

CHAPTER X

SUMMARY, CONCLUSIONS AND SUGGESTIONS

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10.1. Summary

10.2. Conclusions

- Behaviour
- Interests
- Group Life
- Development of the Self
- Interpersonal Relationships

10.3. Suggestions

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10.1. Summary

The investigation is mainly concerned with obtaining as much information as possible about adolescent boys and girls in Baroda District. One of the most important problems that is faced by the adolescents of today is the problem of adjustment to a new cultural change which has been brought about by the innovative forces of science. There is a great deal of disagreement among investigators concerning the problems of adolescents. This disagreement may be partly due to the fact that some investigators have taken a very narrow view of adolescent behaviour. There has been no systematic attempt at compilation and review of our current state of knowledge in this important area. The present investigation is one such attempt to study systematically the behaviour, interests and activities of adolescents in the Baroda District.

Usually the term adolescence is used to denote the period extending from sexual maturity to the age when independence from adult authority is legally assured. It is a transitional period between childhood and maturity. The entire period is divided into three stages known as pre-adolescence extending from 10 to 12 years, early adolescence which starts from 13 and ends at 16 years and late adolescence from 17 to 21 years. Since this period is concerned with growth and development, it is accompanied by many potential difficulties. It is quite possible to think that these difficulties grow out of sudden and rapid biological changes which take place during this period. The present outlook which is largely influenced by the work of anthropologists, emphasises the fact that a good deal of variation in adolescent behaviour in various cultures may be accounted for in terms of social and cultural variables. In order to understand the behaviour of adolescents in all its complexity, it is necessary to know their motivational strivings. It has been shown by various investigations that a large number of needs are actively operating in the life of adolescents.

It is frequently pointed out by adults that adolescents concentrate more on their physical and social development

than on their intellectual development. This raises a question pertaining to the existence of adolescent culture which is distinct from adult culture. It is held by many investigators that there exist specific behaviour patterns among adolescents and that these patterns could be readily identified. According to the opinion of many thinkers, adolescents do behave differently and possess different values which set them apart from other age groups.

As reported in the beginning of this chapter, adolescence is a period which is characterised by instability, imbalance and unpredictability. This is a period in which continued efforts need to be made to adjust to a new environment. In order to understand this process of adjustment, some knowledge of the developmental tasks to be accomplished by adolescents is necessary. The concept of developmental tasks has been developed by Havighurst who defines developmental tasks as those which are common to all individual in a given group.

The problems of adolescents have been studied through various approaches which emphasise different view-points regarding the determination of psychological events that occur during this period. Modern researches have now clearly recognised the role of social and cultural factors in determining the behaviour of adolescents. This recent shift in emphasis has stimulated many researches.

Another question of interest that arises in this context is : Are the problems of adolescent boys and girls the result of the nature of adolescence itself or the result of the influence of the civilization in which they live and grow ? The answer to this question depends upon examination of the procedures and practices followed in training adolescents in primitive as well as modern cultures. Among primitive people the transition from childhood to adulthood was considered to be during puberty. The fitness of the young person for taking up adult responsibility was measured by subjecting him to public ceremonies which covered several tests. The most characteristic feature of this culture was that the period of preparation was relatively short. There was a sudden change from childhood dependence to adult self-direction. In the early historical period, the trend was towards increasing the length of this period. New criteria were also set up for the attainment of adult status. During the middle ages, schooling for all children was not an accepted custom. The young boy was encouraged to develop those characteristics which were considered to be knightly. The adolescent girl was expected to assume the role of a submissive mate to her spouse. In the beginning of eighteenth century, schooling had been made available to children of all social classes. No attention was paid during this time to the developmental needs of children and adolescents.

The nineteenth century witnessed a tremendous change in the outlook of adults towards adolescents.

