

CHAPTER III

PLAN AND PROCEDURE

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Plan and Procedure

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3.1. Introduction

The world of today's teen-ager is a world apart. The problems of understanding the adolescent are of vital concern not only to educators and parents but also to all those who are directly or indirectly concerned with adolescents. The present investigation is an attempt to gather as much information as possible regarding behaviour, interests, activities, group life, development of the 'self', and interpersonal relationships of adolescent boys and girls in Baroda District. It is frequently pointed out that the activities of adolescents are directed towards their physical and social development and not towards intellectual development.^{1,2,3} Adolescents as a group have their own interests, values and activities which are very often in conflict with those of adults, emphasising

intellectual development. It is the purpose of the present investigation to bring out this conflict between adults and adolescents. The conflict is inevitable when adult expectations are not fulfilled by the youngsters. This conflict which is widely felt may have serious consequences for the smooth functioning of the society as a whole. There seems to be a growing feeling among educators, parents and others that they have not been able to understand why the adolescents behave the way they do.

Adolescents of today are confronted with a challenging problem of adjusting to a new cultural change which has been brought about by the innovative forces of science. Though explanations have been presented by various investigators about adolescents' behaviour, the agreement among them is far from perfect. This disagreement may be partly due to the fact that some investigators have taken a very narrow view of adolescence. There has been no systematic attempt at compilation and review of the current knowledge in this important area. Adolescents today live in a complex but constantly changing society. With the changes in society, the adult expectations of adolescents are bound to change. The changes in adult expectations will make it even harder for adolescents to realise what is expected of them. This recognition has led some investigators to direct their efforts towards studying adolescent behaviour as

comprehensively as possible. There is quite a good number of studies well planned and directed toward understanding the present day problems and difficulties of the youngsters in Europe and America. The findings of these researches cannot be applied directly to Indian adolescents because the problems faced by them are to a large extent influenced by the respective culture.

In India, this important field seems to have been completely neglected. This is evident in view of the fact that there are very few studies regarding adolescent behaviour. The available studies have been reviewed briefly in the previous chapter. The need for a systematic study of Indian adolescents is thus clearly felt. No specific hypotheses have been formulated but questions concerning interests, behaviour, activities, group life, interpersonal relationship, and the development of the 'self' have been raised.

3.2. Sample

Drawing scientifically representative sample of a large group of Baroda District is a highly complex process and involves several stages of work. In the initial stage, the author interviewed one thousand adolescent boys and girls studying in various schools and colleges of Baroda District. Two hundred forms were rejected due to incomplete

information supplied by the respondents.

The final sample consisted of 800 adolescent boys and girls. In order to ensure the representativeness of the sample, the following procedure was adopted.

First, the author obtained information from each school and college about the number of grades and the number of students in each grade. There are in all 139 schools in Baroda District. Out of these, 42 schools are in the Baroda city proper. Besides, there are 12 colleges in six different

Table 1. Distribution of Schools and Colleges in Baroda District.

