

CHAPTER IV

BEHAVIOUR

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This chapter on 'behaviour' deals with orientation of adolescent boys and girls. Adolescents, as pointed out earlier, concentrate more on their physical and social development than on intellectual development. It is also pointed out that the activities of adolescents are directed toward gaining popularity through means which are not conducive to their intellectual development. The adolescent who is making intellectual efforts is likely to lose his status and prestige in the eyes of his peer-group. The adult culture is characterised by high valuation of intellectual competence. These two cultures, as has been said by those who have studied adolescents, are often in conflict which is marked by differences in value orientations of adults and adolescents.

This recognition of the existence of two conflicting cultures has several implications. Concentrating more on

physical and social development and neglecting intellectual development may be interpreted to mean that adolescents, as a group, are oriented toward one culture while rejecting the other culture. The second alternative is that the acceptance of one set of cultural norms does not imply that the other set of norms is rejected^{1,2,3,4}.

Every adolescent boy or girl reads, sees and hears mostly to learn, to get pleasure and to fulfill the desires. No one medium of communication can be said to be effective unless it meets the needs of adolescents at the particular moment. It becomes, therefore, necessary to know the things in which they may usually be expected to show interest, to have some appreciation of their needs, and then to utilise this knowledge through some media of communication. In this manner newspapers, magazines, books, motion pictures, radio and lectures become not ends in themselves but means to the ends.

The major question in this connection is how the adolescents spend their time outside the classroom situation. The study of how adolescent boys and girls spend their time will certainly reflect their value orientations. Scores of studies^{5,6,7,8,9,10,11} on leisure time activities of adolescent boys and girls have indicated certain value orientations by analysing their preferences in various areas of behaviour,

such as radio listening, cinema viewing, reading and other activities.

These areas of behaviour have been considered in this investigation not only for the purpose of ascertaining the general mode of spending time but also for studying the value orientations of adolescents.

4.2. Radio Listening

Radio listening behaviour was measured by asking the subjects to indicate the extent to which each of the fourteen radio programmes is preferred. The fourteen different programmes were divided into two categories viz., reality-oriented and fantasy-oriented. The relevance of the items to pertinent categories was decided on the basis of judgments of some experts who were asked to judge each item for its content and level of skill requirement. As explained previously, items with intellectual-aesthetic content and high level of skill were included in one category. Items with physical-social content and low level of skill were placed in the second category. Responses to the items of the first and second categories were indicative of adult orientation and adolescent orientation respectively. The subjects were asked to indicate the degree of their preferences for each of the fourteen items of radio programmes on a four-point scale ranging from never to always through sometimes and most of

the time. Each item was scored by assigning a weight of 3 to always, 2 to many times, 1 to some times and 0 to never. The high and low level items were scored separately. Each subject thus received two scores - one for the high level items and another for the low level items. The total score on high level items was obtained by summing the weights of all the high level items. Similarly, the total score on low level items was calculated by summing the weights of all the low level items. In order to study the effects of age, sex and area of residence on value orientations, separate scores were obtained for these variables. Each of these three variables varied at two levels. This resulted in a 2 x 2 x 2 factorial design. The high level scores as well as low level scores were separately analysed. The following table shows the results of the analysis of the high level scores on radio listening :

Table 4. Main Effects and Interaction Effects of High Level Item Scores on Radio Listening

Source	df	Ss	M.Ss.	f	Remarks
Sex	1	13.26	13.26	1.36	
Residence	1	168.36	168.36	17.33	*
Age	1	154.00	154.00	15.85	**
S x R	1	3.00	3.00	-	
S x A	1	0.10	0.10	-	
R x A	1	0.36	0.36	-	
S x R x A	1	6.31	6.31	-	
Within	792	7687.81	9.71	-	
Total	799				

* Significant at .05 level of confidence

** Significant at .01 level of confidence

As seen from the table, the main effect of sex is not significant. This means that boys and girls do not differ in their orientations toward adult culture. The mean scores of boys and girls are almost similar. The maximum score that could be obtained if all the seven items are marked "always" is 21. Considering the mean scores in relation to the highest possible score, it could be said that both boys and girls are not very highly oriented toward adult culture.

It is also seen from the table that the main effect of the area of residence is highly significant. This indicates that the rural and urban groups differ considerably in their value orientations toward adult culture. The 'f' ratio in this case is 17.33 which is significant beyond .01 level of confidence. The mean score of rural subjects is higher than that of the urban subjects. This shows that rural subjects are oriented toward adult culture more than urban subjects.

It was ascertained by the investigator prior to data collection that the opportunities for radio listening were the same for both groups. However, the two groups though similar in this respect, differ in terms of facilities available for radio listening. In urban areas, for example, there are more opportunities for radio listening than in rural areas. Moreover, there are special radio programmes which are meant only for rural people. These programmes are prepared

with a view to giving knowledge and information about various things. According to one survey¹² it has been pointed out that most of the people residing in rural areas prefer dramas, informative talks, scientific discussions, educational programmes and news. These programmes have been considered as belonging to the " high level category " in the scheme of classification of various radio programmes in the present investigation.

The ' f ' ratio in the case of age is significant beyond .01 level of confidence. This means that younger and older adolescents differ markedly in their orientations toward adult culture. The mean score in the case of younger adolescents is higher than that in the case of older adolescents. From the results it appears that younger adolescents concentrate more on the acquisition of skill and knowledge than older adolescents. Younger adolescents are still following adult direction in comparison to older adolescents.

On the whole, it appears that boys and girls do not differ in their orientations towards adult culture. Both groups have been found to be listening to the high level radio programmes to a moderate degree. Rural group shows more achievement-concerned behaviour in terms of radio programmes in comparison to the urban group.

It could be said here that urban population is exposed to a greater variety of influences in contrast to the rural population. The difference between the two groups in orientations toward adult culture could thus be explained on the basis of the types of social influences to which the groups are exposed. It should be noted here that no interaction effect is significant.