The experimental contributions of physiocrats, biologists and sociologists of the late nineteenth century and early twentieth century gradually led to the development of a new attitude towards adolescents. These attitudes were characterised by the recognition of individual differences and more intelligent understanding of problems of adjustment that arise in their struggle to achieve adult status. The differences that are observed in various social groups reflect the complexities of the present cultural development and their impact on the life of individuals.

The credit for the systematic study of adolescence goes to Stanley Hall. The research findings reported by him though not very sound from the point of view of methodology did influence the study of child behaviour along scientific lines. He has presented a very vivid and graphic description of the periods of childhood and adolescence. Adolescence was considered to be a period of new birth in personality development. Some of the followers of Hall regarded adolescence as a period of abnormality of behaviour which was natural to that period. Adolescence, according to Hall, is a period of storm and stress which are produced by biological changes.

The chief weakness of Hall's approach is to be found in his failure to consider social influences, in his failure to consider social influences, in his failure to consider individual differences and in his failure to interpret adequately those causes which deviate from the average of a group. To say that adolescent development represents recapitulation of the evolution of the race, does not explain the complexities in behaviour which are observed in present day societies. Human development is both more continuous, more complex, and more highly differentiated than the psychologists of the past would lead one to believe.

The work of Ruth Benedict and Margaret Mead produced a considerable change in the ageold attitudes towards adolescents. As a result of their studies of primitive tribes, a great deal was known concerning the influence of socio-cultural factors on adolescent behaviour. The present outlook is so much changed that any reference to Hall's work would seem to be of historic value. The psycho-analytic theorists have also made significant contributions to the understanding of personality dynamics. The chief contribution of psychoanalytic theories has been to bring about the importance of the complex relationship between the young individual and the socio-cultural matrices in which the individual develops. According to depth psychologists the inner life of adolescent is in intense movement and most sensitive to outside influences. Arnold Gesell

and others have pointed out the absurdity of looking for a standard child for a particular age. A great deal of variation and overlap in behavioural characteristics were observed from age to age.

Kurt Lewin and his followers have tried to depict a very vivid diagrammatical presentation of the social forces that are operating during adolescence. Lewin tried to create an impression that the individual is nothing more than the resultant of the forces that are operating on him. Gordon Allport who introduced the concept of functional autonomy, emphasised the capacity of individuals to wield their interests, motives and attitudes into enduring systems of personal life. Moreno and his co-workers pointed out that children and adolescents live in a network of interpersonal relationships which facilitate or inhibit personal development. Flemming in his work on adolescent behaviour tried to synthesise the findings reported in other fields. It was during this time that Havighurst introduced the concept of developmental tasks. This concept has stimulated a great deal of research on adolescent behaviour and adjustment. It has now been clearly recognised that adolescents live in a highly complex society and strive continuously to solve the problems arising out of continuously changing environment of persons, objects, and things. In view of these facts, it is felt that there is a

need for research on a comprehensive basis. The researches that have been carried out in western countries are all similar in that they cover a relatively wide area of adolescent behaviour. The review of researches conducted in India revealed the fact that no research so far carried out is broad based. The chief justification for undertaking the present investigation lies in the fact that the field of adolescent behaviour is relatively unexplored.

The present investigation is an attempt to gather as much information as possible regarding behaviour, interests, group life and interpersonal relationships of adolescent boys and girls in Baroda District. There is quite a good number of studies well planned and directed towards understanding the problems of youngsters both in Europe and America. In India, the field of adolescent behaviour has been completely neglected. There are, in fact, very few studies on adolescent behaviour and these studies are not sufficiently comprehensive so as to provide comparable data for the present investigation.

The present study has been carried out without formulating any hypothesis, but appropriate questions were raised concerning adolescents' interests, behaviour, activities, group life, interpersonal relationships, and development of 'self.'

