

CHAPTER IX

SOME GENERAL CONSIDERATIONS

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Some General Considerations

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9.1. Introduction

In preceding chapters, findings pertaining to behaviour, interest, group life, development of 'self' and interpersonal relationships were reported. This chapter is prepared with two different purposes viz., to discuss adolescent orientations and to make agewise, sexwise and residential areawise comparisons for the various areas of behaviour. The generalized purpose of this chapter is to synthesize various findings of different areas of behaviour. It is worth noting here that the findings of this investigation are presented without any support from similar investigations. The reason is that no study of the type discussed here has been comprehensively carried out in this country. The studies which are available are not of much practical value in the context of the present investigation.

The relevant findings of such studies have been utilized in preceding chapters.

It should also be noted that the present study on adolescents has been carried out by considering seventeen different areas of behaviour. Out of these, those pertaining to radio listening, cinema, reading, activities and thoughts and conversation were considered for studying orientations of adolescent subjects toward adult or adolescent culture. Other areas of behaviour viz., study habits, autonomy, punishment, significance of the group, problems of worries, group involvement, sources of affection and expertness, academic and non-academic interests and use, causes of unrest among students, values, sources of sex information and vocational interest, were included because they constitute significant aspects of adolescent's behaviour. These areas have been grouped under the headings behaviour, interest, group life, development of 'self' and interpersonal relationships. It is believed by the author that these seventeen areas taken together constitute the total sphere of the behaviour of adolescents. The inclusion of the areas of behaviour mentioned above in such a great number is justified by the fact that the present investigation was carried out to obtain as much information as possible about adolescents.

9.2. Adolescents' Orientations

It is generally believed that adolescents concentrate more on their physical and social development than on intellectual development. Excessive attention paid to the former, reflects adolescent orientations while concentration on the latter reflects adult orientations. Adult orientations could be measured by items involving intellectual content and high level skill. Similarly, adolescent orientations could be measured by items involving low level skill and physical social contents. These two criteria viz., level of skill and content were utilized for the selection of the two types of items in five different areas of behaviour. The general procedure was to select items on the basis of the judgments of some competent judges who were asked to judge each item in terms of the amount of skill requirement and the type of contents. The items thus selected were then administered to the subjects who were asked to rate each item on a four point scale. The scores for adult orientations as well as adolescent orientations were based on the summation of separate weights of the respective items. Areawise findings regarding such orientations were reported and discussed in Chapter No.IV. Here these results are synthesized and presented, so as to obtain a generalized view of the nature of adolescent

orientations. The mean scores of high level and low level items for radio listening, cinema viewing, reading, activities and topics of thoughts and conversation are presented below :

Table 87. Mean Scores of High Level and Low Level
Items for Radio Listening, Cinema Viewing,
Reading, Activities and Topics of Thoughts
and Conversation

Mean Score	Radio	Cinema	Reading	Activities	Thoughts and Conversation
High Level	9.84	11.09	12.34	8.73	13.01
Low Level	10.70	9.27	11.98	13.33	10.81

As seen from the table, the mean score of low level items is slightly higher than that of high level items in the case of radio listening. This shows that (in terms of Radio programme) adolescents as a group are oriental toward adolescent culture to a greater extent than they are toward adult culture. The results in the case of cinema viewing show the reverse trend. In this case, the tendency toward adult orientation is slightly greater than the tendency toward adolescent orientation. In the area of reading, the tendency toward adult orientation is slightly