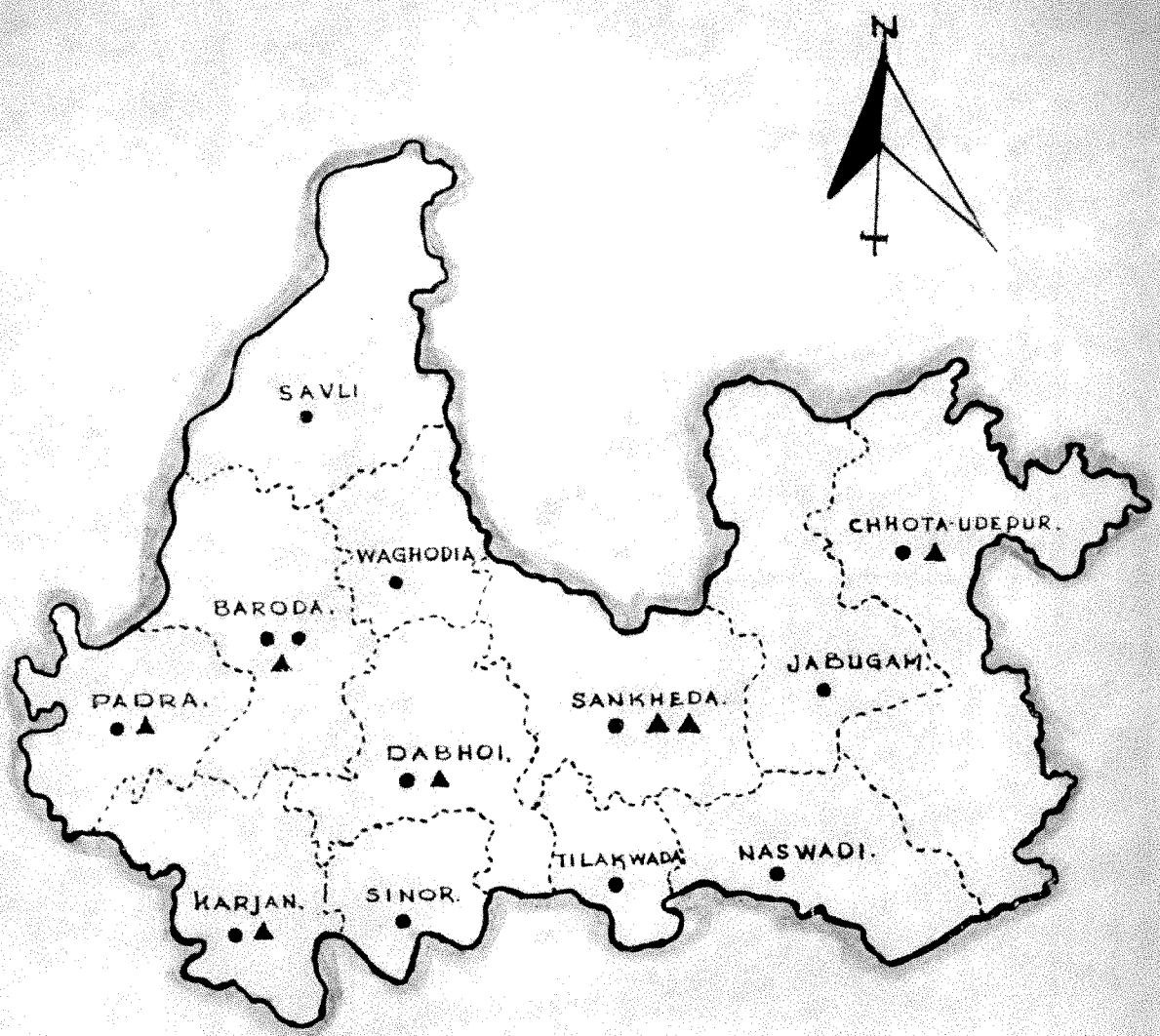
Sr. No.	Names of Talukas in Baroda District.	No.of Schools in each Taluka	No.of Colleges in each Taluka
1.	Baroda	52	17
2.	Savli	11	-
3.	Waghodia	4	-
4.	Padra	15	3
5.	Karjan	10	2
6.	Dabhoi	13	3
7.	Sankheda	12	2
8.	Naswadi	4	-
9.	Chhota Udaipur	4	2
10.	Jabugam	5	-
11.	Sinor	6	-
12.	Tilakwada	3	-
Total		139	29

towns of Baroda District. The M.S. University of Baroda which is situated in Baroda city consists of 14 different faculties. In addition, there are three other colleges in Baroda city which are not affiliated to the M.S. University of Baroda. The Baroda District has twelve talukas⁴ as shown in Table 1 and Map 1.

