

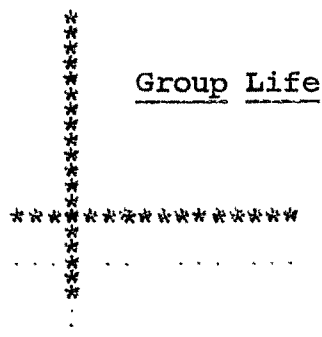
CHAPTER VI

GROUP LIFE

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6.1. Introduction

Group life can be regarded as a more serious and crucial matter for the adolescent than for the child. The adolescent's present and future adjustment largely rests upon the role that he will play in the group. Whether assumed or forced upon him, the kind of role that he would play will depend upon the type of group and his own personality make up. Role playing in a group is a means of developing a sense of security. The adolescent's constantly and rapidly changing environment is a source of anxiety and insecurity. Under these circumstances, any adolescent would readily accept membership in a group^{1,2}. Participation in group activities and thereby building relationship with the members of the group is the most important thing that the adolescents can do.

Attempts have been made to classify groups of adolescents on several bases. One popular classification categorizes them as cliques, crowds or gangs^{3,4,5,6,7}. Every adult must understand the adolescent's need for the best friend without whose support he misses the association which brings him satisfaction and creates in him the feeling of security. The clique is a small informal social group in which there are face to face contacts. Clique is characterised by intimate relationship between members. It is a place where everything is done together. Membership is voluntary and informal; members are admitted to a pre-existing clique and dropped by mutual consent of the participants. Although there are no explicit rules for membership, the clique has a common set of values which governs the actions of its members.

With the acceptance of the clique, a kind of awareness of self develops so that all the members think and feel alike. The members gradually identify their interests with those of the group in contrast to the interests of the family, the school, and the society at large. Strong identification with clique often results in conflicts between the clique and the family or the clique and the school. By being the member of a clique, the individual develops a sense of personal importance. The clique

membership is, for him, much more important than his family. For this reason, study of the clique will provide much valuable information about the life of adolescents.

The gang in contrast to the clique or the crowd is more highly organised and is usually the result of the conflict due to outside pressures against its members. The need to find security and satisfaction denied him at the school is at the basis of the adolescent's joining the gang. Most of the adolescents who are socially rejected become the members of gangs. Not all gangs are, of course, delinquent gangs. The strong needs for belongingness and security force the adolescents to join some group. If the group that accepts them as members is itself made up of delinquents, obviously they will become delinquents. Membership in a well-knit mixed group of friends can have many advantages for the adolescent. These are to be found not only in the pleasures of companionship and in the security that the group can give but also in the development of the social skill and adjustment.

Membership in a group is, thus, a source of strength to the adolescent striving for independence from authority of parents. In the best interest of his development, adults should change their attitudes toward various groups and organisations which are formed by adolescents. If the group

goals are properly fixed up, the members will develop along the right lines.⁸

6.2. Group Involvement

Group life is studied in this investigation by asking adolescent subjects to indicate what activities they would prefer for the group. They are also asked to give their views regarding, the size of the group, rules regarding membership, age of members and the method to be employed in making decisions. Ten different activities were selected to know how much importance is attached by adolescents to each one of them. The activities were carefully selected so as to have a wider coverage of activities which are normally engaged in by most of the adolescents. It should be mentioned here that the investigator did not discriminate between cliques and groups or between cliques and gangs. All adolescents were treated as if they were keen to organise their own group for themselves. The results for activity preferences are shown in Table 40.

The results in this table were obtained by analysing the answers of adolescents to questions pertaining to activities which they think should have a place in the growth and development of the club. As seen from the table, 27% of boys and 21% of girls believe that general social activities should always have a place in the club.

Table 40. Percentages of activities for the Group

Item No.	Activities	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %	Total
1.	General social activities	27	21	18	30	31	17	48
2.	Games, sports and competition	42	32	41	33	29	45	74
3.	Picnic, tour and parties	35	30	38	27	28	37	65
4.	Literary, Arts and Crafts	18	19	16	21	18	19	37
5.	Educational	35	33	29	38	33	34	67
6.	Religious	22	21	15	28	17	26	43
7.	Helping others	42	50	39	53	46	46	92
8.	Organizational	40	34	43	31	41	33	74
9.	Recreational	23	40	34	29	25	38	63
10.	Guidance and Counselling	44	43	42	45	46	41	87

Similarly, 31% of older and 17% of younger adolescents think that general social activities should be there in the club. Thus, the general social activities are emphasised more by boys than by girls; more by rural adolescents than by urban adolescents and more by older adolescents than by younger adolescents.