stronger than it is toward adolescent orientation. Curiously enough, adolescents as a group show strong inclination toward adolescent culture than they do toward adult culture in the area of general activities. When asked to indicate the extent to which they engage themselves in various high and low level topics of thoughts and conversation, it was found that adolescents as a group were inclined toward adult culture to a greater extent than they were toward adolescent culture. Considering the overall results, it is observed that there is a strong tendency toward adult orientation in cinema viewing, reading and thoughts and conversation. In the remaining two areas, viz., radio listening and activity the tendency toward adolescent orientation is sufficiently strong. Even in those areas where the tendency toward adult orientation is stronger, there is an inclination toward adolescent culture to a certain extent. Thus, in all the areas of behaviour the tendency toward adolescent orientation and adult orientation is observed. This means as a group, adolescents were not oriented toward one culture while rejecting the other. This finding is contrary to the belief about anti-intellectualism frequently ascribed to some teenagers. If the anti-intellectualism was operating, it did not take the form of avoiding the high level behaviours. The group of adolescents in this study consisted of high school and college subjects; Perhaps, most adolescents with overtly hostile attitudes toward the adult culture drop out

of school or college earlier in their career. Even among those who remained, acceptance of one culture does not imply the rejection of the other.

As mentioned above, the high and low level items were selected on the basis of judgments of some competent judges who were asked to judge each item in terms of content and level of skill requirement. Some additional criteria were also used to provide more justification for the two classes of items. It is quite logical to assume that inter-correlations between scores from the same level of probable cognitive demands will be positive. Secondly, it can also be assumed that the correlations of high level scores with academic interest measure will be positive, whereas the correlations of low level scores will be either close to zero or negative. In order to justify these two assumptions, inter-correlations between areas were calculated separately for boys, girls, younger adolescents, older adolescents, rural adolescents and urban adolescents. Similarly, inter-correlations between areas of behaviour were also calculated by combining all the sub-groups of adolescents. Secondly, areawise correlations between high level scores and academic interest measure as well as between low level scores and academic interest measure were also calculated. The following table presents inter-correlations in the case of boys and girls separately.

Table 88. Inter-Correlations (Sexwise) Between
Areas of Behaviour

Girls	Boys				Thoughts and conversation
	Radio	Cinema	Reading	Activity	
1. Radio		.41	.32	.11	.85
2. Cinema	.13		.48	.57	.36
3. Reading	.27	.54		.15	.44
4. Activity	.04	.33	.18		.24
5. Thoughts and conversation	.20	.33	.31	.16	

Boys : Upper Right

Girls : Lower Left

As seen from the above table, all correlations are positive. The highest correlation in the case of boys is between radio listening and topics of thoughts and conversation. The lowest correlation is between radio listening and activity. In the case of girls too, the correlations are all positive. The highest correlation is between cinema and reading. The lowest correlation of .04 is between radio listening and activity.

The Table below shows inter-correlations between areas of behaviour in the case of rural and urban adolescents.

Table 89. Inter-Correlations (Residential areawise)
Between Areas of Behaviour

Rural	Urban				Thoughts and Con- versation
	Radio	Cinema	Reading	Activity	
1. Radio		.28	.33	.13	.23
2. Cinema	.29		.43	.28	.33
3. Reading	.24	.47		.28	.04
4. Activity	.05	.23	.24		.32
5. Thoughts and conversation	.21	.36	.37	.19	

Urban = Upper Right

Rural = Lower Left

Here also, as in the case of boys and girls, all inter-correlations are positive. In the case of urban adolescents, the correlations range from .04 to .43. The highest correlation in the case of rural adolescents is between cinema and reading. The lowest correlation in this group is between radio and activity. The table below shows similar inter-correlations in the case of younger and older adolescents.

Table 90. Inter-Correlations (Agewise) Between
Areas of Behaviour

Younger	Older				
	Radio	Cinema	Read- ing	Activity	Thoughts and con- versation
1. Radio		.30	.35	.12	.01
2. Cinema	.00		.45	.14	.40
3. Reading	.06	.02		.16	.36
4. Activity	.15	.27	.16		.22
5. Thoughts and conversation	.33	.34	.09	.10	

Older = Upper Right

Younger = Lower Left

Here also, as in the above case, all the inter-correlations are positive. The lowest correlation in the case of older adolescents is between radio listening and thoughts and conversation. The highest correlation of .45 is between cinema and reading. In the case of younger adolescents, the correlations range from .00 to .34. The zero correlation is between radio listening and cinema. The highest correlation of .34 is between cinema and thoughts and conversation. In

the table below, similar inter-correlations are presented for all the adolescents combined.