Out of the total of 52 high schools in Baroda Taluka, 42 are located in Baroda city proper. This is not the case in the main towns of any other taluka where the schools are distributed over different villages. All the 17 different colleges shown in Baroda taluka are situated in the Baroda city. Other colleges shown against different talukas in the table are located in the main towns of these talukas. The author while selecting the sample has tried to cover the entire district by considering relevant places in each taluka. The names of the places from where the school and college subjects were selected are shown in Table 2.

The schools as well as college subjects selected from Baroda city were considered to form the urban sample and the rest of the subjects were considered to form rural sample. Urban areas are distinguished from rural areas in terms of the facilities and comforts provided in an area, the lay out, the construction, marketing possibilities, recreation houses, parks and public places, clubs and community bodies, hospitals and health resorts, telegraphs and telephones, approaches to

MAP-1.
TALUKAS OF BARODA DISTRICT.



REFERENCES:-

1. PLACE FROM WHERE YOUNGER (SCHOOL)
SUBJECTS WERE SELECTED ----- ●
2. PLACE FROM WHERE OLDER (COLLEGE)
SUBJECTS WERE SELECTED ----- ▲

Table 2. Selection of the Samples - placewise

Sr. No.	Names of the Talukas	Names of the Places from where	
		School subjects were selected	college subjects were selected
1.	Baroda	Baroda city	Baroda city
2.	Savli	Bajwa Bhadarwa	-
3.	Waghodia	Jarod	-
4.	Padra	Mobha Road	Padra
5.	Karjan	Choranda	Karjan
6.	Dabhoi	Karwan	Dabhoi
7.	Sankheda	Bahadarpur	Sankheda Bodeli
8.	Naswadi	Tanakhala	-
9.	Chhota Udaipur	Panvad	Chhota Udaipur
10.	Jabugam	Pavi-Jetpur	-
11.	Sinor	Sadhli	-
12.	Tilakwada	Savli	-

the railway line or its proximity, density of population, the way of life etc. All these facilities will have a considerable influence on the local persons. Accordingly, Padra, Karjan, Dabhoi, Sankheda, Bodeli and Chhota Udaipur belong to the urban area. The reason for considering the subjects selected from these places as constituting the rural sample is that those students who came from rural areas just to attend the college alone were included in the sample.

It has actually been ascertained by the author that most of the students attending colleges at Padra, Karjan, Dabhoi, Sankheda, Bodeli, and Chhota Udaipur came from surrounding villages. After college hours they go back to their respective villages. In Baroda city, only local students were selected and students who had come from outside Baroda city were excluded. Thus, the rural urban dichotomy has been presented here not in terms of the usual factors considered to define it but in terms of the influence of these factors on the subjects. Most of the colleges are actually located in urban areas and students studying there cannot be considered as forming the urban sample unless they are subjected to the influence of these factors in their day to day living. The crucial factors which govern their interests, thoughts, conversations and activities, are actually those which are to be found in their respective places from where they come.

The city is densely populated. It has rapid communication systems. It has its own cultural heritage. The economic system is very complex. The influence of the city transcends its boundary. Thus, taluka towns are more susceptible to such influences than villages of the talukas. This, however, does not mean that villages (rural areas) are free from influence of the towns. The point here is that the influence