It is expected that greater proportions of boys and younger adolescents would consider games, sports, and competitions to be the most desirable activities for the group. The results indicate that 42% of boys as against 32% of girls and 45% of younger adolescents as against 29% of older adolescents believe that games, sports and competitions should always be considered in developing a club. It is also seen from the table that 41% of urban and 33% of rural adolescents are of the opinion that these activities should have a place in the club. Going for a picnic or on tour and organising parties are considered most relevant in a club by 35% of boys and 30% of girls; 38% of urban and 27% of rural adolescents; and 28% of older and 37% of younger adolescents. These activities are regarded as most essential for the club by a greater proportion of urban adolescents. Similarly, most of the younger adolescents in comparison with older adolescents consider these activities to be very essential for the group. Literary activities, arts and crafts are considered to be

relevant by very few adolescents.

As regards educational activities, 35% of boys and 33% of girls, 29% of urban and 38% of rural and 33% of older and 34% of younger adolescents think that these activities should always have a place in a group. Similarly, most of the rural adolescents in comparison with the urban adolescents emphasise educational activities in a group. Religious activities are believed to be relevant for the group by 28% of rural as against only 15% of urban adolescents and by 26% of younger as against only 17% of older adolescents. Thus, adolescents in rural areas and relatively younger adolescents show more concern with religious activities. An equal number of boys and girls consider these activities to be more relevant for the group. Extending some kind of help to others is emphasised by 50% of girls and 42% of boys. Similarly, 53% of rural and 39% of urban adolescents believe that this activity should always be included in a club. An equal number of older and younger adolescents too are of the same opinion. On the whole, most of the adolescents are of the opinion that extending some kind of help to others should be one of the most important activities in a club.

Organisational activities are considered to be very essential for the group by a greater proportion of boys in comparison to girls, a greater proportion of urban adolescents

in comparison to rural adolescents, and a greater proportion of older in comparison to younger adolescents. Organisational activities include holding meetings, raising funds, providing facilities, searching for a good leader and similar other activities.

Regarding recreational activities, it is seen that 40% of girls and 38% of younger adolescents as against 23% of boys and 25% of older adolescents think that recreational activities should always have a place in a club. Similarly, 34% of urban and 29% of rural adolescents consider these activities to be most relevant for the group. Thus, recreational activities are highly preferred by most of the girls in comparison to boys and by younger adolescents in comparison to older adolescents.

Activities like guidance and counselling are considered to be most relevant for the group by slightly more than 40% of adolescents in each sub-group. On the whole, the activities which are considered most relevant by more than 50% of adolescents are athletic activities, outings, educational activities offering some kind of help to others, organisational activities, recreational activities, and guidance counselling. The activities which are considered most essential by less than 50% of the adolescents are general social activities; literary activities and religious activities.

Considering sex difference in the activity preferences, it is observed that general social activities, games, sports, competitions and organisational activities are emphasised more by boys than by girls; offering some kind of help to others and recreational activities are emphasised more by girls than by boys.

General social activities, educational activities, religious activities and offering some kind of help to others, are emphasised more by rural than by urban adolescents; while athletic activities, picnic, tours and competitions; and organisational activities are considered to be relevant by most of the urban adolescents in comparison to rural adolescents. As regards the influence of age, it is seen that athletic activities, outings, religious activities and recreational activities are considered to be important for the group by most of the younger adolescents. Older adolescents tend to emphasise general social activities and organisational activities.

In addition, adolescent subjects were asked to indicate their opinions about the inclusion of both boys and girls in a group. They were also asked to state reasons for their opinions.

The following table shows the results of their opinions in terms of percentages :

Table 41. Opinions regarding Inclusion of Both Sexes
in a Group

Response category	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %	Total
Yes	64	76	73	67	82	58	70
No	36	24	27	33	18	42	30
Total	100	100	100	100	100	100	100

As seen from the table, 64% of boys and 76% of girls are of the opinion that both boys and girls should have a place in the club. Similarly, more than 65% of the adolescents in rural and urban areas believe that both boys and girls should be included in a group. Similarly, 82% of older and 58% of younger adolescents are of the opinion that both sexes should be considered for group membership. In terms of percentage differences due to sex, area of residence and age, it is observed that most of the girls compared to boys are in favour of including both boys and girls in a group. Similarly, most of the urban adolescents in comparison to rural adolescents are of the opinion that both boys and girls should be included. Most of the older adolescents in comparison to younger adolescents have shown their liking for both sexes.

The various reasons given by adolescent subjects for the inclusion of both sexes in a group were scored in terms

of percentage frequencies which are shown in the Table 42.