Table 91. Inter-Correlations (Total) Between Areas of Behaviour

	Radio	Cinema	Read- ing	Activity	Thoughts and con- versation
1. Radio		.30	.32	.16	.22
2. Cinema			.43	.24	.34
3. Reading				.27	.36
4. Activity					.98
5. Thoughts and Conversa- tion					

As seen from the above table, all the correlations are positive and most of these are quite high. The highest correlation of .98 is between activity and topics of thoughts and conversation. The lowest correlation of .16 is between activity and radio listening. All other correlations excepting one, are quite high and positive. These results provide sufficient evidence for the fact that those individuals who stand high in one area of behaviour also tend to remain high in the other area of behaviour.

In order to ensure relevance of the items to pertinent classes, scores for both levels of items were separately correlated with interest in academic courses. These correlations are presented below :

Table 92. Correlations of High Level and Low Level Items Scores with Measures of Interest in Academic Courses

Levels	Radio	Cinema	Reading	Activi- ties	Thoughts and Conversation
High Level Items	.234	.167	.483	.138	.263
Low Level Items	.017	.012	.031	.092	.035

All the correlations in the above table are positive. The lowest correlation of .138 in the case of high level item is between activity scores and interest scores. Though the correlations in the case of high level items are not very high, one can infer that the items included under different areas of behaviour in the name of high level items really belong to that level. It was also expected that the correlations of low level scores with academic interests should be either negative or close to zero. As seen from the table, all correlations though positive, are very low. This also provides an evidence for the inclusion of items

in the ' low level ' category. In general, it is observed that the inter-correlations between areas of high level items are positive. Secondly, the high level item scores are positively correlated with measures of academic interests. Thirdly, the correlations between low level item scores and academic interest scores are positive but these correlations are very low.

9.3. Comparison of Boys and Girls

Adolescent orientations were discussed in a preceding section. In this section, differences due to sex, age and area of residence in the seventeen areas of behaviour have been presented and discussed. Sex difference may be found if the contents of each area of behaviour are examined. In the case of radio listening the five programmes always preferred by quite a good number of adolescent boys are cine-songs and stories, news, lectures, educational programmes and sports commentary. In the case of girls, the same programmes are preferred but instead of lectures, adolescent girls prefer folk dance and songs.

Adolescent boys generally prefer movies involving patriotic themes, adventure and spying, comedy, songs and dance, and educational themes. Girls tend to prefer movies involving patriotic themes, baby topics, comedy, social themes and educational themes.

As regards the area of reading, both boys and girls prefer the same type of literature. The reading materials highly preferred by boys and girls are comedy, factual incidents, news, picture stories and cartoons, and adventure stories. In the area of activities, both boys and girls prefer more or less the same types of activities. The most highly preferred activities by boys are cleaning the room, taking care of younger siblings, beautifying one's own body, attending camps and taking part in games and sports. Girls do not prefer attending camps but instead, they prefer taking part in dance and drama. The topics of thoughts and conversation in the case of boys are news about villages, towns and cities, present education, things which are important in one's own life, games and sports and national and international leadership. The same topics are discussed by girls but in addition, girls also like to talk about schools, colleges, teachers and friends. On the whole, it appears that the preferences of boys and girls are not different in the areas mentioned so far.

Vocational interests were studied by asking the subjects to mention three occupations in order of their preferences. The first three occupations preferred by girls are medicine, teaching and household work. Similarly, the first three occupations preferred by boys are medicine, engineering and army. They were also asked to state

the reasons for their preferences. The reasons stated both by boys and girls are service to the nation, social service and earning more money. Similarly, academic and non-academic interests were measured by asking boys and girls to indicate the courses of study they liked most. The courses most highly preferred by boys are Gujarati language, science, and sports and games. The courses of study most highly preferred by girls are Gujarati language, science, fine arts, and music. Moreover, the subjects of study considered useful by boys are English language, Science and Mathematics. Girls consider Gujarati language, English and Hindi language to be useful. Thus, it is seen that science and Mathematics are not considered useful by adolescent girls.

