

CHAPTER VII

DEVELOPMENT OF THE SELF

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- 7.1. Introduction
- 7.2. Problems Causing Worries
- 7.3. Sex Information
- 7.4. Sources of Sex Information
- 7.5. Universal and Personal Values
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The major theme of the preceding chapter was to discuss the problem of peer relationships in the life of adolescent boys and girls and the kind of things they like to do with their friends in an organised group or a more informal neighbourhood gang. The problem of student unrest was also discussed by considering the views of adolescent subjects. This chapter will present the findings regarding problems causing worries to adolescent boys and girls. The problem areas covered are as follows :

- (a) Physical Health
- (b) Love and Affection
- (c) Family and Economic Problems
- (d) Mental Health
- (e) Present Education
- (f) Recreational Outlets
- (g) Personal Appearance
- (h) Future
- (i) One's own nation and
- (j) Social Adjustment.

Adolescents are greatly concerned with problems pertaining to sex and heterosexual relations but the sources of obtaining information about these problems are highly inadequate. In India, sex is a taboo. No Indian adolescent is allowed to talk or read freely about sex. According to most of the personality theorists improper sex development is the root of many psychological difficulties. This chapter reports findings concerning sex information and sources of sex information. In addition, it also discusses the universal and personal values held by adolescents. Value is a belief about what is desirable and what is undesirable. Values reflect the culture of a society and are widely shared by the members of the culture. If the individual accepts a value for himself, it may become a goal for him. Values that are attached to things and ideas influence profoundly attitudes with respect to those things and ideas¹. In this chapter the relation between a set of universal values and a set of corresponding personal values is discussed for various sub-groups of adolescent subjects.

7.2. Problems Causing Worries

Adolescence, as has already been emphasised earlier, is a period of variable time span between puberty and adulthood. Despite the fact that personality is a continuous process,

adolescence is a unique stage in this process of development which results partly due to the changes in physical development and partly due to change in the social status of an individual.

This general process of change may be uniform in different cultures but the particular problems and the amount of stress experienced in relation to these problems may very considerably from one culture to another. The problems occurring at this time will be different for different individuals due to their own peculiar physical and psychological make-up and the social environment in which they are developing. The expectations of the adults and the amount of authority exercised by various social groups will, to a considerable extent, determine the types of problems the young adolescent will encounter. Despite the fact that there are highly specific problems for different individuals, it is assumed in the present study that there are number of common problems which are shared by groups of adolescent boys and girls. As Ausubal² has remarked, 'if adolescents as a group tend to feel, learn, think, or act in certain characteristic ways, if they present certain common problems of adjustment simply because they are passing through the same developmental period, it behooves all persons who have dealings with them to acquire some understanding

of the psychology of adolescence.'

Some psychologists have emphasised the changing need of a young person for dependence and independence. Others have emphasised that there are developmental tasks which must be met in order to face the problems in early adulthood. Robert Havighurst³ has listed ten such developmental tasks for American youth. S.M.Corey⁴ has also tried to group these developmental tasks into five categories, viz.:

1. Learning to accept and come to terms with his own body.
2. Learning an appropriate sex role.
3. Establishing his independence from adult domination.
4. Achieving adult economic status.
5. Developing a system of values.

Several studies in ~~the~~ U.S.A. and ~~in~~ England have shown that adolescents do have problems that trouble them. The problems faced by adolescents in ~~the~~ U.S.A. and England have been grouped by G.J.Roswell and Herbert I. Harris⁵ in the following categories :

- a. Gaining prestige and recognition.
- b. Matters associated with sex.
- c. Acquiring independence.

The question of interest here is to know whether the developmental tasks mentioned above are also developmental tasks for Indian adolescents. Since problems are influenced

by specific conditions, it is hypothesised that problems differ with sex, age and area of residence. Adolescent subjects were asked to indicate by putting a tickmark on a four-point scale with the first category denoting total absence of the problem and the last category denoting its full presence, the extent to which each one of the ten problems worries them.