The selection of a sufficiently large and representative sample from a large group of Baroda District is a highly complex process and involves several stages of work. In all, one thousand adolescents were included in the initial sample out of which 200 subjects were eliminated due to incomplete information supplied by them. The author, while selecting the sample, tried to cover the entire district by considering crucial places in each taluka. In terms of actual figures of the total of 800 subjects, 400 were selected from rural areas and the remaining from urban areas. Of the total 400 subjects in each area, 200 were boys and the remaining were girls. One hundred subjects from each sex level were selected from schools and the remaining one hundred subjects were selected from colleges. The age range in the case of school children was from 13 to 15 years and that of college students was from 17 to 19 years. The inclusion of age, sex and residential area made it possible to study the effects of these variables.

The questionnaire to be described presently was prepared to measure behaviour, interests, group life, development of 'self' and interpersonal relationships of adolescents. Part of the questionnaire was devoted to the problems concerning adolescent's orientation toward adult culture or adolescent culture in the various areas. For the purpose of developing the questionnaire, only those contents showing differences

between the two cultures were emphasised. The preliminary questionnaire was prepared for the purpose of knowing the relevant and significant areas of adolescent behaviour. The final questionnaire consisted of seventeen different areas which were classified into five general areas of behaviour, viz., behaviour, interests, group life, development of 'self', and interpersonal relationships.

Behaviour includes radio listening, cinema viewing, reading, general activities, and study habits. Each of these areas except that of study habits consisted of high level and low level items with high level indicating adult culture and the low level indicating adolescent culture.

The topics of thoughts and conversation, academic and non-academic interest and vocational preferences formed the area of interest. The topics of thoughts and conversation belonged to the high as well as low level items. Academic and non-academic interests were studied in terms of courses of study. Vocational preferences were studied by asking subjects to state their preferences along with reasons.

Group involvement, significance of the group and student unrest were included under the heading of group life. Group involvement was studied by considering such things as reasons for joining groups, activities for the group, group membership,

decision making etc. The significance of the group was studied by selecting eight dimensions which were studied by series of questions. The problem of student unrest was studied by asking the subjects to indicate reasons for unrest among them.

The area on the development of 'self' was studied by considering problems of worries, sources of sex information, and personal and universal values. Ten problem areas were selected carefully after preliminary tryout. Each subject was asked to indicate how often he was concerned with each problem. The area of sex was studied by considering the knowledge of sex and sources of sex information. Adolescents' values were studied by correlating two sets of scores representing preferences of universal and personal values.

The area on interpersonal relationship was studied by asking the following questions :

How much freedom do adolescent boys and girls have in making everyday decision; what types of punishment do they receive from their parents for doing something wrong and from whom do they get affection and expert knowledge.

The first question is pertaining to the measurement of autonomy at home. The second and the third questions are pertaining to types of punishments and sources of expertness respectively.

The questionnaire is thus consisted of seventeen areas which are grouped into five chapters described above. The questionnaire was administered in small groups of ten students in each group. All possible care was taken for the framing and administration of the questionnaire.

Adolescents' orientations were studied by deriving scores separately for the high and low level items for all the subjects. The scores were analysed in a 2 x 2 x 2 factorial design. The relevance of high level and low level items was studied by correlating high level and low level scores with scores on academic interests. The remaining areas were studied by calculating percentages for each response category separately for each sub-group of adolescents. Sexwise, agewise and residential areawise comparisons were made for each aspect of adolescent behaviour. The results, thus analysed, enabled the investigator to infer the following conclusions.