As mentioned above the low level and high level items were separately scored for the various sub-groups. This was done with a view to obtaining information concerning the orientations of adolescents either toward adult or adolescent culture. The following table shows the main effects and interaction effects of age, sex and area of residence in the case of " low level " items scores:

Table 5. Main Effects as well as Interaction Effects for the Low Level Item Scores on Radio Listening

Source	df	Ss	M.Ss.	f	Remarks
Sex	1	88.44	88.44	8.8	**
Residence	1	12.50	12.50	1.24	.
Age	1	146.20	146.20	14.54	**
S x R	1	1.81	1.81	-	.
S x A	1	9.69	9.69	-	.
R x A	1	10.13	10.13	1.001	.
S x R X A	1	24.49	24.49	2.43	.
Within	792	7962.12	10.05	-	.
Total	799				

** Significant at .01 level of confidence

As observed from the table, the main effect of sex is significant beyond .01 level of confidence. The higher score in this case indicates more concern with physical-social development and less concern with the acquisition of high level skill. The mean score of girls is higher than that of boys. The 'f' ratio of 8.8 is highly significant, indicating that the two groups differ in their orientations toward adolescent culture, with girls showing more inclination for directions from peer-groups than boys. The interesting fact is that boys and girls did not differ in matters pertaining to intellectual development but they did differ in their concern with physical and social development.

The 'f' ratio of 1.24 in the case of area of residence is not significant. This means that rural and urban groups of adolescents do not differ in respect of their inclination toward the peer-group. However, urban and rural groups did differ ^{in their} ~~in their~~ inclinations for adult direction, with rural group showing more adult-concerned behaviour than the urban group. It is also seen from the table that younger adolescents differ significantly from older adolescents. The 'f' ratio in this case is 14.54 which is significant beyond .01 level of confidence. The mean score of younger adolescents is higher than that of the older adolescents. This indicates that younger adolescents are more peer-group oriented than older

adolescents. It was also observed while discussing the main effects of the area of residence for high level item scores that younger adolescents show more adult-concerned behaviour than older adolescents. It could, therefore, be said that younger adolescents show greater orientations toward adult culture as well as adolescent culture than older adolescents. No interaction effects are significant. In order to get a clearer picture of the performance of the various sub-groups on high level as well as low level items of radio programmes, the data were analysed by calculating percentages of subjects getting high and low scores on the two levels of items. The following table shows these percentages.

Table 6. Percentages of Adolescent Boys and Girls obtaining High and Low Scores on the two Levels of Items

Group	High level Items			Low level Items		
	Low Score (0 to 10)	High Score (11 to 21)	Total	Low Score (0 to 10)	High Score (11 to 21)	Total
	%	%	%	%	%	%
Boys	58	42	100	51	49	100
Girls	62	38	100	45	55	100
Urban	65	35	100	46	54	100
Rural	56	44	100	51	49	100
Older(college)	65	35	100	57	43	100
Younger (School)	54	46	100	40	60	100
Total	60	40	100	48	52	100

For the purpose of preparing this table the total score of each subject on all the items measuring orientations toward adolescent as well as adult culture was divided into two categories.

The score range from 0 to 10 was used to define low orientation and the score range from 11 to 21 was used to define high orientation. Comparing boys with girls in their performance on the high level items, it is seen from the above table that 42 per cent of boys show high degree of orientation toward adult culture as against 30 per cent of girls. Similarly, 49 per cent of boys and 55 per cent of girls, are falling in the score range from 11 to 21 in the case of low level items. This shows that a greater proportion of girls in comparison to boys is oriented toward adolescent culture. In terms of percentages more boys in comparison to girls are oriented toward adult culture and more girls in comparison to boys are oriented towards adolescent culture.

In the case of urban and rural groups, it is seen that 35 per cent of urban adolescents and 44 per cent of rural adolescents show orientation toward adult culture; while 54 per cent of urban adolescents and 49 per cent of rural adolescents show orientation toward adolescent culture. Thus, a greater proportion of rural adolescents in comparison to urban adolescents shows concern for intellectual development. Similarly, a greater proportion of urban adolescents in comparison to rural adolescents shows concern for social development. As regards age, 35 per cent of older adolescents and 46 per cent of younger adolescents are oriented toward

adult culture. Thus a greater proportion of younger in comparison to older adolescents is inclined toward adult culture. Similarly, 43 per cent of older adolescents and 60 per cent of younger adolescents are oriented toward adolescent culture. In comparison to older adolescents, younger adolescents are more oriented toward both adult and adolescent culture. On the whole, it can be said that 52 per cent of adolescents prefer low level radio programmes and only 40 per cent of them prefer high level programmes.

In order to see differences due to sex, age and area of residence in the types of radio programmes preferred the responses to the 'always' category alone were considered. The table shows the extent to which the various programmes are preferred by various sub-groups.

Table 7. Preferences for various Radio Programmes of different sub-groups of adolescents.

Item No.	High Level Items	Boys Girls		Urban Rural		Older (College)	Younger (School)
		%	%	%	%	%	%
1. Classical		4	6	4	6	3	7
3. News		32	27	24	36	28	32
5. Educational		20	23	14	29	17	26
7. Lectures		20	17	16	21	21	16
9. Historical and Religious		10	7	9	8	4	13
10. Social and Guidance		13	13	17	10	12	15
11. Informational talks		12	5	10	7	10	6

(continued)

Table 7 (continued)

Item No.	Low Level Items	Boys Girls		Urban Rural		Older (college)	Younger (School)
		%	%	%	%	%	%
2.	Songs and Story	30	27	29	28	28	29
4.	Children's Program	10	18	14	15	8	20
6.	Folk Songs	10	25	15	20	14	21
8.	Comedy	26	20	27	18	21	24
10.	Commentary	51	20	42	29	35	37
12.	Light Music	5	13	9	10	8	10
14.	Western Music	7	9	5	11	6	10

As seen from the above table, boys and girls do not differ considerably in their listening to all the high level radio programmes excepting informative talks. Some of the programmes preferred by boys and girls to a certain extent are national and international news, educational programmes, learned lectures and social dramas. As regards the low level radio programmes, a greater proportion of girls in comparison to boys listens to children's programmes; folk-dance and songs; and light music. The difference is in favour of boys in the case of cricket commentaries. About 51 per cent of boys and only 20 per cent of girls listen to cricket commentaries. On the whole, it could be said that there is no sex difference as regards high level radio programmes while the difference in preference for most of the low level radio programmes is well marked. It can be seen that boys are more interested in sports and games than girls.