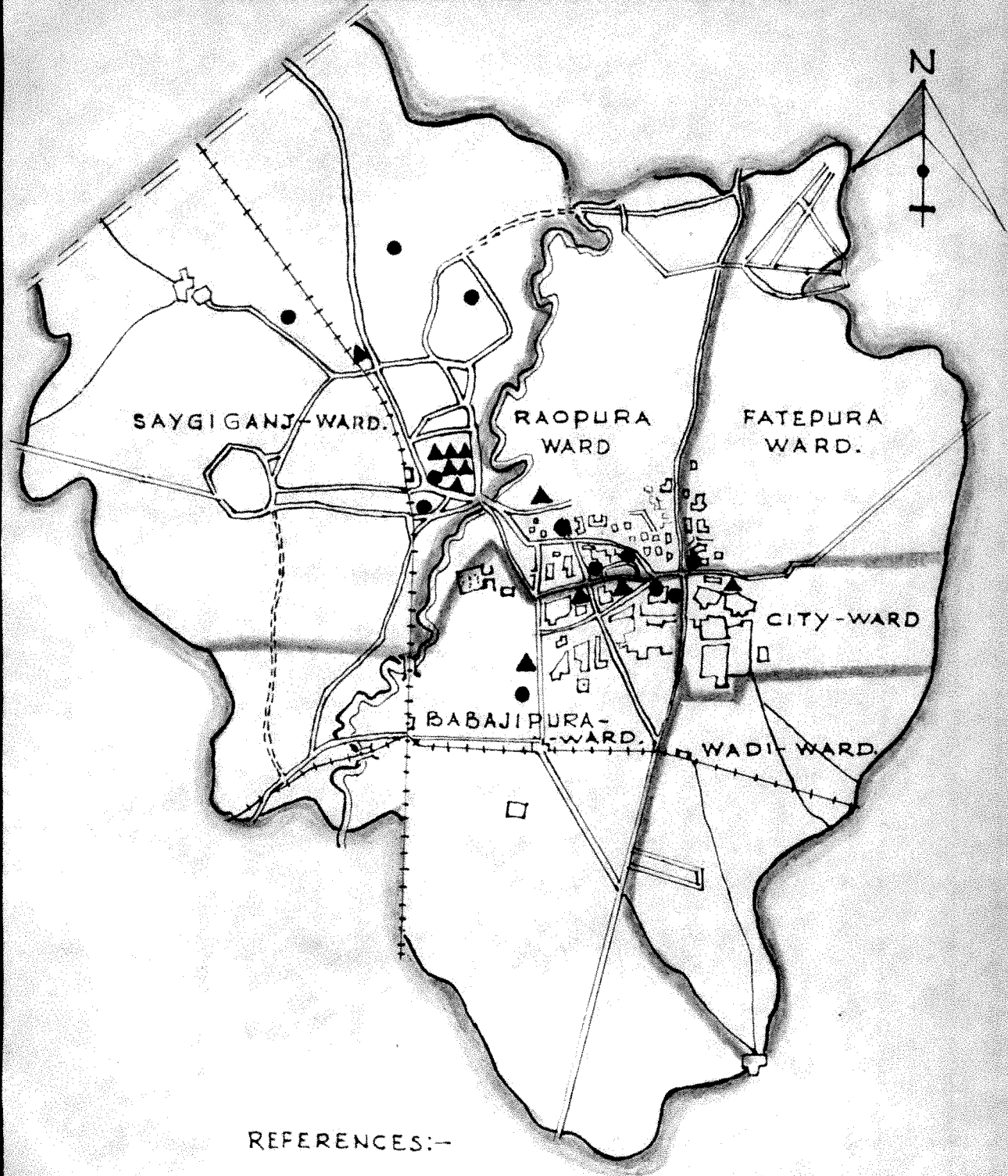
is not very effective in bringing about a rapid change in rural life. It is this consideration which forms the basis for regarding subjects attending the colleges in urban areas as rural subjects.

Every taluka consists of a number of villages out of which only a few villages have high schools. One school was considered from each taluka for the purpose of selecting school subjects. Schools situated in the main town of each taluka were discarded for the simple reason that most of the school children were coming from the town. In order to ensure a wider coverage of villages, the school to be selected should be located at a place in rural area where students from many different villages come for their education. This consideration governed the selection of school subjects. The names of the places have already been given in Table 2.

The schools of the city of Baroda are distributed over the six wards of the city⁶ (Map 2). The distribution of high schools over the wards is uneven. Twelve different schools were selected in such a way that the entire population of the city was covered. The subjects selected from these twelve schools formed the urban sample of school subjects. In terms of actual figures, of the total of 800 subjects, 400 subjects were selected from rural areas and the remaining 400 subjects were selected from urban areas. Of the total of 400 subjects in each area 200 subjects were

MAP-2.
MAP OF BARODA CITY.