Considering the reasons stated by boys and girls, it is seen that understanding the difficulties of each other and providing opportunities for the exchange of views have been given by 61% of girls and by 33% of boys. More than 64% of boys and girls have stated that the inclusion of both boys and girls in a group would provide an opportunity to develop friendship and to build character. Slightly more than 40% of boys and girls have stated that they would feel happy if both boys and girls are included in the group. Regarding urban rural differences, it is seen that 73% of rural adolescents have stated that the inclusion of both sexes would facilitate the development of social virtues and character. Similarly, more than 50% of urban adolescents have stated that a group consisting of both boys and girls as its members would provide opportunities to understand each other, to develop social virtues and to get happiness and success in life. It is also seen from the above table that 71% of older and 59% of younger adolescents have stated opportunities for the development of social virtues as the reason for the inclusion of both sexes in the group. Boys and girls if allowed to mix freely will be able to understand each other better. This is expressed by 62% of older and 32% of younger adolescents. Around 50% of adolescents feel that the inclusion of both boys

Table 42. Percentage Frequencies of Reasons for the inclusion of
both Sexes in a Group

Sr. No.	Reasons	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %	Total
1.	Equal rights and opportunity for growth and development	24	25	26	22	32	16	24
2.	Understanding difficulties, exchange of views.	33	61	51	42	62	32	47
3.	Friendship, cooperation, Social virtues and character	64	65	57	73	71	59	65
4.	Selection of life partner, avoiding sex differences, shyness and inferiority.	13	15	20	8	17	12	14
5.	Social reforms and change in customs.	2	3	2	2	3	1	2
6.	Progress of females.	10	9	10	9	14	5	9
7.	Happiness, success and progress of the group.	47	50	53	44	47	50	48

and girls in the group would bring happiness and success in their life. On the whole, it appears that opportunities for the development of social virtues has been cited as the most frequent reason for the inclusion of both boys and girls in a group.

Just out of curiosity, it was thought by the investigator that the reasons for not including both sexes though stated by very few adolescents should also be examined. The Table 43 is prepared for this purpose.

Though these reasons are mentioned by some adolescents, they are worth examining. Interference with group activities, increase in the differences of opinions and consequently exchange of words and fear of spoiling one's life, have been stated by slightly more than 20% of boys. Similarly 18% of rural and 24% of urban adolescents have mentioned that there would be more bitterness among the members of the group. Slightly more than 20% of rural adolescents have mentioned that the inclusion of both sexes would create interference and that there would be more unhappiness. It is also observed from the table that slightly more than 20% of the younger adolescents have mentioned interference, differences of opinions and fear of spoiling the future as the reasons for non-inclusion of both sexes in a group.

Table 43. Reasons for Non-Inclusion of Both Sexes in a Group

Sr.No.	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %	Total
1. Curtailment of freedom and happiness	18	9	11	15	8	18	13
2. Interference in work, progress and decision making.	24	10	13	21	13	22	17
3. Undesirable behaviour, impression, thoughts and effects.	9	5	7	8	4	10	7
4. There are natural differences between boys and girls.	7	5	7	4	5	7	6
5. Waste of money, time and energy.	3	1	2	2	2	2	2
6. Increases roudiness, quarrels, differences of opinion and jealousy.	21	21	24	18	9	33	21
7. Falling in love, consequent unhappiness and ruining of life.	22	13	11	25	10	25	18
8. Prestige of family is damaged.	3	-	-	4	2	2	2
9. Criticism by layman, narrow minded and backward society.	3	9	7	5	4	9	6

Besides, all adolescent subjects were asked to give their views about the size of the group. Each subject reported the size by mentioning the total memberships in a group. The median value of the size of the group was then calculated for each sub-group of adolescents.

Table 44. Median Values for the Size of the Group

	Boys	Girls	Urban	Rural	Older (College)	Younger (School)
Median Values	26	27	28	25	26	21

The various median values as seen from the above table fall between 21 and 28. This shows that a smaller group is preferred by most of the adolescents. Both boys and girls indicate that the total number of members in a group should be 26 or 27. Similarly, urban and rural groups also believed that the size of the group should not be more than 28. Older and younger adolescents are also of the opinion that the total strength of the group should be 26 or 21. On the whole, as it appears, all adolescents are of the opinion that the size of the group should be reasonably small.