As regards study habits, it is observed that the study habits of girls are better than those of boys.¹ The importance of home, school and the group of friends was studied by asking boys and girls to indicate the extent to which opportunities are provided for the satisfaction of certain needs. It was observed that feeling of boredom and desire to do something new and different were felt both by boys and girls while at home. Similarly, boys and girls both feel that home provides opportunities for independent activity. Desire to compete is felt both by boys and girls while at school. Desire for the knowledge of rules is felt both by boys and girls while at home. School is seen to be causing

frustration both among boys and girls especially when they are unable to do things which they like. Desire for approval is felt more by boys while in the company of friends and by girls while at school. According to the opinions of boys and girls, gang provides more opportunities for influencing others. Desire to mix with others is experienced more by boys while in the company of friends and by girls while at school. Home, thus, produces feelings of boredom in both sexes. Moreover, boys and girls both have expressed the desire to know rules regarding their own conduct when at home. It should be noted here that though home is not liked by boys and girls and though they are not clear about rules of their conduct, it is perceived as the place which provides opportunities for independent thinking and action. Desire for the approval from peers, opportunity to influence others and desire to mix with others are felt by most of the boys when in the company of friends. In the case of girls, school is perceived as the place which provides opportunities for the satisfaction of the desire for approval and desire to mix with others.

It is also worth noting that desire to compete and feeling of frustration resulting from failure are felt both by boys and girls while at school.

When asked to indicate their preferences for activities for the group, boys mentioned guidance work, helping others, games, sports, organisational activities, picnics and parties. The activities preferred by girls are helping others, guidance work, recreational activities, organisational activities and educational activities. Activities like games, sports and outing are emphasised by most of the boys while educational and recreational activities are emphasised by most of the girls. When asked to give their opinion for the inclusion of both sexes in a group, it was found that most of the girls in comparison to boys were in favour of inclusion of both sexes in a group. When asked to state reasons for the inclusion of both sexes, it was found that reasons like brotherhood, co-operation, understanding difficulties, happiness, success, knowing each other are advanced both by boys and girls. It is also worth noting that both boys and girls believe that the decision for the important problems of the group should be taken in a democratic manner.

Student unrest was studied by asking adolescent subjects to indicate various reasons for it. It was found that personal, social, economic, educational and political reasons were considered to be responsible only to a certain extent by slightly more than 50% of boys and girls. It appears that both boys and girls are not clear about the real causes of unrest among students

Regarding problems of worries, it was observed that boys have relatively more problems than girls. Among the problems commonly faced by them are those pertaining to present study, lack of facilities for recreation, and national and international problems. The problems faced by boys alone are pertaining to family, economic condition, future life and physical health. Thus, the problems faced by boys and girls are not the same.

Analysis of the results in the area of sex, revealed ^{both} that boys and girls ~~have~~ do not possess adequate sex knowledge. Secondly, boys have comparatively better knowledge about sex than girls. Thirdly, boys possess better knowledge of sex-related words pertaining to their own sex while girls possess better knowledge of sex-related words pertaining to their own sex. Among the most common sources of sex information are friends, literature and cinema. Mother is an important source of knowledge for girls while teachers and friends are the most important sources of knowledge for boys. It is significant to note that father is not considered to be the important source of sex information by both sexes. In the area of values, it was observed that the correlation between universal and personal values was much higher in the case of boys than in the case of girls. Among the universal values which are considered most important by boys and girls

are truth, tolerance and service. Among the personal values which are highly preferred by boys and girls are discipline, justice and honour. Considering freedom for doing one's own activities at home, it was found that boys enjoyed more freedom than girls.