The urban and rural adolescents have also been compared with respect to their preferences for radio programmes. In this case, the two groups differ only in the case of national and international news, educational programmes and social dramas. The difference is in favour of rural subjects in the case of educational programmes and news items, As regards low level programmes the two groups differ with respect to their listening to cricket commentary, comedy and western music. A greater proportion of urban in comparison to rural subjects listens to comedy and cricket commentary. As noted above, most of the rural subjects listen to national and international news and educational programmes in comparison to urban subjects. On the whole, rural subjects seem to display more matured behaviour than urban subjects.

As regards, the difference between the older and younger adolescents, about 26 per cent of younger adolescents as against 17 per cent of older adolescents and 13 per cent of younger adolescents as against 4 per cent of older adolescents listen to educational, historical and religious radio programmes respectively. The differences in case of children's programmes and folk dance are in favour of younger adolescents. Most of the older and younger adolescents listen to cricket commentary. It appears that the high level radio programmes are preferred more by the younger than by the older adolescents. The difference

in preferences for the low level radio programmes is not very consistent.

4.3. Cinema Viewing

For both boys and girls movies are generally ranked high among the favourite recreational activities. Movies play an important part in the life of adolescents. This is evident in view of the fact that most of the adolescents attend movies regularly. As is true of radio listening and similar other activities, adolescents' preferences for different types of movies change with age. In general, there is a shift of interest from action and suspense to movies that highlight conflicting emotions. In one study¹³ interests in movies, radio programmes, and reading were found to be highly inter-correlated. Adolescent boys were found to prefer movies involving adventure, comedy, mystery, historical events, sports, news reels, and cartoon films. Adolescent girls as has been suggested by researches, prefer romance, tragedy and social themes. Speed of action, excitement and suspense have been regarded to be most influential factors in determining the kinds of movies preferred by boys. For girls, the appeal of the star is the most important factor determining their choice. Movies also provide opportunity for identification to adolescent boys and girls. Generally, boys tend to identify ^{themselves} with the male star or the hero. Girls generally identify themselves with the female star or the

heroine. The effects of movies have been found to depend on previous experiences and early interests. The measurement of interests in movies as in the case of reading and radio listening will reflect the orientations of boys and girls towards adult or adolescent culture.

As explained previously, fourteen different kinds of movies were classified into two categories by considering their content and level of skill requirement. The subjects were asked to indicate how often they see the various kinds of movies. The extent of preferences were obtained by asking the subjects to rate each item on a four point scale ranging from never to always through sometime and most of the times. Weights of 0, 1, 2 and 3 were assigned to never, sometimes, most of the times and always categories respectively. The total score was obtained for each subject by summing the weights of high level and low level items separately. The scores were analysed in a 2 x 2 x 2 factorial design involving age, sex, and area of residence as variables. Table 8 shows the main effects and interaction effects of the three variables in terms of scores on high level items.

As seen from the table, the main effects of sex and area of residence are not significant. This means that boys and girls do not differ in their orientations toward the adult culture. Similarly, urban group does not differ from

Table 8. Main Effects and Interaction Effects of Age, Sex and Area of Residence for the Scores on High Level Movies

Source	df	Ss	M.Ss.	f	Remarks
Sex	1	76.88	76.88	3.73	
Residence	1	42.32	42.32	2.05	
Age	1	174.85	174.85	8.47	**
S x R	1	19.85	19.85	-	
S x A	1	9.68	9.68	-	
R x A	1	28.88	28.88	1.40	
S x R x A	1	91.12	91.12	4.42	*
Within	792	16346.78	20.64	-	
Total	799				

* Significant at .05 level of confidence.

** Significant at .01 level of confidence.

rural group. However, younger adolescents differ significantly from older adolescents. The mean score of younger adolescents is higher than that of older adolescents. This indicates that younger adolescents, as a group display behaviour characteristic of adult to a greater extent than do older adolescents. The second order interaction involving age, sex and area of residence is significant at .05 level of confidence. This indicates that orientation toward adult culture is determined jointly by all the three variables.

In order to study sexwise, agewise and residential areawise differences, the scores on low level items were also subjected to analysis. The results are presented in the following table :

Table 9. The Main Effects and Interaction Effects of Age, Sex and Area of Residence for the Scores on Low Level Movies

Source	df	Ss	M.Ss.	f	Remarks
Sex	1	686.35	686.35	33.92	**
Residence	1	243.10	243.10	12.01	**
Age	1	374.00	374.00	18.48	**
S x R	1	75.31	75.31	3.72	:
S x A	1	245.32	245.32	12.13	**
R x A	1	13.27	13.27	-	
S x R x A	1	39.01	39.01	1.92	
Within	792	16023.69	20.23	-	
Total	799				

** Significant at .01 level of confidence

As seen from the table, the main effect of sex is significant beyond .01 level, indicating that boys differ from girls in their orientation towards adolescent culture. The 'f' ratio in this case is 33.92. The mean score of boys is considerably higher than that of girls. It could, therefore, be said that boys are more oriented towards adolescent culture

than girls. It should be recalled here that boys and girls did not differ in their orientation towards adult culture.

The main effect of age is also highly significant. Considering the mean score of younger and older adolescents, it could be said that younger adolescents are more oriented towards adolescents culture than older adolescents. The interaction effect of age x sex is also significant beyond .01 level. This means that the effect of age is not independent of sex. The following table shows the mean scores of younger and older adolescents at the two levels of sex.