Adolescent subjects were also asked to indicate the age of persons to be included in a group. Here also as in the case of group size, median age was calculated. The results are shown below :

Table 45. Median Age of the Members of the Group

	Boys	Girls	Urban	Rural	Older (College)	Younger (School)
Median Age	19.4	19.4	19.4	19.4	20.0	19.4

Surprisingly, there is a very little variation in the age of members to be included in the group. All sub-groups except older adolescents group have suggested that the age of the members to be admitted to the group should be 19 years. The actual age of older adolescents is from 17 to 19 years and the age suggested by them for the members to be included in a group is 20. Thus most of the older adolescents prefer persons as members in a group who are slightly older in age. Similarly, the age range of the younger adolescent subjects is from 13 to 15 years and the age suggested by them for the members to be included in a group is 19 years. Here also, as in the case of older adolescents, the age of members to be included in the group is slightly more than the age of the respondents. Thus, older and younger adolescent subjects prefer higher age than their own age. This, perhaps, indirectly suggests that adolescent subjects like to follow the directions coming from persons who are slightly senior to them in age.

Upto this point, the discussion on group life of adolescents was centered around such things as activities which should be considered for the group, inclusion of both sexes in the group, group size and the age of members of the group. Besides, two more questions were framed for obtaining information concerning decision making process. The first question asked the adolescent subjects to indicate how decisions should be taken about the activities of the group. The second question ~~was~~ asked the adolescent subjects to suggest the method of solving problem that may arise in a group situation. The results are shown in the Table 46.

Four different possibilities were presented to the subjects. As seen from the table, most of the adolescents in various sub-groups believe that the decisions should be taken by considering the opinions of the majority. However, some adolescents, though in minority, are of the opinion that the decision should be taken by the leader of the group or with the help of other experts. This observation provides an evidence for the strong 'we feeling' among adolescent subjects.

The next question is pertaining to how the problem situation should be tackled by the group of adolescents. The subjects were asked to state whether the solution should

Table 46. Methods of Decision Making

Sr.No.	Methods	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %	Total
1.	By leader	5	6	5	6	3	8	5
2.	By majority	78	77	83	73	83	73	78
3.	By experts	17	16	12	20	13	19	16
4.	By postponement or indecision	-	1	-	1	1	-	1

Table 47. Methods of Solving Problems that may arise in a group

Sr.No.	Methods	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %	Total
1.	By co-operative efforts	92	91	92	91	92	91	91
2.	By asserting one's own point	2	1	1	3	2	2	2
3.	By Indifference	1	2	2	1	1	2	2
4.	By sacrificing	5	6	5	5	5	5	5

be achieved by co-operative efforts of all the members, or by asserting one's own point of view or by remaining indifferent to the problem or by sacrificing something in the interest of the group. The results are presented in Table 47.

As seen from the table, the great majority of adolescents feels that the solution should be reached by co-operative efforts of all the members of the group. A very few adolescents believe that the problem situation should be handled by asserting one's own view point or by remaining indifferent or by sacrificing in the best interest of the group. If the group is to function effectively, it is essential that all members should meet and co-operate while taking important decisions or solving problems which arise from time to time. Exactly the same thing is revealed in various sub-groups of adolescent subjects.

6.3. Significance of Group

If adolescent subjects are asked to state reasons for becoming members of certain groups, some of the typical answers that could be expected are: ' because I like to do things which others are doing ' or ' because most of the boys and girls are usually together ' or ' because I can learn many things from the group.' Apart from this, it is quite reasonable to assume that adolescents are able to

satisfy many of their needs which are thwarted at home⁹. In this section, the psychological satisfaction that is offered by the group for certain needs is studied. For this purpose, eight different needs were considered as follows :

1. Desire to do something new and different,
2. Desire to be independent,
3. Desire to compete with others,
4. Need for security,
5. Desire to get success,
6. Desire to be accepted and approved by others,
7. Opportunity for influencing others,
8. Desire to mix freely with others.

The question of interest to the investigator, here, is to know the extent of opportunities provided by the family, the school and the group of friends for the satisfaction of various needs. For this purpose, a statement was framed for each need, asking the adolescent subjects to indicate the degree to which they are able to satisfy the underlying need around home, at school or college and in the company of friends. The first statement for the desire to do something new and different reads as follows :

'I feel bored and want to do something new and different.'
The subjects were asked to indicate the extent to which they felt that way, around home, at school or college and in the company of friends.