When asked to indicate the types of punishment adolescent boys and girls receive from their parents, it was found that most of them receive physical punishment and deprivation of privileges occasionally. Psychological punishment is experienced by them most of the time. It was also found that positive affection is secured from friends by a greater proportion of boys and girls. Most of the boys obtain negative affection from their fathers while most of the girls receive negative affection from their teachers. Teachers serve as an important source of expert knowledge for boys while mother serves as an important source of expert knowledge for girls. Father is considered by both sexes as one who supplies negative affection alone.

9.4. Urban and Rural Comparison

Comparing urban and rural adolescents in the area of radio listening, it is observed that both groups prefer more or less the same types of programmes. Rural and urban adolescents do not differ in their preferences for movies.

Similarly, rural and urban adolescents do not differ in their preferences for the reading materials. Materials pertaining to games and sports are preferred by urban adolescents while poetry, essay and drama are preferred by rural adolescents. Participation in dance and drama is preferred by most of the urban adolescents while preparing and repairing scientific apparatus are preferred by most of the rural adolescents. Preferences for other types of activities remain more or less the same in both groups. Considering topics of thoughts and conversation, it is seen that topics like news pertaining to villages, towns and cities, present educational system and examination, international situations, things which are important in one's life, and games, sports, etc., are preferred by most of the rural and urban adolescents. Rural group, thus, does not differ markedly in the preferences for radio programmes, movies, reading materials, activities and topics of thoughts and conversation. The most highly preferred occupations in the urban group are medicine, engineering and teaching. In the rural group, engineering is least preferred. The reasons advanced by adolescents of both groups are social service, service to motherland and good earning.

The courses of study preferred by most of the urban adolescents are science, Gujarati language, sports and games,

while those preferred by rural adolescents are Hindi language, Gujarati language and science. Urban adolescents consider English language, science and mathematics to be more Useful while rural adolescents consider Gujarati language, English language and science to be more useful. It is interesting to note here that non-academic subjects are not considered to be of any interest and use by both the groups of adolescents. Regarding study habits, urban adolescents have better study habits than rural adolescents. Thus, in the area of interest, no significant trend indicating rural urban differences is observed.

Both rural and urban adolescents feel the desire to do something new and different and to know rules for one's own behaviour more when they are at home. Moreover, greater independence is experienced by both groups when at home. Similarly, rural and urban adolescents feel the desire to compete with others when at school. Frustration resulting from failure is experienced by both groups when at school. Rural subjects get opportunities for the satisfaction of the desire for approval from peers when at school. At the same time, rural subjects get opportunities for the desire to mix with others when they are at school.

These observations are very similar to those reported in connection with boys and girls. Urban adolescents get

opportunities for approval from peers, influencing others and mixing with others when they are in a group of friends. Organisational activities, guidance and counselling, and games and sports are considered to be most essential activities for the group by most of the urban subjects. The activities considered important for the group by rural adolescents are helping others, guidance and counselling and educational activities.

Most of the rural and urban adolescents are of the opinion that both sexes should have a place in the group. The reasons given for this by both groups are understanding each other, developing the group and securing better co-operation. Both rural and urban adolescents are of the opinion that important decisions for the group should be made in consultation with all the members. When asked to state reasons for student unrest, it was found that both rural and urban adolescents give the same types of reasons. It is significant to note here, that the various reasons included in the questionnaire are all considered responsible to a certain extent. These results are similar to those reported in the case of boys and girls.

The problems most commonly experienced by urban and rural groups are, present study, future life and problem pertaining to one's own nation and other nations of the

world. The problems faced by rural adolescents alone are physical health, family condition, mental health, recreational facilities and general adjustment problems. Thus, rural group has more problems than the urban group. Considering sex knowledge, it is observed that both rural and urban adolescents possess the same moderate degree of knowledge. As regards important sources of sex information, it is found that rural and urban adolescents obtain sex knowledge from friends literature, cinema, teachers and doctors. It is significant to note that mother and father are not considered by any group of adolescents as important sources of such knowledge.