The four problem categories were reduced to two by combining the first two and the last two categories for the sake of convenience. The first category indicates that the problem is rarely experienced and the second category indicates that the problem is experienced most of the time. The results about the various sub-groups of adolescents are shown below :

Table 61. Problems of Physical Health Faced by Adolescent subjects.

| Response category | Boys % | Girls % | Urban % | Rural % | Older (College) % | Younger (School) % | Total % |
|-------------------|--------|---------|---------|---------|-------------------|--------------------|---------|
| Rarely | 44 | 56 | 59 | 41 | 52 | 41 | 49 |
| Most of the time | 56 | 44 | 41 | 59 | 48 | 59 | 51 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

As seen from the table, 56 per cent of boys and 44 percent of girls worry about the problem of their physical

health. Similarly, 59 per cent of rural adolescents and 41 per cent of urban adolescents are bothered with the same problem. Comparing older with younger adolescents, it is found that 59 per cent of younger adolescents and 48 per cent of older adolescents worry about their physical health. On the whole, it is observed that approximately 51 per cent of the adolescents are bothered about the problem of physical health.

Table 62. Problems of Love and Affection faced by Adolescent Subjects

| Response category | Boys % | Girls % | Urban % | Rural % | Older (College) % | Younger (School) % | Total % |
|-------------------|--------|---------|---------|---------|-------------------|--------------------|---------|
| Rarely | 73 | 94 | 84 | 83 | 81 | 86 | 84 |
| Most of the times | 27 | 6 | 16 | 17 | 19 | 14 | 16 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

As regards the problem of love and affection, it is seen from the above table that more than 70 per cent of adolescents in various sub-groups do not worry about it. This finding is rather strange in view of the fact that boys and girls in Indian societies are generally not allowed to mix

freely, at least at the school level.

Table 63. Problems of Family and Economic Conditions,
faced by Adolescent Subjects

| Response category | Boys % | Girls % | Urban % | Rural % | Older (College) % | Younger (School) % | Total % |
|----------------------|-----------|------------|------------|------------|-------------------------|--------------------------|------------|
| Rarely | 41 | 53 | 62 | 36 | 42 | 53 | 48 |
| Most of the times | 59 | 47 | 38 | 64 | 58 | 47 | 52 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Economic problems and problems pertaining to economic conditions of the family are experienced by 59 per cent of boys and 47 per cent of girls. These problems are felt more by rural than by urban adolescents. Moreover, older adolescents are troubled more by these problems than younger adolescents. On the whole, it is seen that economic conditions of the family cause worry to approximately 52 per cent of adolescents. The difference between rural and urban adolescents is striking as far as economic problems are concerned.

Table 64. Problems of Mental Health faced by adolescent subjects

| Response category | Boys % | Girls % | Urban % | Rural % | Older (College) % | Younger (School) % | Total % |
|----------------------|-----------|------------|------------|------------|-------------------------|--------------------------|------------|
| Rarely | 57 | 52 | 63 | 45 | 58 | 51 | 54 |
| Most of the times | 43 | 48 | 37 | 55 | 42 | 49 | 46 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Keeping good mental health is a problem which is faced by 43 per cent of boys and 48 per cent of girls. Similarly, 55 per cent of rural adolescents as compared with 37 per cent of urban adolescents worry about this problem. Comparing older with younger adolescents, it is seen that 49 per cent of younger and 42 per cent of older adolescents are bothered with the problem of keeping sound mental health. One the whole, this problem is felt by only 46 per cent of adolescents.

Table 65. Problems of Present Study faced by Adolescent Subjects

| Response category | Boys % | Girls % | Urban % | Rural % | Older (College) % | Younger (School) % | Total % |
|-------------------|-----------|------------|------------|------------|-------------------------|--------------------------|------------|
| Rarely | 30 | 17 | 31 | 14 | 26 | 23 | 23 |
| Most of the times | 70 | 83 | 69 | 86 | 74 | 77 | 77 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

The problem of present study seems to be the most important problem to most of the adolescents. Adolescent subjects were asked to indicate whether they worry about reading, getting through the examination, books, place of reading, time available for reading etc. It has actually been observed that 70 per cent or more of adolescents in various

groups worry about this problem. On the whole, this problem is felt by 77 per cent of adolescents. This seems to be a problem which demands a great deal of attention from educators.