Table 10. The Mean Scores of Younger and Older Adolescents at the two levels of Sex

	Older (College)	Younger (School)	Difference
Boys	10.07	10.03	0.04
Girls	7.10	9.08	1.98
Difference	2.97	1.22	

It is seen from the above table that the difference between boys and girls at the school level is 1.22 and that at the college level is 2.97. Thus, sex difference at the college level is greater than at school level.

The main effect of the area of residence is also highly significant. The mean score of the rural group is higher than that of the urban group. This indicates that rural adolescents

show a greater degree of orientation towards adolescent culture than the urban adolescents. On the whole, it is seen that sex and age of the subjects jointly determine orientation toward adolescent culture. Rural group shows greater orientation towards adolescent culture than the urban group.

Agewise, sexwise and residential areawise differences were also examined in terms of percentages calculated for the high level and low level movies. The results are presented below :

Table 11. Percentages of Subjects obtaining High and Low Scores at the two levels of Movies

Group	High level Items			Low level Items		
	Low Score	High Score	Total	Low Score	High Score	Total
	(0 to 10)	(11 to 21)		(0 to 10)	(11 to 21)	
	%	%		%	%	
Boys	42	58	100	57	43	100
Girls	48	52	100	64	36	100
Urban	49	51	100	66	34	100
Rural	41	59	100	55	45	100
Older (College)	50	50	100	62	38	100
Younger (School)	39	61	100	58	42	100
Total	45	55	100	60	40	100

As seen from the table, 58 per cent of boys and 52 per cent of girls score between 11 and 21 on high level movies. Similarly, 43 per cent of boys and 36 per cent of girls ~~earn~~ score between

11 and 21 on low level movies. Thus a greater proportion of boys and girls is oriented towards adult culture than towards adolescent culture. At the low level movies, more boys in comparison with girls are oriented towards adolescent culture. Considering the effect of the area of residence, it is observed that 51 per cent of urban subjects and 59 per cent of rural subjects like to see high level movies. It is also observed that 34 per cent of urban subjects and 45 per cent of rural subjects tend to visit low level movies. Thus, a greater proportion of subjects in rural area prefers high level movies. The percentage of rural subjects visiting low level movies is also considerably higher than the percentage of subjects in urban areas. At the school level, 61 per cent of subjects prefer high level movies in comparison to 50 per cent of subjects at the college level. Similarly, 42 per cent of subjects at the school level and 38 per cent of the subjects at the college level have shown their preferences for low level movies. On the whole, it can be said that 55 per cent of adolescents prefer high level movies and only 40 per cent of them prefer low level movies. Thus, as far as movies preferences are concerned, a greater number of adolescents prefers high level movies.

In order to see differences due to sex, age, and area of residence in the kinds of movies preferred, the frequencies of

Table 12. Age-wise, Sex-wise and Residential Area-wise Percentages for
Different Kinds of Movies

Item No.	High Level Items	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %
1	Social	15	22	19	21	22	15
3	News and Information	21	10	12	19	11	20
5	Religious and Historical	16	14	13	17	9	21
7	Scientific	18	18	17	19	11	24
9	Realistic and Natural	10	7	10	8	8	10
11	Patriotic	39	34	38	36	29	44
13	Educational	24	20	16	27	22	22
<u>Low Level Items</u>							
2	Romance	13	12	10	15	16	9
4	Adventure and Spying	34	11	26	19	18	27
6	Songs and Dance	23	18	14	27	20	21
8	Comedy	30	29	33	26	25	33
10	Western Dance	20	10	10	15	11	14
12	Children's Film	18	24	21	21	9	33
14	Sexy Films	8	3	4	7	5	6

"always" category alone were considered. The Table 12 shows percentage of cases always visiting different kinds of movies.

The differences between boys and girls are well marked in the case of social movies, movies concerning news and information, movies involving adventure and spying, western dance and children's movies. Movies involving social themes are seen by 22 per cent of girls and 15 per cent of boys. About 21 per cent of boys and 10 per cent of girls see movies which provide news and information. It is also seen from the table that about 39 per cent of boys and 34 per cent of girls like to see movies which arouse feelings of patriotism. While there is no consistent difference between boys and girls in the high level movies, the difference in favour of boys is well marked in case of low level movies.

As regards rural-urban differences in the kinds of movies, 19 per cent of rural adolescents and only 12 per cent of urban adolescents see movies giving news and information. Movies involving educational information are seen by 27 per cent of rural subjects and only 16 per cent of urban subjects. On the whole, the high level movies are seen more often by rural adolescents than by urban adolescents. The two groups also differ with respect to their preference for movies involving

adventure and spying; songs and dance; and comedy. In case of other kinds of movies, the differences are not significant. It is of interest to note here that most of the rural and urban adolescents prefer movies which arouse patriotic feelings in them.

Younger adolescents differ from older adolescents with respect to their liking for movies involving social themes, news and information, religious and historical themes, scientific information and patriotic themes. In most of the cases the difference is in favour of younger adolescents indicating that a greater proportion of younger in comparison with older adolescents visits high level movies. Age difference is also well marked in the case of movies involving love themes, adventure and spying, comedy, and children's films. The difference is in favour of younger adolescents, except in case of movies involving romance.

4.4. Reading

Reading interests of adolescent boys and girls were measured by asking how often they spend their time in reading different types of materials. The material consisted of 14 different items classified into high level and low level on the basis of criteria discussed previously in connection with radio and cinema. Thus, seven items were considered for the

high level and the remaining seven items were considered for the low level. Each item was rated on a four point scale ranging from never to always through sometimes and most of the time. The total score for the subject was calculated by summing up the weights of all the items included in the specific level. The scores were then analysed in a $2 \times 2 \times 2$ factorial design by the analysis of variance procedure. The table below presents the results of this analysis.