The results pertaining to values, show that the correlation between universal and personal values is .96 in the case of urban group and -.93 in the case of rural group. Truth, service and freedom are highly valued by both groups. The personal values most highly preferred by both the groups are discipline, justice and honour.

As regards autonomy at home, it was found that rural group enjoys more freedom at home than the urban group. Physical punishment and deprivation of privileges in the opinion of rural and urban adolescents are rarely experienced by them. Both groups receive psychological punishment to a considerable extent. These results are also very similar

to those reported in the case of boys and girls. Both rural and urban adolescents receive positive affection from their friends. Negative affection is received by urban adolescents from teachers and by rural adolescents from father. Father is considered to be the source of expertness by urban adolescents and teacher is considered to be the source of expertness by rural adolescents. It is significant to note that mother is not mentioned as the source of positive affection, negative affection or expertness by any group.

9.5. Older and Younger Adolescents

The comparison of older and younger adolescents in radio listening, cinema viewing and reading reveals the fact that the preferences for radio programmes, kinds of movies and reading materials are more or less the same in both the groups. The programmes most highly preferred by a majority of older adolescents are sports commentary, news, cine-songs, comedy, and popular lectures. The only change in preferences in the younger group is that instead of popular lectures, most of the younger adolescents prefer educational programmes. In the case of preferences for movies, it is found that the preferences are the same with minor differences. Similarly, the reading materials highly preferred by most of the younger and older adolescents are

comedy, games and sports, factual incidents, news items and picture story. The preferences for activities are also the same in younger and older adolescents. Writing novel, poetry or essay is preferred by most of the older adolescents.

Taking part in dance, and dramatics is highly preferred by younger adolescents. The topics of thoughts and conversation commonly discussed by the younger and older adolescents are news of the town, present education and examination, and national and international situations. Older group, in addition to the common topics, discuss about things more important in the life, future vocation and education; while younger adolescents discuss about games and sports, and national and world leadership.

Both younger and older adolescents tend to prefer medicine, teaching and engineering as future vocations. The reasons commonly given by them are social service and service to the mother-land. Older subjects give more importance to money while younger subjects give more importance to knowledge and education. The courses of study highly preferred by most of the older and younger adolescents are Gujarati language and science. Older adolescents in addition, prefer English language while younger subjects

prefer games and sports. Both groups of subjects consider Gujarati language and English language to be most useful. Older subjects in addition to these, consider Hindi language to be highly useful, while younger group considers science to be highly useful. Non-academic courses are not considered to be useful by, both the groups. Considering study habits, it is observed that older adolescents have better study habits than younger adolescents.

Desire to do something new and different is experienced by both the groups when they are at home. Older adolescents get opportunities for independence when at home while younger adolescents get opportunities for independence when in the company of friends. Desire to compete and feelings of frustration are experienced by both groups of adolescents when at school. Both groups have the desire to know about rules for conduct when at home. Opportunities to influence others and approval from peers are provided by the peer group to both younger and older adolescents. Desire to mix with others is felt by the older adolescents when at school while younger adolescents feel this desire when in the group of friends.

Both older and younger adolescents think that activities like helping others and providing guidance services to others

are most relevant in a group. In addition, older subjects emphasise organisational activities while younger adolescents emphasise games and sports. There is a considerable amount of difference between older and younger adolescents with respect to their opinions on inclusion of both sexes in a group. It was observed that most of the older subjects are in favour of inclusion of both sexes. The reasons given by both younger and older adolescents are almost similar. Rural and urban adolescents both are of the opinion that the problems encountered by the group should be tackled in consultation with all the members of the group.