10.2. Conclusions

Behaviour

Radio Listening :

1. There is no sex difference in preferences for high level radio programmes.
2. Rural adolescents differ significantly from urban adolescents in their orientations towards adult culture which is inferred from preferences for the

- high level radio programmes. Rural group shows a greater degree of orientation towards adult culture than the urban group.
3. Younger and older adolescents differ significantly in their orientations towards adult culture. The preferences of high level radio programmes of younger adolescents are more characteristic of adult behaviour than those of older adolescents.
 4. In the case of low level radio programmes, girls are oriented towards adolescent culture to a greater extent than ^{do} boys.
 5. There is a significant age difference in the orientation towards the peer group with younger adolescents showing greater orientations than older adolescents.
 6. Rural and urban adolescents do not differ in their orientations towards the peer group.
 7. Boys prefer sports commentary, news, cine songs and stories, comedy and educational radio programmes. Girls prefer folk songs along with other programmes which are preferred by boys.
 8. The radio programmes highly preferred by urban adolescents are sports commentary, cine songs, comedy, news and informative talks. Most of the rural adolescents prefer news, educational programmes, commentary, cine songs, and popular lectures.
 9. Older adolescents like to hear sports commentary, news, cine songs, popular lectures and comedy. The preferences of the younger adolescents are more or less the same. Instead of popular lectures, younger adolescents prefer educational programmes.

10. Sports commentary seems to be the most favourite radio programme for most of the boys.

Cinema Viewing :

11. The preferences for the high level movies of boys and girls and of rural and urban adolescents are more or less the same, indicating that these groups do not differ in their orientations towards adult culture.
12. Older adolescents differ significantly from younger adolescents in their orientations towards adult culture. The movie preferences of younger adolescents are more characteristic of adults than those of older adolescents.
13. The Age x Sex x Area of Residence Interaction is significant. This means that age, sex and residential area jointly influence movie preferences.
14. In the case of low level movies, the main effects of sex and age are highly significant. The Sex x Age interaction is also significant. The effect of sex is thus, not independent of age. The sex difference at the college level is greater than at school level.
15. Rural adolescents show a greater degree of orientation towards adolescent culture than urban adolescents.
16. Boys tend to prefer movies involving patriotic themes, adventure and spying, comedy, songs and dance, and educational information.
17. Adolescent girls tend to prefer movies involving patriotic themes, comedy, children's film, social themes and educational information.

18. Urban adolescents prefer patriotic themes, comedy, adventure and spying, children's film, and movies involving social themes.
19. Rural adolescents prefer patriotic themes, educational information, songs and dance, comedy and social themes.
20. Older adolescents like to see in movies patriotic themes, comedy, social themes, educational themes, and dance.
21. The preferences of younger adolescents are for patriotic themes, comedy, children's film, adventure and spying, and scientific themes.
22. Movies involving patriotic themes are highly preferred by most of the adolescents while those involving sex themes are least preferred.

Reading Books, Magazines, and Newspapers :

23. Boys and girls do not differ in their preferences for the high level reading materials.
24. Older adolescents differ significantly from younger adolescents in their orientations towards adult culture. The behaviour of younger adolescents is more characteristic of adults than that of older adolescents.
25. Rural adolescents in comparison to urban adolescents prefer to read high level materials to a greater extent.
26. In the case of low level reading materials, the main effects of age, sex and area of residence are not significant. However, the Age x Residence interaction is significant. The reading behaviour of younger adolescents in urban area is more characteristic of adolescent behaviour than that of older adolescents in

urban area. However, younger and older adolescents do not differ at the rural level.

27. Boys and girls like to read comedy, factual incidents, news and sermons, pictorial story and cartoons. In addition, boys like to read about games and sports while girls like to read poetry, drama and essay.
28. Rural and urban adolescents like to read comedy, games and sports, news and sermons, and factual incidents. In addition, urban adolescents like to read pictorial stories and cartoons while rural adolescents prefer to read poetry, drama and essay.
29. The preferences for reading materials of older and younger adolescents are news and sermons, factual incidents, comedy, and games and sports. Besides, older adolescents like to read about advertisements and fashions while younger adolescents like to read poetry, drama and essay.
30. History, religious books and philosophy are least preferred.