Table 13. Main effects and Interaction effects
in the case of High Level Reading Items

Source	df	Ss	M.Ss.	f	Remarks
Sex	1	26.26	26.65	1.70	
Residence	1	111.01	111.01	7.08	**
Age	1	154.88	154.88	9.88	**
S x R	1	17.40	17.40	1.11	
S x A	1	28.88	28.88	1.84	
R x A	1	0.02	0.02	-	
S x R x A	1	54.08	54.08	3.45	
Within	792	12417.96	15.67	-	
Total	799				

** Significant at .01 level of confidence

As seen from the table, the main effect of sex is not significant, but the main effect of age is significant. The mean score of younger adolescents is considerably higher

than that of older adolescents. Thus, in terms of reading, younger adolescents seem to display more adult concerned behaviour than older adolescents. The 'f' ratio in the case of area of residence is 7.08 which is significant at .01 level of confidence. Considering the mean scores of the two groups, rural group seems to display more adult oriented behaviour in comparison to urban group. The interaction effects are not significant. On the whole, the reading behaviour of younger adolescents residing in rural areas is more characteristic of adults than that of older adolescents residing in urban areas.

The scores on low level reading items were also analysed to see whether the groups differ in their orientation toward adolescent culture. The table below presents the findings of this analysis :

Table 14. Main effects and Interaction effects of Age, Sex and Area of Residence on Orientation toward Adolescent Culture

Source	df	Ss	M.Ss.	f	Remarks
Sex	1	9.46	9.46	-	
Residence	1	41.86	41.86	3.51	
Age	1	40.95	40.95	3.43	
S x R	1	0.06	0.06	-	
S x A	1	7.03	7.03	-	
R x A	1	145.35	145.35	12.18	**
S x R x A	1	14.32	14.32	1.20	
Within	792	9454.61	11.93	-	
Total	799				

** Significant at .01 level of confidence

As seen from the table, all the main effects and interaction effects except the age x residence interaction are insignificant. Boys and girls do not differ in their reading behaviour which is characteristic of adolescents. Similarly, younger and older adolescents as well as rural and urban adolescents do not differ in their orientations towards adolescent culture. However, the interaction of age x residence is significant at .01 level of confidence. The following table presents the mean scores of the age groups at the two levels of residential area :

Table 15. Mean Scores of the Age Groups at the Two levels of Residential Area

	Urban	Rural	Difference
Older (College)	11.55	11.95	0.40
Younger (School)	12.86	11.55	1.31
Difference	1.31	0.40	

As seen from the mean scores, younger and older adolescents in urban areas differ markedly. The difference between these two groups is negligible at the rural level. Thus, the difference in favour of younger adolescents at the urban level indicates that younger adolescents display behaviour characteristic of adolescents to a greater extent than ^{do} older adolescents. Older and younger adolescents, however, do not differ at the rural level.

Interest in reading was also analysed in terms of percentages for various sub-groups as shown in the following table :

Table 16. Reading Interests of various Sub-Groups in Percentage Form

Group	High level Items			Low level Items		
	Low Score	High Score	Total	Low Score	High score	Total
	(0 to 10)	(11 to 21)		(0 to 10)	(11 to 21)	
	%	%		%	%	
Boys	32	68	100	31	69	100
Girls	28	72	100	33	67	100
Urban	34	66	100	30	70	100
Rural	26	74	100	34	66	100
Older (College)	34	66	100	35	65	100
Younger (School)	25	75	100	29	71	100
Total	30	70	100	32	68	100

As seen from the table, 68 per cent of boys and 72 per cent of girls display behaviour which is characteristic of adult culture, while 69 per cent of boys and 67 per cent of girls display behaviour which is characteristic of adolescent culture.

This result is consistent with the earlier finding regarding the main effect of sex in the high level and low level scores. Both boys and girls seem to be oriented toward

adult as well as adolescent culture.

Considering the effect of residence, it is observed that 66 per cent of urban subjects and 74 per cent of rural subjects display reading behaviour which is characteristic of adult culture. Similarly, 70 per cent of urban subjects and 66 per cent of rural subjects seem to display reading behaviour which is characteristic of adolescent culture. The difference between rural and urban groups in reading behaviour typical of adolescents is comparatively less.

As regards the effect of age, it is seen that 66 per cent of older adolescents and 75 per cent of younger adolescents read high level materials. Concerning the difference between older and younger adolescents in reading behaviour which is typical of adolescents, it is seen that 65 per cent of older adolescents and 71 per cent of younger adolescents appear to be oriented toward adolescent culture. Considering the overall results, it could be said that slightly more than 60% of adolescents belonging to various sub-groups prefer both high level as well as low level reading materials.

Differences due to age, sex and area of residence in reading specific materials were also studied by calculating percentages for each item of reading. The Table 17 gives these percentages.

Table 17. Age-wise, Sex-wise and Residential Area-wise Differences in
Reading Specific Materials

Item No.	High Level Items	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %
1.	Historical, religious and philosophical	14	12	10	16	10	16
2.	Biography and autobiography	20	26	19	27	19	27
5.	Scientific	25	21	25	21	29	27
7.	Literature and information	15	24	17	22	20	19
9.	Poetry, Drama and Essay	24	30	24	30	22	32
11.	Factual incidents.	35	32	40	27	35	32
13.	News and sermons	33	34	29	38	37	30
	<u>Low Level Items</u>						
2.	Adventure and Spying	27	16	27	16	17	26
4.	Cine Heroes and Heroines	19	19	16	22	21	17
6.	Comedy	36	37	43	30	34	39
8.	Children's Stories and fairy tales	16	23	18	21	10	29
10.	Games and Sports	36	27	41	32	33	40
12.	Picture story and cartoon	32	30	43	19	33	30
14.	Advertisement and fashion	19	19	13	23	34	14

Significant sex difference is obtained in case of reading autobiography; literature, poetry, drama and essay; adventure and detective novels; children's stories and fairy tales; and games and sports. In case of high level reading items, the difference is in favour of girls, while in case of low level items the difference is in favour of boys. Comedy is preferred by 36 per cent of boys and 37 per cent of girls. Factual incidents are read by 35 per cent of boys and 32 per cent of girls.