Table 66. Problems of Recreational Outlets faced by Adolescent Subjects

| Response category | Boys % | Girls % | Urban % | Rural % | Older (College) % | Younger (School) % | Total % |
|-------------------|--------|---------|---------|---------|-------------------|--------------------|---------|
| Rarely | 46 | 46 | 52 | 39 | 47 | 43 | 45 |
| Most of the times | 54 | 54 | 48 | 61 | 53 | 57 | 55 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

The problem of obtaining facilities for recreation is felt by 54 per cent of girls and an equal percentage of boys. This problem causes a great deal of worry to about 61 per cent of rural as against 48 per cent of urban adolescents. Moreover, 53 per cent of older and 57 per cent younger adolescents are troubled by this problem. On the whole, the problem for obtaining facilities for recreation is experienced by 55 percent of adolescents. The difference between rural and urban adolescents is well marked in this case.

Table 67. Problems of Personal Appearance faced by adolescent Subjects

| Response Category | Boys % | Girls % | Urban % | Rural % | Older (College) % | Younger (School) % | Total % |
|-------------------|--------|---------|---------|---------|-------------------|--------------------|---------|
| Rarely | 80 | 54 | 59 | 55 | 57 | 55 | 60 |
| Most of the time | 20 | 46 | 41 | 45 | 43 | 45 | 40 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

As regards the problem of personal appearance, it is observed that only 20 per cent of boys and 46 per cent of girls are troubled by this problem. In other sub-groups of adolescents, this problem is felt by slightly less than 50 per cent of the cases. The difference between boys and girls is well marked in this case. Most of the boys do not worry about their personal appearance while 46 per cent of girls worry a great deal about it.

Table 68. Problems of Future Life faced by Adolescent Subjects

| Response category | Boys % | Girls % | Urban % | Rural % | Older (College) % | Younger (School) % | Total % |
|-------------------|-----------|------------|------------|------------|-------------------------|--------------------------|------------|
| Rarely | 39 | 68 | 41 | 44 | 35 | 62 | 48 |
| Most of the time | 61 | 32 | 59 | 56 | 65 | 38 | 52 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

As seen from the results in the above table, 61 per cent of boys and only 32 per cent of girls worry about their future life. The difference between boys and girls is well marked in this area. Comparing rural with urban adolescents, it is seen that 59 per cent of urban as against 56 per cent of rural adolescents are confronted with the problem of

future life. Similarly, 65 per cent of older adolescents and 38 per cent of younger adolescents are troubled by this problem. The difference between older and younger adolescents is also well marked. On the whole, it can be said that 52 per cent of adolescents worry a great deal about their future life.

Table 69. Problems of Nation and the World faced
by adolescent subjects

| Response category | Boys % | Girls % | Urban % | Rural % | Older (College) % | Younger (School) % | Total % |
|----------------------|-----------|------------|------------|------------|-------------------------|--------------------------|------------|
| Rarely | 23 | 34 | 28 | 28 | 31 | 25 | 28 |
| Most of the time | 77 | 66 | 72 | 72 | 69 | 75 | 72 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Adolescent subjects were asked to indicate whether they feel concerned about scarcity of things, wars, natural calamities, international relations, etc. Surprisingly, it is found that more than 65 per cent of adolescents in various sub-groups are greatly concerned with these problems. This means that adolescents, irrespective of their age, sex and area of residence are greatly worried for national as well as

international problems. On the whole, 72 per cent of adolescents worry about these problems.

Table 70. Problems of Social Adjustment faced by Adolescent Subjects

| Response category | Boys % | Girls % | Urban % | Rural % | Older (College) % | Younger (School) % | Total % |
|-------------------|--------|---------|---------|---------|-------------------|--------------------|---------|
| Rarely | 45 | 59 | 65 | 48 | 63 | 51 | 57 |
| Most of the time | 46 | 41 | 35 | 52 | 37 | 49 | 43 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Adolescent subjects were also asked to indicate whether they worry about their adjustment with school or college and society. The results indicate that 46 per cent of boys and 41 per cent of girls worry about this problem. The difference between rural and urban adolescents is well marked. Comparing older with younger adolescents, it is seen that 37 per cent of older and 49 per cent of younger adolescents worry about their adjustment in these situations. On the whole, only 43 per cent of adolescents are troubled by the problem of adjustment with school or college and society.