Activities :

31. In the case of high level leisure time activities, the main effects of sex, age and area of residence are significant. Similarly, the Sex X Age interaction is significant. The effect of sex is, thus, not independent of age. At the college level, ^{girls} in comparison to boys like to spend their time in high level leisure time activities to a greater extent. However, at the school level, boys and girls do not differ in this respect.
32. The main effect of the area of residence as well as the Residence X Age interaction effect is significant. Rural Adolescents at school level prefer high level leisure time activities to a greater extent than urban adolescents

at school level. However, urban and rural adolescents do not differ significantly at the college level.

33. The Sex X Age X Residence interaction is significant, indicating that the preferences for the high level leisure time activities are governed by the joint influence of age, sex and residential area rather than by each variable taken singly.
34. As regards the preferences for low level leisure time activities, boys and girls do not differ; the younger and older adolescents differ significantly; and rural and urban adolescents also differ significantly. Older adolescents spend more time on low level leisure time activities than younger adolescents. Urban adolescents spend more time on low level leisure time activities than rural adolescents.
35. The leisure time activity preferences of boys and girls are cleaning the house, beautifying one's own face, taking care of sibling and doing home work, and taking part in games, sports and competition. Besides, boys prefer attending camps and outing while girls prefer taking part in dance and drama.
36. Urban and rural adolescents prefer cleaning the house, beautifying one's own face and taking care of siblings and doing home work. In addition, urban adolescents prefer to take part in dance and drama, and attend camps, while rural adolescents prefer to prepare and repair scientific articles, and to take part in games and competitions.
37. The activity preferences of older and younger adolescents are cleaning the house, beautifying one's own face, taking care of siblings and doing home work. In addition, older

adolescents prefer writing novels, poetry, drama and essay, and attending the camps, while younger adolescents like to take part in dance, drama, games and competition.

Interests

Study Habits :

38. Compared to boys, girls have better study habits.
39. Urban adolescents have better study habits than rural adolescents.
40. Older adolescents have better study habits than younger adolescents.

Topics of Thoughts and Conversations :

41. In the case of high level topics for thoughts and conversation, the main effects of sex is significant. The Sex x Age interaction is also significant. Thus, the effect of sex is not independent of age. Boys and girls at the college level differ significantly in their orientations towards adult culture but at school level they do not differ.
42. As regards the low level topics of thoughts and conversation, the main effects of sex and age are significant. The Sex x Age interaction is also significant. Boys and girls at college level differ significantly in their orientations toward adolescent culture but at school level they do not differ.
43. Boys and girls prefer news about one's own village or city; present education and examination, and what is more important in life as their topics of thoughts and conversation. Besides boys prefer to think about warfare,

games and sports while girls like to talk and think about national and international leadership, and news about school, college, teachers and friends.

44. The topics of thoughts and conversation preferred by rural and urban adolescents are : present education and examination, what is more important in life, national and international leadership, and news about one's own village, town or city. Urban adolescents, in addition, prefer warfare while rural adolescents prefer games and sports.
45. Older and younger adolescents prefer as their topics of thoughts and conversation present education and examination, news about the village, town or city; and warfare. Older adolescents also prefer future education and vocation, and what is more important in life. Younger adolescents prefer topics of national and international leadership, and games and sports.
46. In view of the fact that adolescents are oriented towards both adolescent as well as adult culture, it could be said that acceptance of one set of cultural norms does not imply the rejection of other set of cultural norms.

Interests and Utility of Academic and Non-Academic Courses :

47. Most of the adolescents have a high degree of interest in academic as well as non-academic courses.
48. Both academic and non-academic courses are considered to be very useful by a great majority of adolescents.
49. Though both academic and non-academic courses are considered to be useful as well as interesting, academic courses are considered to be more interesting and useful than non-academic courses.