Rural and urban adolescents differ significantly with respect to their reading about historical and religious literature; autobiography; poetry; drama and essay; factual incidents; news and sermons; adventure and detective novels, heroes and heroines; comedy; games and sports; picture story and cartoons; and advertisement and fashion. In case of high level items, the difference is in favour of rural subjects in all the items of reading excepting one involving factual incidents. On the whole, most of the rural subjects prefer to read high level materials in comparison with urban subjects. In case of low level reading materials, most of the urban adolescents in comparison with rural adolescents read about adventures and detective novels; comedy; games and sports; picture stories and cartoons.

As regards age difference in reading, most of the younger adolescents prefer high level reading materials in comparison with older adolescents. In case of low level reading items most of the younger adolescents prefer items like adventure and spying; story and fairy tales; and games and sports. About 35 per cent and 37 per cent of college subjects prefer factual incidents and news items respectively. Comedy is preferred by 34 per cent of older and 39 per cent of younger adolescents. On the whole, it appears that most of the younger adolescents prefer high level as well as low level reading materials, in comparison with older adolescents.

4.5. Activities

The activity score was determined on the basis of answers given to a set of fourteen items classified into two categories. The classification of items was based on creative intellectual content and level of skill requirement. Seven different activities were thus included in the category of high level and the remaining seven activities were included in the category labelled as low level. Each subject was asked to indicate the extent to which he engages in each of the fourteen activities by putting a tickmark on a scale ranging from never to always through sometimes and most of the time. The score was obtained for each subject

on each of the two levels of activities by summing up the weights of the respective items. Each subject, thus, obtained two scores - one for each level. These scores were then subjected to analysis by the analysis of variance technique in a 2 x 2 x 2 factorial design with age, sex and area of residence as variables. The Table 18 shows the results of the analysis of scores on high level items.

Table 18. Main effects and Interaction effects of Age, Sex and area of Residence for the Scores on High Level Activity Items.

Source	df	Ss	M.Ss	f	Remarks
Sex	1	117.04	117.04	9.68	**
Residence	1	194.04	194.04	16.05	**
Age	1	1836.18	1836.18	151.88	**
S x R	1	5.13	5.13	-	..
S x A	1	83.21	83.21	6.88	**
R x A	1	83.21	83.21	6.88	**
S x R x A	1	131.21	131.21	10.85	**
Within	792	9576.48	12.09	-	
Total	799				

** Significant at .01 level of confidence

As seen from the above table, the main effects of sex and residence are significant beyond .01 level of confidence. The significant main effect of sex indicates that boys and girls differ in their orientations towards the adult culture. Similarly the significant main effect of the area of residence indicates

that rural adolescents differ from urban adolescents in their orientations towards the adult culture.

The main effect of age is also significant beyond .01 level of confidence. Considering the difference between means of these two groups, it is observed that younger adolescents differ significantly from older adolescents in the amount of time devoted to the high level activities. However, the significant sex x age interaction indicates that the effect of sex is not independent of age. Similarly, the interaction effect of age x residence indicates that the effect of age is not independent of residence. This is evident in the significant sex x residence x age interaction. In order to see the dependence of sex on age, the following table is prepared :

Table 19. Mean Scores of Age Groups and Sex Groups

	Boys	Girls	Difference
Older (College)	6.50	7.91	1.41
Younger (school)	10.18	10.18	0.00
Difference	3.68	2.27	

It is seen from the above table that boys and girls do not differ at the school level; but the difference between them is well marked at the college level. The mean score of girls at

college level is higher than that of boys, indicating that girls engage themselves in high level activities to a greater extent than ^{do} boys at the college level. No such difference is noticed at the school level. The insignificant sex x residence interaction indicates that the effect of sex is independent of the area of residence. However, the significant residence x age interaction shows that the effect of residence is not independent of age. This is shown in the following table :

Table 20. Mean Scores of the Age Groups at the Two levels of Residential Area

	Urban	Rural	Difference
Older (College)	7.04	7.38	0.34
Younger (School)	9.42	11.05	1.63
Difference	2.38	3.67	

As seen from the table, the difference between urban and rural adolescents is quite negligible at the college level. However, the two groups differ markedly at the school level. The significant sex x residence x age interaction indicates that the effect of sex x residence is not the same at the two levels of age. Thus, each single factor taken by itself does not determine the effect; but all the three factors in combination determine it. On the whole, it appears that the

preference for and engagement in high level activities depend upon the joint effect of age, sex and area of residence, rather than on each factor taken singly.

As noted above, the low level activities did not require intellectual creative content and high level of skill. These items were scored by assigning weights of 0, 1, 2 and 3 to never, sometimes, most of the times and always categories of response respectively. The subject's score was simply the summation of weights of separate items falling in this category. These scores were then analysed in a 2 x 2 x 2 factorial design. The following table shows the results of analysis.

Table 21. Main effect and Interaction effects of Age, Sex and Residence in the case of Low Level Activity Items.

Source	df	Ss.	M.Ss.	f	Remarks
Sex	1	34.91	34.91	3.05	
Residence	1	55.70	55.70	4.87	*
Age	1	93.21	93.21	8.15	**
S x R	1	0.31	0.31	-	
S x A	1	24.10	24.10	2.11	
R x A	1	5.23	5.23	-	
S x R x A	1	2.37	2.37	-	
Within	792	9058.07	11.44	-	
Total	799				

* Significant at .05 level of confidence

** Significant at .01 level of confidence

As seen from the table, the main effect of sex is not significant indicating that boys and girls do not differ in the extent of their engagement in low level activities. The significant residence effect shows that urban group differs significantly from rural group. The 'f' ratio in this case is 4.87 which is significant at .05 level of confidence. The mean score of rural adolescents is higher than that of urban adolescents. Rural subjects thus spend more time in low level items than urban subjects. The effect of age is also significant at .01 level. The mean score of older adolescents is higher than that of younger adolescents. This indicates that more time is spent by older adolescents on low level activities than by younger adolescents on these activities. The various interaction effects are insignificant. On the whole, older adolescents and adolescents residing in rural areas are involved in low level activities to a greater degree than younger adolescents and adolescents residing in urban areas.