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REFERENCES:-

1. PLACES FROM WHERE SCHOOL (YOUNGER) SUBJECTS WERE SELECTED ----- ●
2. PLACES FROM WHERE COLLEGE (OLDER) SUBJECTS WERE SELECTED ----- ▲

boys and the remaining two hundred were girls. One hundred subjects from each sex level belonged to schools and the rest belonged to colleges. The distribution of subjects is illustrated below in Table 3.

Table 3. Distribution of Subjects

Total Sample (800)			
Rural (400)		Urban (400)	
Boys (200)	Girls (200)	Boys (200)	Girls (200)
Younger (School) (100)	Older (College) (100)	Younger (School) (100)	Older (College) (100)
Younger (100)		Older (100)	
Younger (100)		Older (100)	

The school subjects covered the age range from 13 to 15 years. They were all studying in the IX grade. The age range in case of the college subjects was from 17 to 19 years. All the college subjects were studying in the first year of the college (Preparatory Class). The inclusion of age, sex and area of residence makes it possible to study the effects of these variables on adolescent behaviour.

3.3. Questionnaire

As has been discussed in the introductory chapter, it is

generally held that adolescents concentrate on their physical and social development much more than they do on intellectual development. It was also stressed that there exists a sharp difference between what is known as adult culture and adolescent culture. The adolescent culture is characterised by popularity, physical appearance and athletic prowess. These values are inconsistent with those held by the adult culture. Schools and colleges have the responsibility to train and mould young persons in a manner which will enable them to become responsible members of the adult society. Very often there is a conflict between values practised at school and values actually possessed by adolescents.

The questionnaire was prepared to measure the behaviour, interests, group life, development of the 'self' and inter-personal relationships of adolescents. Part of the questionnaire is devoted to the problem concerning the orientations of adolescents either towards the adult culture or towards the adolescent culture. The two cultures are similar in many respects; but for the purpose of developing the questionnaire, contents showing differences between the two cultures only were emphasised. The interactionist school holds that the development of cognitive abilities depends upon the extent to which individual's experiences match with his abilities to assimilate these experiences.^{6,7} This viewpoint was considered at the time of developing the questionnaire.

3.4. Pilot Study

The preliminary questionnaire that was prepared for the purpose of knowing the relevant and significant areas of adolescent behaviour, consisted of nineteen different areas comprising behaviour, interests, group life, development of the self, interpersonal relationships, religious beliefs and source of satisfaction. The items included in each area were selected by referring to various sources. The literature on adolescent development has increased during the last one or two decades. Some of the important research publications which have come up recently have been presented in the second chapter on 'Theoretical Foundations.' This is one of the important sources of obtaining information regarding adolescents. The author interviewed several adolescent boys and girls in order to know the value patterns, belief systems, and the patterns of behaviour. This provided another source for developing the items to be included in the questionnaire. The interview with parents, teachers and friends of adolescents also served as an important source of information. The items were grouped into nineteen areas of behaviour in the preliminary questionnaire which was then administered to a group of 300 adolescent boys and girls in Baroda District. After the completion of the questionnaire, the subjects were asked to answer the following three questions :

- (a) Was the questionnaire interesting to you ?
- (b) Did you feel that the questionnaire is much time consuming ?
- (c) Did you experience any difficulties while answering the items ?

The pilot questionnaire was evaluated by considering the answers to the three questions as well as by studying the responses of the subjects to the items of the questionnaire. Almost all the subjects replied the first question by saying that it was very interesting. Arousal of interest and hence active participation is an important condition for the administration of the questionnaire.

The second question was also answered by the majority of students by saying that the questionnaire was not at all lengthy. The investigator while administering the questionnaire had measured the total time required by each subject to complete it. It was found that on an average the subjects required one hour and fifteen minutes. The third question was asked mainly to get information regarding the difficulties in understanding items or words. The investigator took into account these difficulties while preparing the final questionnaire.