Though the subjects were asked to respond by selecting any one of the four categories, the responses were grouped into two categories only. The first two categories viz., 'never' and 'sometimes' were combined to indicate low degrees of response. Similarly, the last two categories viz., 'many times' and 'always' were combined to indicate high degree of response. These two categories were then labelled as NO and YES with 'NO' indicating that the response is either rarely present or completely absent and 'YES' indicating that the response is present either most of the time or always. The results are presented in the following table :

Table 48. Percentages for the Yes and No Answers
for the Feeling of Boredom

	Around Home		At School or College		In Group of Friends	
	YES %	: NO %	YES %	: NO %	YES %	: NO %
Boys	50	50	25	75	30	70
Girls	52	48	28	72	30	70
Urban	53	47	28	72	30	70
Rural	48	52	25	75	30	70
Older (College)	46	54	31	69	36	64
Younger (School)	56	44	23	77	24	76

As seen from the table, 50% of boys reported that they never feel bored at home and the remaining 50% said that they feel it most of the time. Similarly, 75% of boys never feel bored at school and 70% of boys never feel bored in the group of friends. It is, thus, clearly observed that boys have mixed feelings for home but they always like school atmosphere and the group of friends. In the case of girls, 48% of them have shown liking for home, while slightly around 70% of them have shown liking for the school and the company of friends. Like boys, most of the girls never feel bored at school and in the company of friends. The results are similar in the case of rural and urban adolescents. As seen from the table, most of the urban and rural adolescents never feel bored when at school or in the group of friends. Feeling of boredom at home is experienced by 46% of older as against 56% of younger adolescents. The school and the group of friends are liked by slightly more than 60% of older adolescents. Around 75% of younger adolescents like the school and the group of friends. On the whole, it appears that home is not liked by many adolescents but school and the group of friends are liked by most of them. Dislike for home may, thus, be regarded as one of the reasons for joining the club.

Desire to become independent was studied by asking adolescent subjects to indicate the extent to which they feel

that way around home, at school and in the group of friends. The results for the various sub-groups of adolescents are shown below :

Table 49. The Degree of Independence Experienced by Adolescent Subjects around Home, at School and in the Group of Friends

	Around Home		At School or College		In the Group of Friends	
	YES %	NO %	YES %	NO %	YES %	NO %
Boys	68	32	46	54	58	42
Girls	65	35	47	53	61	39
Urban	77	23	43	57	60	40
Rural	61	39	44	56	58	42
Older (College)	66	34	42	58	60	40
Younger (School)	67	33	50	50	68	32

It is seen from the table that more than 60% of boys and girls experience independence at home and slightly more than 40% of them experience it at school. Slightly less than 60% of boys and slightly more than 60% of girls experience independence in the group of friends. In comparison with home and the group of friends, school does not provide opportunities to do things independently. However, such opportunities are available more at home than in the group of friends.

In case of urban and rural adolescent subjects, it is seen that slightly less than 80% of the urban and slightly more than 60% of rural adolescents experience freedom to do things on their own at home. Nearly 60% of these adolescents feel that they have freedom to do the work they like in the group of friends. Only 43% of urban and 44% of rural adolescents feel free to do things on their own at school. Regarding feeling for independence in the case of younger and older adolescents, it is seen that more than 60% of them feel a great deal of independence at home and in the group of friends. Only 42% of the older and 50% of younger adolescents feel that school offers freedom to allow them to do the things on their own. On the whole, it is seen that home and the group of friends provide opportunities for independent work to a greater proportion of adolescent subjects, than does the school.

The desire to compete with others is one of the important motives in the life of adolescents. Since we are living in a highly competitive society where achievement and hard work are valued to a considerable extent in evaluating the competence of a person, it is necessary to know the situations which facilitate competition. Adolescent subjects were asked to indicate the extent to which they feel the desire to compete for better results around home, at school or in the group of friends. The results are presented below :

Table 50. The Extent of ~~the~~ Desire to Compete for Better Results

	Around Home		At School or College		In the Group of Friends	
	YES %	NO %	YES %	NO %	YES %	NO %
Boys	71	29	80	20	66	34
Girls	76	24	83	17	70	30
Urban	77	23	82	18	73	27
Rural	71	29	82	18	63	37
Older (College)	71	29	80	20	69	31
Younger (School)	75	25	84	16	66	34

Looking to the above results, it is seen that more than 70% of adolescents in all sub-groups like to compete with others when at home. Similarly, 80% or slightly more than 80% of adolescent subjects have the desire to compete when at school. More than 60% but less than 75% of adolescents in various sub-groups desire to compete when in the group of friends. It is, thus, clearly seen that desire to compete is felt more when at home or at school than when in the group of friends. Desire to compete does not, therefore, seem to be the important reason for joining the club.