The preferences for the various high and low level activities of adolescent subjects was also analysed in terms of percentages. The following table 22 presents the results :

Table 22. Percentages of Subjects obtaining High and Low Scores at each of the two Levels of Activities

Group	High Level Items			Low Level Items		
	Low Score	High Score	Total	Low Score	High Score	Total
	(0 to 10)	(11 to 21)		(0 to 10)	(11 to 21)	
	%	%		%	%	
Boys	71	29	100	22	78	100
Girls	65	35	100	14	86	100
Urban	73	27	100	21	79	100
Rural	63	37	100	15	85	100
Older (College)	81	19	100	16	84	100
Younger (School)	55	45	100	20	80	100
Total	68	32	100	18	82	100

As seen from the above table, while 29 per cent of boys and 35 per cent of girls obtained higher scores on high level items, 78 per cent of boys and 86 per cent of girls obtained high scores on low level items. Comparing the performance of boys for the high and low level items, it is observed that most of the boys (78 per cent) obtained scores falling between the score range of 11 to 21 on low level items. The same is the case with girls. Nearly 86 per cent of girls obtained scores between 11 and 21 on low level items. This shows that most of the boys and girls prefer items which do not involve intellectual and creative components and which do not require high level skills. This clearly shows that the overwhelming majority of boys and

girls is oriented towards behaviour characteristic of adolescents.

Somewhat similar picture of boys and girls is seen in the case of rural and urban subjects. While 27 per cent of urban and 37 per cent of rural adolescents prefer high level activities to a greater extent, 79 per cent of urban adolescents and 85 per cent of rural adolescents prefer low level activities to a very great extent. Thus, most of the rural and urban subjects prefer activities which are typically engaged in by adolescents. Considering the difference between rural and urban adolescents in their preference for high level items, it is seen that 27 per cent of urban and 37 per cent of rural subjects prefer activities characteristic of adults. Thus, most of the rural and urban adolescents seem to be oriented towards adolescent culture.

As regards the difference between the older and younger adolescents, it is seen that while 19 per cent of older adolescents and 45 per cent of younger adolescents prefer activities characteristic of adult behaviour, 84 per cent of older adolescents and 80 per cent of younger adolescents prefer activities characteristic of adolescents. On the whole, it is seen that only 32 per cent of adolescents prefer high level activities and 82 per cent of adolescents prefer low level activities. In order to study preferences of adolescents

for specific activities, percentages were calculated for each of the fourteen activities. The percentages for the "always" response category alone were considered for analysis of the results which are presented in the Table 23.

As seen from the table, about 17 per cent of girls as against 5 per cent of boys prefer writing novels, poems, dramas and essays. Similarly, 35 per cent of girls as against 12 per cent of boys like to participate in dance and drama. About 80 per cent of girls and 47 per cent of boys prefer cleanliness of their houses. Attending camps is preferred by about 31 per cent of boys, while taking care of sibling and doing household work is preferred by 76 per cent of girls and 47 per cent of boys. It appears from these figures that most of the girls prefer participating in dance and drama, cleanliness of the house, taking care of siblings and doing household work. The activity preferences in the case of girls are more in accordance with cultural expectations. It is also observed that the high level activities are preferred by most of the girls in comparison with boys.

In case of rural and urban groups it is seen that 51 per cent of rural subjects and 5 per cent of urban subjects like to prepare and repair scientific instruments. Similarly, 17 per cent of rural subjects and 5 per cent of urban subjects prefer writing novels, poetry, dramas and essays. Participation in debate is

Table 23. Age-wise, Sex-wise and Residential Area-wise Analysis of Preferences for the Specific Items

Item No.	High Level Items	Boys		Girls		Urban		Rural		Older (College)		Younger (School)	
		%		%		%		%		%		%	
1.	Preparing and repairing scientific instruments	7	3	5	51	2	9						
3.	Crafts and Arts	15	11	11	15	9	17						
5.	Writing novels, poems, dramas, essays.	5	17	5	17	45	7						
7.	Taking part in dance, drama, etc.	12	35	24	23	18	29						
9.	Taking part in debate and elocution competition	13	18	10	21	10	20						
11.	Singing and playing upon musical instruments.	15	14	13	21	12	21						
13.	Taking part in games and competition	28	29	23	34	15	42						
<u>Low Level Items</u>													
2.	Cleaning House	47	80	53	73	63	64						
4.	Attending camps	31	19	33	16	30	14						
6.	Visiting games and sports and circus	22	24	17	28	21	25						
8.	Visiting cinema, drama and entertainment programmes	24	28	22	30	25	27						
10.	Gossiping and Loitering with friends.	24	22	18	29	26	21						
12.	Beautifying hair, clothes and face.	43	43	41	45	39	47						
14.	Taking care of sibling and doing household work.	47	76	49	74	63	60						

liked by 21 per cent of rural and 10 per cent of urban subjects, while singing and playing upon musical instruments are preferred by 21 per cent of rural and 13 per cent of urban subjects. Participation in games and competition is liked by 34 per cent of rural and 23 per cent of urban subjects. On the whole, it is seen that most of the rural subjects in comparison to urban subjects prefer high level activities. Rural-urban differences are also well marked in most of the low level items. As seen from the table, 73 per cent of rural subjects and 53 per cent of urban subjects prefer cleanliness of the house, 74 per cent of rural and 49 per cent of urban subjects prefer taking care of siblings and doing household work.

Considering differences due to age, younger adolescents differ significantly from older adolescents in all the high level items. The difference is in favour of younger adolescents in all but one item pertaining to writing novels, poems and essays. In case of low level items, 63 per cent of older and 64 per cent of younger adolescents prefer cleanliness of the house. About 63 per cent of older and 60 per cent of younger adolescents prefer taking care of siblings and doing household work. Similarly, 39 per cent of older and 47 per cent of younger adolescents prefer beautifying hair and face.