7.3. Sex Information

It has been now clearly recognised that sexual maturity during adolescent period produces well defined changes in the behaviour of an individual. The adolescents experience the attraction towards the opposite sex for the first time. This feeling of attraction and the need for sexual experience have been recognized by psychologists in western countries. In India, however, the attitude towards sex is completely different. In Indian societies, various taboos and inhibitions are imposed on the expression of sex with complete disregard of the phenomenon of natural attraction towards the opposite sex. Sex is always confused with morality, character and religion. In the traditional Indian set up, boys and girls remain away from each other even in school. There are hardly any occasions for them to come closer and to understand each other. At the college level, all of a sudden boys and girls are put together for the first time. This situation creates conflicts. Most of the boys and girls are completely ignorant of sex at home as well as at school. In the case of adolescents, it must be remembered that we are faced with a sexually mature individual who has all the biological sex drives with resulting tensions and the need for sexual release without any socially accepted means of securing direct gratification.⁶ The whole

matter of sex is surrounded by mystery, misunderstanding and direct taboos, yet sexual desires and drives toward a sex object are definitely present in adolescents. The form of response which any adolescent will give toward the satisfaction of his sex desire will of course depend upon the individual, his upbringing and the opportunity afforded by his environment. In some cases, a socially approved sublimation may be adopted, in others mechanical means to satisfy the sexual desires may be adopted, still others will seek recourse to a member of opposite sex. In view of these facts, the importance of an adequate programme of sex education is clearly felt. The preparation of such a programme will obviously depend upon the amount of knowledge about sex that is possessed by adolescents and the sources of obtaining such knowledge. For this purpose a list of twenty terms pertaining to sex was prepared and administered to groups of adolescents with instructions to put tick marks against those words about which they had some information. The total number of words tickmarked was calculated for each subject in each group. Besides, the frequency for each of the 20 words was also calculated. The following table show the results :

Table 71. Mean Number of Sex-Related terms Known to the Subjects

| | Boys | Girls | Urban | Rural | Older (College) | Younger (School) | Total |
|----------------------|------|-------|-------|-------|--------------------|---------------------|-------|
| Mean No. of Terms | 11 | 10 | 10 | 11 | 11 | 10 | 10.5 |

Looking to the above table, it is seen that the mean number of sex related words known to the groups of adolescent subjects does not exceed eleven for any of the sub-groups. The words selected for the purpose were quite simple. Moreover, it was assumed that adolescents must possess a high degree of information about the words. The results clearly indicate that out of the total of twenty words only ten or eleven words on the average are familiar. Secondly, there is very little variation in the number of words known from the group to group. In order to know which words are known to the subjects, percentage frequency was calculated for each word. The results are shown in Table 72.

Looking to the Table 72, it is observed that uterus, kiss, family planning and mother-origin of babies are known to more than 70 per cent of boys. Menstruation, delivery, intercourse, loop, prostitution, semen, abortion and sex drive are known to more than 50 per cent and less than 70 per cent of boys. In the case of girls, only menstruation and family planning are known to more than 75 per cent. The sex related terms known to more than 50 per cent of girls are mother-origin of babies, delivery, breasts, kiss and uterus. The difference between girls and boys in terms of their information about sex-related words is quite considerable.