The desire to know what one should do and what one should not do is important because this knowledge provides security. The more ambiguous the situation, the greater the desire to obtain knowledge concerning what one should or should not do. Adolescent subjects were asked to indicate how much they desired to know the rules when at home or at school or in the group of friends. The results are presented below :

Table 51. The Extent of ~~the~~ Desire to know what one should do or What one should not do in Different Situations

	Around Home		At School or College		In the Group of Friends	
	YES %	NO %	YES %	NO %	YES %	NO %
Boys	70	30	65	35	56	46
Girls	78	22	67	33	62	38
Urban	76	24	64	36	57	43
Rural	66	34	62	38	60	40
Older (College)	70	30	68	32	63	37
Younger (School)	67	33	64	36	51	49

It is seen in the above table that the desire to know what one should or should not do is felt by more than 66% of the cases in various sub-groups when they are at home. More than 62% of adolescents want to know what they should or

should not do when at school. Slightly more than 50% but less than 65% of the adolescent subjects in different sub-groups like to know what they should or should not do when they are in the group of friends. In order of priority in each sub-group, home is first, school is second and the group of friends is third. Desire to know about one's roles is felt more at home than at school and more at school than in the group of friends. To a certain extent, this desire may be one of the reasons for joining the group which provides knowledge concerning one's roles and thereby promoting security.

Adolescent subjects may feel frustrated when they are not able to do certain things the way they want to do. Repeated frustration may lead to indifference and avoidance. The group of friends may provide outlets under such experiences of frustration. Adolescent subjects were asked to indicate how much frustrated they feel when at home, at school or in the group of friends. The results are shown in the following table:

Table 52. Feelings of Frustration when Unable to Succeed

	Around Home		At School or College		In the Group of Friends	
	YES : %	NO %	YES : %	NO %	YES : %	NO %
Boys	50	50	51	49	45	55
Girls	52	48	54	46	49	51
Urban	51	49	54	46	47	53
Rural	51	49	52	48	48	52
Older(College)	55	45	55	45	47	53
Younger(School)	50	50	51	49	46	54

As seen from the table, feelings of frustration resulting from inability to do the work the way one wants to do at home is experienced by slightly more than 50% of adolescent subjects. More than 50% of adolescents feel frustrated in the school when unable to do the work the way they want to do. Such feelings of frustration are observed in slightly more than 40% of adolescents in all sub-groups when they are in the group of their friends. Thus, it is evident that frustration resulting from failure to do the work in a certain manner is experienced more at home or at school than in the group of friends.

This feeling of frustration may, therefore, be regarded as one of the reasons for joining the club by adolescent subjects. One of the strong desires that is felt by adolescents is the desire to be accepted and approved by the peers. The adolescent subjects were asked to indicate the extent to which this desire is felt when at home or at school or in the group of friends. The results are presented below :

Table 53. The Extent of ~~the~~ Desire to be Accepted and Approved by the Peers

	Around Home		At School or College		In the Group of Friends	
	YES %	NO %	YES %	NO %	YES %	NO %
Boys	35	65	50	50	59	41
Girls	30	70	43	57	41	59
Urban	31	69	44	56	48	52
Rural	34	66	49	51	48	52
Older (College)	30	70	46	54	46	54
Younger (School)	36	64	47	53	50	50

As seen from the table, the desire to be accepted and approved by others is experienced by slightly more than 30% of the cases when they are at home, slightly more than 40% of cases when they are at school and less than 60% but more than 41% of the cases when they are in the group of friends. It is also seen that 59% of boys as against 41% of girls feel the desire to be approved by the peers when in a group of friends. On the whole, it appears that the desire to be approved and accepted by peers is felt less at home than at school or in the group of friends.

Opportunity for influencing others is another significant dimension to be considered while understanding the motivation of adolescents in joining clubs. It is true that while some adolescents are not able to influence others, many would feel the need for other persons to pay attention to them. Every adolescent is trying to seek situations which may provide opportunities to influence others. Adolescent subjects were asked to indicate to what extent they feel the need for meeting other persons who might listen to their views. The results are presented in the following table :

Table 54. The Extent of the Need for Influencing Others

	Around Home		At School or College		In the Group of Friends	
	Yes %:	NO %	YES % :	NO %	YES% :	NO%
Boys	49	51	50	50	72	28
Girls	45	55	50	50	57	43
Urban	55	45	52	48	64	37
Rural	39	61	50	50	52	48
Older (College)	43	57	51	49	61	39
Younger (School)	48	52	51	49	59	41

Looking to the table, it is seen that more than 40% of boys and girls feel that others should pay attention to their views when at home. Similarly, 50% of boys and girls feel that others should pay attention to them at school while 72% of boys and 57% of girls feel that others should pay attention to them when in the company of friends. Thus, the need for contact with others who might pay attention to them is felt by a greater proportion of boys when in the company of friends. The need for influencing others is felt by a greater proportion of urban adolescents when at home and by slightly more than 50% of urban and rural adolescents when at school. Considering older and younger adolescents, it is found that the need for others who might pay attention to them is felt more at school than at home. Moreover, this need is felt more in the group of friends than at school. On the whole, most of the adolescent subjects feel the need for influencing others or the need for having others to pay attention to their views, more in the group of friends than at school and more at school than at home. Thus, group of friends provides better opportunities for influencing others. Opportunities for the expression of this need may thus be considered as one of the important reasons to join the group.