Vocational Interests :

50. The vocational preferences of boys are : medicine, engineering, and military; while those of girls are medicine, teaching, and house-keeping.
51. While most of the urban adolescents prefer medicine, engineering, and teaching, rural adolescents prefer medicine, teaching, and nursing.
52. Vocational preferences of both older and younger adolescents are medicine, teaching and engineering.
53. Medicine is highly preferred by most of the adolescents.
54. The reasons most frequently mentioned by adolescents for their vocational preferences are : social service and service to the nation. Salary as an incentive is not valued much.

Group Life

Group Involvement :

55. The activities highly preferred by adolescent boys and girls for their own group are : social service, and guidance and counselling. In addition, boys prefer games and sports as most essential activities for their group, while girls prefer recreational activities.
56. Urban adolescents like to have for their own group organisational activities, guidance and counselling, and games and sports. Rural adolescents like to have for their group social service, guidance and counselling, and educational activities.

57. The most highly preferred activities by the younger and older adolescents for their group are : social service, and guidance and counselling. Besides, older adolescents like to have organisational activities while younger adolescents like to have games, sports and competitions.
58. Most of the adolescents are of the opinion that both boys and girls should have a place in the group. Similarly, they feel that the inclusion of the members of the opposite sex will provide opportunities for mutual cooperation, friendship and understanding of each other.
59. Most of the adolescents are of the opinion that the total strength of the group should be around twenty-five.
60. According to the opinions of adolescents, the age of the members to be included in the group should be around twenty years.
61. Most of the adolescents prefer peaceful and democratic means for the settlement of disputes and making important decisions for the group.

Significance of Group :

62. Despite the fact that there is a great deal of freedom, home is not the pleasant place for most of the adolescents
63. Desire to know what is expected and what is not expected of them is felt by most of the adolescents when they are at home.
64. 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.

65. Desire for self-approval is more strongly experienced by the majority of adolescents when they are in the group of friends. Friend's group is also perceived as one where opportunities for influencing others are available.

Student Unrest

66. The analysis of the results on the problem of unrest revealed that adolescents are not aware of the real reasons responsible for unrest among them. It appears that the causes for unrest are deep seated in the overall functioning of adolescents in relation to the constantly changing environment.
67. The influence of political parties is not a major reason for the unrest among the students.

Development of the 'Self'

Problems Causing Worries :

68. The problems of worries commonly experienced by most of the boys and girls are : present study, lack of facilities for recreation, and national and international events. The problems faced by boys alone are pertaining to family, economic condition, future life and physical health. On the whole, boys have relatively more problems than girls.
69. The problems of worries most commonly experienced by rural and urban groups are : present study, future life, and problems pertaining to their own nation or other nations of the world. The problems faced by rural

adolescents alone are : physical health, family conditions, mental health, recreational facilities and general adjustment. On the whole, it appears that rural group has more problems than the urban group.

70. The problems experienced by younger and older adolescents are pertaining to family conditions, present study, recreational facilities, their own nation and nations of the world. Older adolescents, in addition, worry about future life, while younger adolescents worry more about their physical health.

Sex Information :

71. Most of the adolescents possess a moderate degree of information about sex.
72. Adolescent boys have more information about sex-related terms pertaining to their own sex. Similarly, girls are better acquainted with sex-related terms pertaining to their own sex.
73. A great majority of adolescents seem to be well aware of mother-origin of babies, family-planning and kiss.
74. Sex-awareness measured in terms of specific sex-related words varies from group to group.

Sources of Sex Information :

75. The common sources of sex information for most of the adolescents are friends, reading and cinema.
76. Mother serves as a ~~parent~~ source of sex information to adolescent girls.
77. In a great majority of cases, father is not perceived as a source of sex information.

Universal and Personal Values :

78. The most highly preferred universal values by adolescents are truth, service, tolerance, freedom, and fame.
79. The most highly preferred personal values by adolescents are discipline, justice, honour, devotion, and adventure.
80. Universal values like power, creativity and quest are preferred least by adolescents and personal values like humour, sincerity and spontaneity are also preferred least by them.
81. Universal values are highly correlated with personal values in groups of boys and girls.
82. In the case of urban adolescents, the correlation between universal and personal values is highly positive while in the case of rural adolescents it is highly negative.
83. Universal values are highly correlated with personal values in the case of older adolescents, while the correlation between them in the case of younger adolescents is highly negative.