When asked to indicate the reasons for unrest among students, all the five reasons were considered responsible only to a certain extent by both older and younger adolescents. This finding suggests that adolescents are not very clear about the causative factors leading to unrest among themselves. The problems or worries most commonly experienced both by older and younger adolescents are pertaining to family and its economic condition, present study, recreational facilities and their own nation and other nations of the world. Besides, older adolescents worry about future life while younger adolescents worry more about physical health.

Considering sex knowledge, it is observed that both younger and older adolescents do not possess adequate knowledge concerning sex. The sources of sex information for both the groups of subjects are friends, reading, cinema and teachers. It is curious to note that mother and father are not considered to be the sources of ~~getting~~ such information. The correlation between universal and personal values in the case of older and younger adolescents are .98 and -.94 respectively. The most highly preferred universal values by both the groups of subjects are truth, service, tolerance and freedom. Similarly, the most highly preferred personal values by both the groups of subjects are honour, discipline and justice. As regards autonomy at home, it is found that older adolescents have more autonomy than younger adolescents. Younger and older adolescents rarely receive physical punishment and deprivation of privileges but psychological punishment is received by them most of the time. Both groups of adolescents receive positive affection from friends and expertness from teachers. Older adolescents receive negative affection from their fathers while younger adolescents receive it from teachers.

9.6. General Conditions of Adolescents

As observed in connection with radio programmes, reading materials, activities for the group, topics of thoughts and

conversation and liking for subjects of study, adolescents' interest in games and sports is very striking. Most of the adolescents like to hear commentaries and news about games and sports. Reading materials concerning games and sports are highly preferred by a sizable proportion of adolescents. Among the leisure time activities, games and sports are considered most important by a greater number of adolescents. When asked to indicate the topics of thoughts and conversation, most of the adolescent subjects stated that they spend much of their time in talking about games and sports. Similarly, among the non-academic subjects of study, games and sports are very highly preferred by most of the adolescents. Games and sports are considered most relevant in connection with the activities which a newly organised group of adolescents should undertake. In view of the widespread interest shown by adolescents in games and sports, it is suggested that due attention needs to be given to this activity by those who are directly or indirectly concerned with adolescents. It remains to be determined what specific types of games and sports are liked most by the adolescent subjects in order to make provision for this activity in the developmental programmes.

Another important observation is concerning the interest of adolescents in the problems of their own nation and also

the nations of the world. In connection with radio programmes, for example, it was found that most of the adolescents listen to national and international news. Similarly, most of the adolescents have been found to be preferring, as their reading materials, news concerning various events taking place not only in their own country but also in other countries of the world. It has also been observed that discussion about the problems of their own nation and other nations of the world has an important place among the topics of their thoughts and conversation. Among the reasons for the preferences of occupations, most of the adolescents have stated that they would like to do social service and service to the Nation. Adolescents' concern with the problems of their own nation and other nations of the world is further revealed in connection with their problems of worries. Most of the adolescents have stated that they worry a great deal about events concerning their own country as well as other countries of the world. In this connection, it is worth mentioning that most of the adolescents prefer peaceful and democratic means of settling disputes arising in the group in which they are involved. This recognition of the sensitivity on the part of adolescents to the problems of their own nation as well as other nations has further implications for the developmental programmes for the youth.

Findings concerning the reactions of adolescents to their home, school and group of friends also deserve some comments. Home is not the most pleasant place for the adolescents.

Feelings of boredom and desire to do something new and different are experienced by most of the adolescents when they are at home. This observation appears to be strange in view of the fact that most of the adolescents have a great deal of freedom to do things they like at home. It has also been observed that the desire to know what is expected and what is not expected of them is experienced by most of the adolescents when they are at home. When asked to indicate the sources of positive affection, negative affection and expertness, it was found that very few adolescents receive positive affection from their parents. On the contrary, it was found that most of the adolescents receive negative affection from the father. Expert advice is obtained by most of the adolescents from their teachers and not from parents. Similarly, positive affection is obtained by most of the adolescents from their friends. Mother is not considered as a source for positive or negative affection and expert knowledge. Concerning the sources of sex information, it was found that a few adolescents obtain such information from their parents. Whatever knowledge adolescents have about sex is obtained from

friends and movies. In view of the fact that there is a growing awareness about sex, this finding appears to be very disappointing. One thing that would be said about these findings is that parents have probably not realised the importance of this period. This lack of understanding may be partly due to the existence of rigid patterns of behaviour determined by the specific culture and partly due to their inability to understand the significance of the needs of adolescents.