4.5. Study Habits

Effective learning usually comes to those who know how to study and who have desirable conditions for study. An adolescent

is fortunate if he has a room of his own at home for a study. A boy or girl who is deeply interested in school-work experiences a great deal of satisfaction when adequate facilities for the work at home are provided.

Study habits of students have been investigated by many investigators^{14,15,16,17,18}. Some of the generalized conclusions of these investigations are as follows :

1. Individuals vary with respect to study habits. Study habits among students are far from being satisfactory.
2. The correlation between study habits of college students and their achievements was found to be .51.
3. Study habits are independent of intelligence.
4. Female students were found to be possessing better study habits than male students.
5. There is no significant difference between students coming from rural and urban areas.

In order to know about study habits of adolescent boys and girls, fourteen different items were selected. The subjects were asked to answer each item by putting a tick-mark below appropriate response category against each item. For desirable study habits, simply weights of 0, 1, 2 and 3 were assigned to never, sometimes, most of the times, and always categories of response respectively. The scoring was reversed in case of items showing undesirable study habits. The total score of a subject consisted of the sum of weights of all the items. The score ranges of 0 to 14, 15 to 28 and 29 to 42 were respectively labelled as poor, fair and good. The percentages

falling below each score range were calculated separately for the sub-groups of age, sex and residence. The following table shows the results :

Table 24. Percentages Falling under each of the Three Ranges of Scores

Group	Poor Study Habits (0 to 14) Low Score	Fair Study Habits (15 to 28) Average Score	Good Study Habits (29 to 42) High Score	Total
	%	%	%	
Boys	1	55	44	100
Girls	2	42	56	100
Urban	1	45	54	100
Rural	2	52	46	100
Older (College)	1	46	53	100
Younger (School)	1	52	47	100
Total	1	49	50	100

Comparing boys with girls, it is seen that while 55 per cent of boys and 42 per cent of girls have fairly good study habits, 44 per cent of boys and 56 per cent of girls have good study habits. Compared to boys, most of the girls possess good study habits. Considering urban-rural differences, it is seen that 45 per cent of urban adolescents have fairly good study habits and 54 per cent of them have good study habits. In the case of rural subjects, 52 per cent of them ~~the~~ have fairly good study habits and 46

per cent of them have good study habits.

Looking to the age difference in study habits, it is seen that 46 per cent of college boys and 52 per cent of school boys have fairly good study habits. Similarly, 53 per cent of college subjects and 47 per cent of school subjects have good study habits. On the whole, it appears that 49 per cent of adolescents score between 15 and 28 indicating fairly good study habits and 50 per cent of adolescents are falling in the score range of 29 to 42 indicating good study habits. Thus the various sub-groups do not differ to a considerable extent in their study habits.

4.6. Summary

As has been pointed out repeatedly by several investigators, there is a conflict between what the adolescents actually do and what is expected of them. This conflict if at all it exists, could be studied by analysing the behaviour of adolescents. The major question in this connection is how the adolescents spend their time outside the class-room situation. Many investigators have studied value orientations of adolescents through the analysis of their preferences in various areas of behaviour such as radio listening, cinema viewing, reading and other activities. These areas of behaviour have been considered in this investigation for the purpose of

studying value orientations of adolescent boys and girls. Items pertaining to each area have been divided into two categories on the basis of content of the items and level of skill requirements. Items involving intellectual-creative contents and requiring high level of skill were considered to measure orientations towards adult culture. Similarly, items involving physical, social content and requiring low level of skill were considered to measure orientations towards adolescent culture.

Scores based on the summation of weights assigned to the response categories were calculated separately for the two levels of items and also for the subgroups of adolescents. These scores were then subjected to analysis in a $2 \times 2 \times 2$ factorial design with age, sex and residential areas as variables each at two levels. The scores on the two levels of items were separately analysed. The various main effects and interaction effects were discussed.

Besides, the total scores were used for the formation of groups of subjects getting high and low scores. Percentage of cases falling within each score range was calculated. In addition, preferences for the specific items in each area of behaviour were studied by considering the frequencies of preferences in terms of percentages. The results were interpreted and discussed. On the whole, it appeared that adolescents are

oriented towards both adult and adolescent cultures in certain areas of behaviour. The differences due to age, sex and residential areas were well marked in certain areas of behaviour.

In radio-listening it was found that boys and girls did not differ in their orientation towards adult culture, while the differences between them were significant in the case of low level items. The result showed that girls were more oriented toward adolescent culture than boys. It was also observed that younger and older subjects differed markedly in their orientation, with younger subjects showing a greater degree of orientation towards both adult and adolescent culture. Regarding the effect of residential areas, it was found that rural adolescents were found to be more highly oriented towards adult culture than urban adolescents. However, the two groups did not differ in their orientations towards adolescent culture.

As regards cinema viewing behaviour it was found that boys and girls did not differ in their orientation towards adult culture but they did differ in their orientation towards adolescent culture. Boys were found to be more highly oriented toward adolescent culture than girls. The significant Sex x Age Interaction indicated that boys and girls at the college level

were more highly oriented towards adolescent culture than boys and girls at the school level. Rural adolescents were also found to be more highly oriented towards adolescent culture in comparison to urban adolescents.

In the case of reading, the various subgroups did not differ in their orientations towards adult culture. Also the main effects of age, sex and residential area were significant in the case of low level reading behaviour. The significant age x residence interaction indicated that older and younger adolescents at the urban level differed markedly than older and younger adolescents at the rural level.

In the case of preferences for the high level activities, it was found that all the main effects as well as interaction effects were significant. It was thus observed that the orientations toward adult culture was determined jointly by the three factors in combination and not by any one factor taken singly. As regards the orientation towards adult culture, it was found that boys and girls did not differ. Rural group was found to be more highly oriented towards adolescent culture than urban group. Similarly, older adolescents were found to be more highly oriented towards adolescent culture than younger adolescents.

With regard to study habits it was observed that most of the adolescents in various subgroups had fairly good or good

study habits.

In the next chapter the interest of adolescents have been discussed.

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