The need for having more friends to play with is felt by most of the adolescent subjects. In order to know the extent to

which this need is felt by them around home, at school and in the company of friends, they were asked how often they feel that way. The results are shown in the following table :

Table 55. The Extent of Desire for having Friends to Play With

	Around Home		At School or College		In the Group of Friends	
	YES %	NO %	YES %	NO %	YES %	NO %
Boys	26	74	53	47	62	38
Girls	37	63	59	41	54	46
Urban	38	62	54	46	56	44
Rural	30	70	61	39	60	40
Older (College)	35	65	59	41	57	43
Younger (School)	35	65	57	43	61	39

Looking to the above table, it is seen that except in the case of boys, the need for having more friends to play with is felt by slightly more than 30% of adolescents in various other sub-groups when at home. More than 50% of adolescent subjects like to have more friends to play with when at school or in the group of friends. The results, however, are quite contrary to the expectations. The investigator feels that this question might have been understood in a different context by the adolescent subjects.

The fact that a greater proportion of subjects desire to have more friends to play with, especially when they are at school, or in the group of friends may be interpreted to mean that most of the adolescents like to be with friends. Such opportunities for meeting friends and remaining with them are available at school and in the group of friends. It is probably due to this reason that most of the adolescents have said that they like to have more friends to play with in these situations.

6.4. Student Unrest

Student indiscipline cannot just be considered as an exhibition of youthful exuberance. Similarly, it cannot be explained away as the foul work of interested outsiders who are constantly trying to fish in the troubled waters of student unrest. Student unrest which is expressed through ugly manifestations of indisciplined behaviour is a cultural, economic, sociological, and educational problem^{10,11}. Whenever the indisciplined behaviour becomes uncontrollable inquiries are made, committees are formed, conferences are held, and through such means the causes are traced and measures suggested. These measures include all possible factors that are directly or indirectly involved in the phenomenon. The various causes that have been suggested so far by various committees appointed to investigate the phenomenon, could be grouped in the

following categories^{12,13,14,15,16,17,18}.

- (a) Student themselves,
- (b) Teachers,
- (c) Administrators,
- (d) Parents and Public,
- (e) Political parties,
- (f) Miscellaneous including general, environmental influences.

These and many more categories involving fine discriminations may be suggested. The layman and sometimes even the expert members have a tendency to oversimplify and exaggerate one or two immediate aspects of the situation. Looking from another angle, a big gap exists between values held by adolescent boys and girls and those held by adults. In order to know the causes of such behaviour, adolescent boys and girls residing in rural and urban areas were asked to indicate to what extent they think the various categories of reasons mentioned above are important. The tables below indicate the views of adolescents regarding indiscipline among them.

Table 56. Percentages of ~~the~~ Personal Reasons for Unrest and Indiscipline among Students

Response category	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %	Total %
Never	10	12	11	11	8	14	11
Sometimes	59	57	58	58	53	63	58
Manytimes	31	31	31	31	39	23	31
Total	100	100	100	100	100	100	100

Frustration, conflict, lack of interest in the work and emotional immaturity are some of the personal reasons for unrest and indiscipline among students. Looking to the table, it is seen that slightly more than 50% of the subjects feel that personal reasons like the ones mentioned above are responsible to a certain extent for indiscipline among them. At the same time, slightly more than 30% of the adolescent subjects in all the sub-groups except the sub-group of younger adolescents think that personal reasons are responsible for misbehaviour to a greater extent. On the whole 58% of the adolescent subjects feel that personal reasons alone, to a certain extent, determine misbehaviour among them.

Table 57. Percentages of the Social Reasons for Unrest and Indiscipline among Students

Response category	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %	Total %
Never	11	12	13	10	9	14	11
Sometimes	57	57	56	58	59	55	57
Many times	32	31	31	32	32	31	32
Total	100	100	100	100	100	100	100

Among the social reasons are included such things as rigid social structure, old fashioned customs, authoritarian atmosphere, instability in social groups and the like. When

asked to indicate to what extent these reasons are responsible for the misbehaviour of students, more than 55% of adolescents said that these reasons are responsible to a considerable extent. Slightly more than 30% of them said that social factors are responsible to a very great extent.