According to the opinions of most of the adolescents, school or college is a place where desire to compete is felt and feelings of frustration and failure are experienced. Competition is necessary for further achievement and development. School or college is rightly perceived in that spirit by most of the adolescents. Feelings of frustration resulting from failure are more strongly felt at school than at home or in the group of friends. Desire for self-approval is very strongly experienced while in the group of friends. Similarly, group of friends is perceived to be one in which opportunities for influencing others are available. Earlier in this section it was noted that most of the adolescents get positive affection to a considerable extent from their friends. Similarly, it was observed that a group of friends is considered to be an important source of obtaining sex information. Moreover, most

of the adolescents have shown a good deal of interest in various activities related to their own group of friends. The peer group thus, plays an important part in the life of adolescents.

During recent years, educators, teachers, parents and other persons are taking keen interest in the life of adolescents. This strong awakening of interest has bearing on recent agitations among the student community. The problem of unrest has been discussed at various levels and many different causes have been suggested. Some of the suggestions are based on causal observation and personal experiences. It was, therefore, thought by the investigator that the problems of adolescents could be best understood only by contacting adolescents themselves. In the present investigation an attempt was made to know the causes of unrest from adolescent subjects themselves. Five different causes viz., personal, social, political, economic and educational were included in order to know the extent to which each type of cause is considered important. Most of the adolescent subjects reacted to these causes by saying that they are responsible only to a certain extent. This shows that adolescents are not aware of the reasons for the unrest prevalent among them. The significance of this finding lies in the fact that the causes for the student unrest are deep seated in the overall functioning of

adolescents in relation to the constantly changing environment.

9.7. Summary

This chapter has been written mainly to discuss adolescent orientations and to make agewise, sexwise and residential area-wise comparisons for the various areas of behaviour. The hypothesis that adolescents concentrate more on their physical and social development than on their intellectual development has been tested in several areas of behaviour. It was found in this connection that acceptance of one set of cultural norms does imply rejection of another set of cultural norms. In addition, differences due to age, sex and residential area were noticed in different areas of behaviour.

In order to ascertain the relevance of items to pertinent levels of cognitive demands, inter-correlations were computed between scores on high level items included in different areas of behaviour. It was found that all inter-correlations were positive. Besides, scores on high level items in different areas of behaviour were correlated with measures of academic interest. It was found that the correlations of high level item scores were positive and significantly high, whereas the correlations of low level item scores were very low. This provides evidence for the fact that high level and low level items really belong to their respective categories.

Agewise, sexwise and residential areawise comparisons in different areas of behaviour revealed differences in preferences

for various items of behaviour. Adolescents' interest in games and sports was observed in connection with different areas of behaviour. Secondly, adolescent's interest in the problems of their own nation and other nations of the world was revealed in connection with different areas of behaviour. Considering the reactions of adolescents towards their home, school and group of friends, it was found that home is not the most pleasant place for the majority of adolescents. The findings concerning sex information and sources of sex information revealed the fact that most of the adolescents are not well informed about sex. Parents do not serve as important sources of sex information. According to the opinions of most of the adolescents, school or college is a place where desire to compete is felt and feelings of frustration and failure are experienced. It was also found that the peer group plays an important part in the life of adolescents. It was found in connection with problems of student unrest that most of the adolescents were not fully aware of the possible causes leading to unrest. These and many other findings were viewed comparatively and their implications were discussed in this chapter.