Table 72. Percentages Indicating Information for each of the Twenty Sex Related Terms for the Sub-Groups of Adolescents

| Sr. No. | Sex Related Terms | Boys % | Girls % | Urban % | Rural % | Older (College) % | Younger (School) % | Total % |
|---------|-------------------------|--------|---------|---------|---------|-------------------|--------------------|---------|
| 1. | Mother-Origin of babies | 81 | 66 | 71 | 77 | 76 | 71 | 74 |
| 2. | Menstruation | 52 | 76 | 55 | 72 | 72 | 56 | 64 |
| 3. | Veneral Diseases | 48 | 35 | 35 | 48 | 35 | 48 | 42 |
| 4. | Delivery | 60 | 62 | 60 | 62 | 67 | 55 | 61 |
| 5. | Testes | 25 | 21 | 18 | 27 | 24 | 20 | 19 |
| 6. | Ejaculation | 46 | 36 | 30 | 51 | 39 | 43 | 41 |
| 7. | Family Planning | 89 | 81 | 84 | 89 | 85 | 87 | 86 |
| 8. | Intercourse | 51 | 20 | 26 | 45 | 41 | 30 | 36 |
| 9. | Loop | 59 | 47 | 53 | 54 | 58 | 48 | 53 |
| 10. | Prostitution | 64 | 50 | 60 | 55 | 61 | 53 | 57 |
| 11. | Masturbation | 41 | 30 | 25 | 46 | 32 | 38 | 36 |
| 12. | Breasts | 46 | 57 | 44 | 59 | 62 | 41 | 52 |
| 13. | Contraceptives | 42 | 31 | 29 | 38 | 41 | 31 | 35 |
| 14. | Semen | 58 | 27 | 35 | 51 | 53 | 33 | 43 |
| 15. | Kiss | 83 | 68 | 74 | 76 | 75 | 76 | 75 |
| 16. | Uterus | 71 | 62 | 65 | 68 | 62 | 71 | 67 |
| 17. | Vagina | 45 | 30 | 31 | 45 | 49 | 26 | 38 |
| 18. | Abortion | 56 | 43 | 46 | 53 | 52 | 47 | 48 |
| 19. | Sex drive | 55 | 47 | 43 | 57 | 47 | 30 | 47 |
| 20. | Homosexuality | 43 | 36 | 31 | 48 | 32 | 47 | 15 |

In comparison to girls, most of the boys are better acquainted with terms like intercourse, prostitution, masturbation, semen and abortion. Girls in comparison to boys, seem to be better acquainted with menstruation and breasts. As regards urban adolescents, mother-origin of babies, family planning and kiss are known to about more than 70 per cent of the subjects. Menstruation, delivery, loop, prostitution and uterus are known to more than 50 per cent of the urban adolescent subjects. More than 70 per cent of the rural adolescents seem to be better acquainted with mother-origin of babies, menstruation, family planning and kiss. The terms delivery, ejaculation, loop, prostitution, breasts, semen, uterus, abortion and sex drive are better known to more than 50 per cent of the rural adolescents. Most of the rural adolescents in comparison to urban adolescents appear to be well acquainted with menstruation, testes, ejaculation, intercourse, breasts, semen, vagina and homosexuality.

As far as older adolescents are concerned, mother-origin of babies, menstruation, family planning and kiss are known to more than 70 per cent of the subjects. The terms known to more than 50 per cent of the older adolescents are delivery, loop, prostitution, breasts, semen, uterus and abortion. More than 70 per cent of the younger adolescents are well aware of

mother-origin of babies, family planning, kiss and uterus. The terms menstruation, delivery and prostitution are known to more than 50 per cent of the younger adolescents. Older adolescents in comparison to younger adolescents seem to be better acquainted with menstruation, delivery, intercourse, loop, breasts, contraceptives, semen, vagina, abortion and sex drive.

On the whole, terms like mother-origin of babies, family planning and kiss are known to more than 70 per cent of the adolescent subjects. Similarly, terms like menstruation, delivery, loop, prostitution, breasts, and uterus are known to more than 50 per cent of the adolescent subjects. The terms testes, and homosexuality are known to less than 20 per cent of the subjects. In general, all sub-groups of adolescent subjects possess moderate degree of information about sex related terms. This is quite evident if the average number of terms known to each group is considered. Secondly, differences due to sex, age and area of residence are well marked at least in the case of some sex related terms. The implication here is that adolescent subjects do require adequate information concerning sex.

