socialization processes. . Some adolescents were socialized in a social vacuum, where a climate of instability, affective deprivation, lack of family control and even economic deprivation reigns. For these adolescents deprived of affection, deviant behavior works as a defense. Affective losses lead them to early autonomy, in the form of deviation. They occasionally break social norms and adopt normal behaviors considered reprehensible, but without showing any real appetite for delinquency. "The

relationship between adolescence and transgression can be considered mandatory, the latter being necessary for development, growth and the process of acquiring new forms of socialization. The meaning of transgression is related to strategies aimed at finding a solution to a conflict, in the sense of adaptation." (R. Benavente, 2002: 637). This may be a form of expression of autonomy. "Infractions can emerge as strategies to reorganize the inner chaos, lived in fear." (R. Benavente, 2002: 638). They seek an identity that is expressed and visible, singularly, in the clothes and language they wear, and that reinforces their labeling as deviant.

Figures of transgressive adolescents from dysfunctional families have crystallized in the social imaginary. This type of deviation is a consequence of poverty, the breakdown of the family bond with the father and/or mother and, at the same time, the precarious living conditions. Family difficulties are one of the factors that contribute to the existence of the risk of delinquent behaviour and the disorders that accompany it.

These adolescents adopt a position of criticism of the world in which they were born, which, starting from an impulse that may be legitimate, does not fail to raise problems. "To assume that the world in which one was born and grew up contains numerous elements that can be criticized, from which it is necessary to distance oneself, will only be viable if there are real possibilities of discovery and affirmation of personal value, that is, if there is an alternative to the fatality of not being able to survive psychologically except at the cost of an inversion of values and an adaptation on the margins of the social system. It is understandable, then, how dramatic this dilemma can be, since disidentification with the world of one's parents always involves a very difficult process, especially when it involves becoming aware of something deeply repressed." (Queiroz, 2004: 3). The discourses suggest a clear image of two worlds marked by contradictory values and behaviors, belonging to a reality marked by diversity.

Born into families marked by great social vulnerability, with low educational qualifications, difficulties in entering the labor market, including the absence of a father figure, these adolescents could not fail to experience serious difficulties in socialization/education. In this context, the vicissitudes of the context and the life project of these young women are not dissociable from their family and institutions that welcome and frame them, and their process of identity construction is often influenced by this context turbulent, conditioning their individual autonomy and strategies.

An unsuccessful primary socialization no longer provides the acquisition of the dispositions and knowledge indispensable to social integration, considered in its economic, symbolic and relational aspects. A social intervention could be expected that would make it possible to contribute in a relevant way to overcoming the problems of social adaptation, through the acquisition of a set of socially accepted resources that would provide access to the educational provisions and resources that are central to the exercise of autonomy and citizenship. These resources will be equally important in their children's education – these teenagers will have a child to care for and new responsibilities to take on. In a longitudinal study, it would be important to analyze the behavior of this adolescent after the birth of her children and follow her subsequent path in the face of marginalization in relation to institutional and professional life.

A need to affirm identity becomes clear. Even pregnant, the young woman does not stop doing what they used to do and having the behaviors she used to have. But, even though the pregnancy was not planned, the teenager loves her "new" state and makes a point of stating that she is happy and feels good:

Investigator. Is there any special feeling when you are a teenager and pregnant? Do you feel something strange, different, do you feel happy, anguished, sad, cry, laugh?

Beatriz. Oh, I feel perfectly fine! I've never felt better! When my belly comes out I'll even be sad! And me, that's cute! I like to see myself pregnant so much. My mother says that I didn't like to see pregnant women. I love to see pregnant women! I don't know, they are so cute! It's cute!

Investigator. Don't you think you lost your adolescence when you got pregnant at 16?

Beatriz. No. I didn't miss anything. We live the same! You live the same, don't you?

Investigator. Are you still living your adolescence?

Beatriz. Oh, I'm still cool! Pregnancy is not a disease, if I was 20 I would even be more worried, no is?

As for responsibilities, Beatriz expects her mother's help, and so she doesn't feel scared. Adolescent pregnancy is thus experienced by her as a complex articulation of risk and adventure, of deviance and poverty.

A Beatriz She is 16 years old, has a low level of education, has family breakdown, has the absence of the child's father and has a history of institutionalization, and faces affective isolation and behaviors considered deviant, with no clear prospects for the future.

Beatriz assumes her irreverence and risks as a form of expression and personal affirmation, without concern for social judgment, reflecting a socialization marked by affective needs and lack of limits. Although unplanned, Beatriz accepts the pregnancy with happiness and does not feel deprived of adolescence, waiting for maternal support to face the responsibilities.

Deviant behavior in adolescents like Beatriz can be understood as the result of precarious socialization, affective needs and vulnerable family contexts, where transgression works as a strategy for adaptation and affirmation of identity.

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