Table 58. Percentages of the Economic Reasons for Unrest and Indiscipline among Students

Response Category	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %	Total %
Never	18	15	18	15	15	18	16
Sometimes	52	57	58	51	51	58	55
Many times	30	28	24	34	34	24	29
Total	100	100	100	100	100	100	100

It is believed by many that economic factors play a significant role in causing indiscipline among students. Economic factors like poverty, unemployment, poor family conditions, etc., may lead to frustration which in turn may lead to aggression. When asked to indicate to what extent these factors should be considered responsible for misbehaviour, more than 50% of adolescents said that most of the time indiscipline is not the result of frustration arising out of economic instability. It is also seen that

slightly more than 20% of adolescents feel that economic reasons are responsible to a considerable extent. On the whole, most of the adolescent subjects feel that indiscipline is not due to economic deprivations as it is generally thought by some people.

Table 59. Percentages of the Educational Reasons for Unrest and Indiscipline among Students

Response Category	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %	Total %
Never	13	18	17	14	14	17	15
Sometimes	56	51	55	52	51	56	54
Many times	31	31	28	34	35	27	31
Total	100	100	100	100	100	100	100

Low educational standards, lack of pupil-teachers contact, lack of ambition among students and lack of interest in work, are some of the educational reasons leading to misbehaviour. Looking to the table, it is seen that slightly more than 50% of the adolescent subjects are of the opinion that these reasons are responsible for misbehaviour to a certain extent. Around 30% of the adolescent subjects think that educational factors are responsible to a great extent for indiscipline among students.

Table 60. Percentages of the Political Reasons for
Unrest and Indiscipline among Students

Response category	Boys %	Girls %	Urban %	Rural %	Older (College) %	Younger (School) %	Total %
Never	9	19	15	13	12	16	14
Sometimes	57	60	57	60	57	60	59
Many times	34	21	28	27	31	24	27
Total	100	100	100	100	100	100	100

Political parties have been held responsible for student agitation by many. In order to know the influence of such political parties on student indiscipline, adolescent subjects were asked to indicate the extent to which political parties exert their influence on students. The results in the above table indicate that the influence of political parties is not a major reason for the indiscipline among students. Around 30% of the subjects have said that indiscipline is, to a great extent, due to the influence of political parties.

It is quite interesting to note here that all possible reasons postulated by various thinkers and investigators were included in this investigation for the purpose of knowing the views of adolescent subjects. Surprisingly, not a single reason has been regarded by a majority of the subjects to be

crucial in causing indiscipline. At the same time, most of the adolescents feel that the various reasons mentioned above may be responsible to some extent. It could be said here that the adolescent subjects are in a confused state and hence unable to decide about the genuine reasons leading to indiscipline. No definite reasons are stated by students even when they are contacted individually. Such a confused state which is prevalent in a vast majority of students, requires a serious thought.

6.5. Summary

Knowledge about groups of which adolescents are members, serves as an important source of information for understanding their behaviour. Opportunities are provided by these groups for the satisfaction of many of their needs. This area of behaviour is studied by asking adolescent subjects to indicate what activities they would prefer for their own group. In addition, they are asked to give their opinions about the group size, rules regarding membership, age of the members and the method of solving problems. Differences in activity preferences were well marked in the various sub-groups of adolescents. Most of the adolescents are of the opinion that both boys and girls should be included in a group. Opportunities for better understanding, development of social virtues and development of character are cited

as reasons for the inclusion of both the sexes in a group. Regarding the size of the group it was found that a reasonably small size (less than 30 members) is preferred by the majority of adolescents. As regards the age of the members of the group, most of the adolescents believed that it should be around 19 years. Group discussion seemed to be the most desirable method for the solution of problems arising from time to time in groups of adolescents. As noted above, adolescents join groups for the satisfaction of many of their needs. In order to know the extent of opportunities provided by the family, the school and the group of friends for the satisfaction of their needs, adolescents were asked to indicate how often they feel in a certain manner in different situations. Feeling of boredom at home, desire to know the rules of conduct, feelings of frustration, desire to be accepted and approved by the peers, desire to influence others and desire for friends to play with were some of the reasons for joining groups. The problem of student unrest was studied by asking adolescent subjects to indicate the relevance of some of the reasons suggested by different investigators. It was found that most of the adolescents are in a perplexed state and hence unable to give concrete reasons.

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