7.4. Sources of Sex Information

The question of interest which now arises is pertaining to the sources of obtaining whatever sex information which the adolescent subjects possess. A list of ten different sources was carefully prepared so as to include all possible sources of information. The subjects were asked to indicate the sources of information by putting tickmarks against the names of the sources. The following table shows the results:

Table 73. Sources of Sex Information

| Sources of Sex informa- tion | Boys % | Girls % | Urban % | Rural % | Older (College) % | Younger (School) % | Total % |
|---------------------------------------|-----------|------------|------------|------------|-------------------------|--------------------------|------------|
| Mother | 35 | 66 | 43 | 58 | 44 | 57 | 50 |
| Father | 34 | 22 | 14 | 42 | 19 | 36 | 28 |
| Brother or Sister | 21 | 39 | 23 | 38 | 28 | 33 | 30 |
| Doctor | 63 | 46 | 44 | 66 | 46 | 64 | 55 |
| Teacher | 73 | 47 | 52 | 68 | 51 | 71 | 60 |
| Friends | 90 | 65 | 79 | 77 | 78 | 78 | 78 |
| Reading | 82 | 73 | 77 | 78 | 73 | 82 | 77 |
| Observation | 47 | 38 | 38 | 47 | 36 | 49 | 42 |
| Experience | 42 | 45 | 36 | 51 | 37 | 51 | 43 |
| Cinema | 75 | 64 | 64 | 75 | 62 | 77 | 71 |

Looking to the above table, it is seen that the most common sources of sex information for boys are teacher, friends, books and cinema. These sources have been indicated by more than

70 per cent of boys. Approximately 63 per cent of boys obtained sex information from medical practitioners. In the case of girls, the most common source of sex information is reading books. The other sources which are mentioned by more than 60 per cent of girls are mother, friends and cinema. It should be noted here that 66 per cent of girls and only 35 per cent of boys obtain sex information from their mothers. It is also observed from the table that for the majority of boys medical practitioners and teachers serve as important sources of sex information.

The two common sources of sex information which are mentioned by more than 70 per cent of urban adolescents are friends and reading books. Similarly, teacher and cinema have been regarded as important sources of sex information by more than 50 per cent of urban adolescents. In the case of rural adolescents, the common sources of sex information mentioned by more than 70 per cent of subjects are friends, reading and cinema. The other sources mentioned by more than 50 per cent of rural adolescents are mother, medical practitioners, teachers and personal experience. Thus, for rural subjects, mother, medical practitioners, teachers and personal experience serve as important sources of information.

As regards older adolescents, it is observed that friends and reading are the common sources of sex information which

are mentioned by more than 70 per cent of the subjects. The other sources mentioned by more than 50 per cent of the older adolescent subjects are teachers and cinema. Teachers, friends and cinema serve as common sources of sex information in a majority of younger adolescents. The other sources mentioned by more than 50 per cent of younger adolescents are mother, medical practitioners, and personal experience. The results for the younger and older adolescents clearly indicate that most of the younger adolescent subjects, in comparison to older adolescent subjects, obtain sex information from all the sources.

On the whole, it appears that the common sources of sex information for most of the adolescents are friends, reading and cinema. These sources have been mentioned by more than 70 per cent of the adolescent subjects. Similarly, mother, medical practitioners and teachers have been mentioned as sources of sex information by more than 50 per cent of the adolescent subjects. It should be noted here that father, brother or sister and observation have not been considered as important sources of sex information. Particularly, father is preferred least in all the sub-groups of adolescents. The discussion pertaining to sex knowledge and sources of obtaining such knowledge has revealed certain important facts in this

important area. In view of the importance given to sex awareness during adolescence and restrictions imposed on sex in Indian societies, it becomes necessary to impart adequate sex knowledge to Indian adolescents. Secondly, it is also necessary to see whether adequate sex information is obtained from the proper sources.

7.5. Universal and Personal Values

Values as has been pointed out in the beginning of this chapter, represent beliefs about what is desirable and what is undesirable. The knowledge of values reflects the culture of a society. Values are widely shared by the members of the culture. Universal values are generally defined as those values which have some common meaning. Universal values are the ends or ideals which can be attained by personal values. The development of personal values takes place in such a way that adults often overlook the social significance of this growth trend. Personal values vary considerably among social, religious and community groups. Personal values lead to universal values.