Interpersonal Relationships

Autonomy at Home :

84. The main effects of age, sex and area of residence in the case of autonomy at home are significant. The Sex x Residence interaction and Age x Residence interaction are also significant. Examination of the Sex x Residence interaction reveals that in the urban area boys enjoy relatively more freedom at home than girls; while in rural areas boys and girls do not differ in the amount of autonomy they get at home.

85. The examination of the Age x Area of Residence interaction reveals that older adolescents in rural and urban areas enjoy more or less the same degree of freedom at home while younger adolescents in rural area enjoy relatively more freedom at home than younger adolescents in urban area.
86. The significant Sex x Age x Area of Residence interaction indicates that autonomy at home is a function of all the three variables taken together and not a function of any one variable operating singly.

Punishment :

87. As regards the types of punishment received by adolescent for some wrong doing, physical punishment and punishment in the form of deprivation of privileges are received occasionally, whereas psychological punishment is most frequently experienced by them.

Sources of Affection and Expertness :

88. As far as the type of affection is concerned, most of the adolescents receive negative affection from their teachers and fathers. The most powerful source of positive affection for most of the adolescents is the group of friends.
89. As regards expertness, mother, father, teacher and friends, all serve as sources of expert knowledge.

10.3. Suggestions

On the basis of the observations made in this study and in similar studies conducted elsewhere, the following suggestions for further work are made :

The present investigation was concerned with obtaining as much information as possible about adolescents, but it cannot claim for the full coverage of all possible areas of behaviour. It is, therefore, suggested here that there is a need for similar investigations which would consider many other significant areas of adolescent behaviour.

Secondly, this survey was limited to a small sample of 800 subjects drawn only from Baroda District in Gujarat State. It is also suggested that a State-wide and nation-wide survey is very much needed in view of the fact that very little is known about Indian adolescents. The traditional family ideologies and the resulting behaviour patterns might vary from society to society. This variation might produce differences in the behaviour of adolescents. Moreover, such a comprehensive survey would provide comparative data.

Since a part of the questionnaire was concerned with studying adolescent orientations towards adolescent culture or adult culture, it may be used for the purpose of predicting growth in certain areas of behaviour. Its use for prediction as

well as counselling could be established through subsequent research.

It can also be suggested that similar growth study is very much needed for subjects in pre-adolescence. The study of boys and girls becoming adolescents would reveal important information regarding their growth trend. An interesting study of boys and girls becoming adolescents would be one in which the same number of areas as in the present investigation is included.

The study of adolescent behaviour in different cultures would certainly throw more light on the nature of adolescence. Adolescent behaviour as it is now well known depends to a great extent upon the type of society in which the adolescents live.

As noted in the introductory chapter, youth is a universal phenomenon. The recognition of the importance of this period in different societies has resulted in the development of a large number of welfare activities. The analysis of these activities in relation to known behavioural patterns of adolescents would enable the investigator to know the relevance of these activities. The various youth welfare programmes may not be based on sound principles of adolescent behaviour. Such a study would make it possible to well organise the developmental programmes.

So far, in this study and in many other similar studies carried out elsewhere, only the reactions of adolescents to adult

authority have been the focus of attention. It would be most useful if adult expectations in the areas covered in this investigation are known. It is quite possible that the discrepancy between what the adolescents actually do and what is expected of them may be very great in certain areas of behaviour than in other areas. This study would enable the investigator to pinpoint those areas of behaviour which show greater conflict between adults and adolescents.

These are some of the useful suggestions which follow from the observations of growth trend among adolescents. Many more may be given but the ones suggested above would prove to be very useful in understanding the nature of adolescence.