It has been concluded by a number of psychologists that values make an individual perceptually sensitive and receptive toward valued stimuli; and defensive or unreceptive toward threatening or in other ways personally unacceptable stimuli. This process of 'value resonance' has the disadvantages of

blinding an individual about certain events, but has the advantage of helping the individual maintain his values even under undesirable conditions. The adolescent period is the time when an adequate system of values should be developed. Education, moral and religious training, experience and percept should be exploited in every way to help young people build for themselves worthwhile value systems which would prepare them to cope up successfully with the demands and responsibilities of adult living. This principle is basic to the healthy development of youth because values, like other motives, exert considerable influence on the conduct of youth. In view of the fact that values play such an important role in the life of adolescents, an attempt is made to study what universal values and their corresponding personal values are held by the adolescent subjects. Lists of ten universal values and ten corresponding personal values were prepared. Subjects were asked to rank order ten values in each list. The correlation between the two sets of ranks was calculated for each subject by the rank difference method. In addition, for each value in each list the median rank was calculated. The correlation coefficients were transformed into Z and the average Z was calculated for each group of adolescent subjects. This average Z was transformed into correlation coefficient. The Table 74 shows the median ranks of universal values of adolescent subjects.

Table 74. Median Ranks of Universal Values of Adolescent Subjects

| Sr. No. | Personal Values | Boys | Girls | Urban | Rural | Older (College) | Younger (School) | Total |
|---------|-----------------|------|-------|-------|-------|-----------------|------------------|-------|
| 1. | Creativity | 6.5 | 7.1 | 6.7 | 6.5 | 6.6 | 6.7 | 6.9 |
| 2. | Fame | 5.0 | 4.6 | 5.2 | 4.5 | 4.6 | 5.1 | 4.9 |
| 3. | Freedom | 2.9 | 4.3 | 3.7 | 3.4 | 2.7 | 4.4 | 3.8 |
| 4. | Harmony | 5.3 | 5.8 | 6.0 | 5.2 | 5.3 | 6.1 | 5.9 |
| 5. | Love | 4.4 | 5.4 | 5.2 | 4.7 | 4.4 | 5.5 | 4.9 |
| 6. | Power | 7.8 | 7.3 | 7.8 | 7.3 | 7.8 | 7.2 | 7.9 |
| 7. | Quest | 6.3 | 6.3 | 5.9 | 6.7 | 6.9 | 5.7 | 6.5 |
| 8. | Service | 3.5 | 2.9 | 3.2 | 3.2 | 3.4 | 2.9 | 3.3 |
| 9. | Truth | 1.8 | 1.9 | 1.9 | 1.9 | 1.9 | 1.9 | 1.9 |
| 10. | Tolerance | 3.2 | 3.7 | 3.3 | 3.7 | 3.5 | 3.4 | 3.8 |

Turning to the Table 74, it is seen that the first five universal values in the case of boys are truth, freedom, service, tolerance and love. In the case of girls, the first five universal values are truth, service, tolerance, freedom and fame. Thus, there is a great deal of similarity between boys and girls with respect to the universal values they hold. The first five universal values in the case of urban adolescents are truth, service, tolerance, freedom and fame. Similarly, in the case of rural adolescents, the first five universal values are truth, service, freedom, tolerance and fame. Thus, the values held by rural and urban subjects are also the same. The first five universal values held by younger and older adolescents are truth, freedom, service, tolerance and fame. On the whole, it is observed that the universal values considered most important, are more or less the same in all the sub-groups of adolescents. It is also seen from the table that such values as quest, creativity and power are not emphasised.

The Table 75 shows the personal values held by different sub-groups of adolescents.

As seen from this table, the first five personal values held by boys, girls, rural adolescents and urban adolescents are discipline, justice, honour, devotion and adventure. The corresponding universal values are freedom, harmony, fame and

Table 75. Median Ranks of Personal Values of Adolescent Subjects

| Sr. No. | Personal Values | Boys | Girls | Urban | Rural | Older (College) | Younger (School) | Total |
|---------|-----------------|------|-------|-------|-------|-----------------|------------------|-------|
| 1. | Spontaneity | 5.4 | 5.3 | 6.1 | 5.0 | 4.7 | 6.3 | 5.7 |
| 2. | Honour | 3.4 | 2.7 | 3.3 | 2.8 | 3.1 | 2.9 | 3.0 |
| 3. | Discipline | 2.5 | 2.5 | 2.8 | 2.3 | 2.3 | 2.8 | 2.9 |
| 4. | Justice | 2.6 | 3.5 | 3.1 | 2.9 | 2.9 | 3.2 | 2.9 |
| 5. | Devotion | 3.8 | 4.3 | 4.8 | 4.4 | 5.3 | 3.9 | 4.3 |
| 6. | Determination | 4.5 | 5.2 | 5.1 | 5.0 | 4.9 | 5.1 | 4.9 |
| 7. | Adventure | 4.4 | 5.0 | 4.5 | 4.9 | 4.5 | 4.9 | 4.8 |
| 8. | Sacrifice | 4.7 | 5.7 | 5.1 | 5.5 | 4.9 | 5.5 | 4.9 |
| 9. | Sincerity | 6.2 | 7.1 | 6.4 | 6.7 | 6.4 | 7.1 | 6.8 |
| 10. | Humour | 7.4 | 7.9 | 7.8 | 7.7 | 7.6 | 7.6 | 7.9 |

love. The first five personal values held by older adolescents are discipline, justice, honour, adventure and spontaneity and those held by younger adolescents are discipline, honour, justice, devotion and adventure. In general, the personal values held by various sub-groups of adolescents vary considerably from group to group. The least emphasised personal values are humour, sincerity and spontaneity.

As explained above, the relation between universal and personal values was studied by finding the rank difference correlation between two sets of ranks for each subject. The results are shown in Table 76.

As seen from this table, the average correlations between universal and personal values for boys and girls are .91 and .65 respectively. These correlations are positive and sufficiently high. The average correlation in the case of urban group is .96 and that in the case of rural group is -.93. Thus, urban group shows a high degree of positive relationship between universal and personal values. However, the average correlation of -.93 in the case of rural group indicates that the relation between universal and personal values is completely negative. In the case of older adolescents the correlation is +.98 and in the case of younger group it is -.94. Thus, the relation between universal and personal values in the case of younger group is completely negative. The two

negative correlations, one in the case of rural group and the other in the case of younger group, are indicative of the fact that the preferences of universal values are in no way related to the preferences of personal values.

7.6. Summary

Problems causing worries, sex information, sources of sex information, and values held by adolescents are the contents of this chapter. Ten different problem areas were used in order to locate the areas causing worries to adolescents. It was found that slightly around 50% of adolescents are worried about the problems pertaining to their physical health. Another source of worry is economic conditions of the family. The problem of keeping good mental health was experienced by slightly more than 40% of adolescent subjects. Surprisingly the problem of present study was found to be the greater source of worries. This problem is felt by more than 70% of adolescents. The problem of personal appearance is felt by a greater proportion of girls in comparison with boys. Problems pertaining to future life are experienced by slightly more than 50% of adolescents. It was also observed that more than 70% of adolescents worry about scarcity of things, war between nations, and international relations. The problem of adjustment in social situations is felt by about 40% of adolescents.

The area of sex information was studied by presenting a list of 20 sex related terms and asking the subjects to indicate whether they knew about these terms. In addition, they were also asked to indicate the sources of obtaining such information. It was found that most of the adolescents do not possess adequate knowledge of sex. The common sources of obtaining such information were teachers, friends, cinema and reading books. Father was not regarded as the supplier of such information by any group of adolescents.

The relation between universal and personal values was studied by finding correlation by the rank difference method between two sets of ranks given to universal values and to their corresponding personal values. The correlation between these two sets of values is highly negative in the case of rural group and in a group of younger adolescents. In other groups the correlation is positive.

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