3.5. Final Questionnaire

The original questionnaire was revised considerably in many respects. From the original questionnaire two areas pertaining to religious beliefs and sources of satisfaction were eliminated. It was noted that the items concerning these

two areas were highly influenced by social desirability.

In the pilot questionnaire, the subjects were asked to write their names and most of the subjects objected to it. The reason for this was that the items pertaining to some areas were touching the personal life of the subjects. In the final questionnaire, therefore, subjects were asked not to write their names. The original questionnaire also contained many more items in some of the areas. The item number was, therefore, reduced because no additional information was available by retaining more items. The development of the items for the final questionnaire was guided by the following considerations :

- (a) The behaviour should be within the control of the individual. The behaviours restricted by external conditions were excluded by this consideration.
- (b) The behaviour should reflect the free choice of the subjects.
- (c) The behaviour and experience should be observable.
- (d) The behaviour should be fairly common in the population from which the sample is drawn.
- (e) The behavioural referent for each item should be clearly defined.
- (f) The response alternative should be expressed in terms commonly associated with the behaviour.
- (g) Items referring to personally sensitive behaviour should be excluded.
- (h) Items should be worded in a highly familiar context.

The items pertaining to the areas of radio listening, cinema, reading activities, thoughts and conversation were classified according to their skill requirement. Responses to behaviour items requiring high skill are generally indicative of orientation towards adult culture. Responses to such items requiring high skill are generally valued and are rewarded in our present day society, while responses to items requiring low skill are generally not encouraged. Secondly, responses to items requiring high skill are of the type intellectual-aesthetic, while responses to items requiring low skill, are of the type physical-social. The classification of items in terms of the two criteria referred to above resulted in two levels of scores. Thus, items which are of high level involve intellectual-aesthetic content and require high level of skill. The responses to these items indicate behaviour which is more mature from the point of view of adult standards. The responses to low level items involving physical-social content and low level of skill reflect the teen-age culture. In order to judge the items for their relevance to pertinent category of classification, five teachers were asked to classify the items according to contents and skill requirements. Those items which are placed by the majority of teachers in a particular category of classification were accepted as belonging to that category.

Besides this classification of items according to their contents and skill requirements, they were tested for their suitability for both the sexes. This suitability was ascertained in terms of the opinions of teachers. The items were also checked for the possible influence of social desirability. For this purpose, no statistical computations were made but the contents of each item were made quite obvious and easy under the presumption that the obviousness and easiness would minimize such influences to an optimum degree.

3.6. Description and Scoring of Areas

The final questionnaire consisted of seventeen areas which were grouped into the following five headings

(Appendix E) :

- (a) Behaviour
- (b) Interests
- (c) Group life
- (d) Development of the 'self'
- (e) Interpersonal relationship.

(a) Behaviour :

Under the heading 'behaviour', are included radio listening; cinema viewing; reading books, magazines, newspapers etc.; activities of various types and study habits. The question pertaining to radio listening asked the student how often he listens to each of the fourteen kinds of radio programmes. Out of these fourteen programmes, seven were

of high level and the remaining seven were of low level.

The high level programmes are : (i) classical music (ii) national and international news (iii) educational programmes for students (iv) learned lectures (v) religious and historical programmes (vi) social educational dramas and (vii) informative talks.

The low level items are : (i) cine songs and stories (ii) programmes meant for children (iii) folk dance and folk songs (iv) comedy (v) commentary (vi) local music and (vii) western music and songs. The response categories for the questions about radio listening ranged from never to always through sometimes and most of the times. The frequencies for each category of response were calculated separately for each item as well as for items belonging to high and low levels. Separate frequencies were also calculated for each level of sex, age and area of residence. The frequencies were then converted into percentages.

The questions pertaining to cinema viewing asked the student to indicate how many times he watched each of the fourteen kinds of movies. Here also, as in the above case, the fourteen items were classified into two categories viz., high level items and low level items. The high level items referred to the following features of movies and dramas : (i) social (ii) informative (iii) religious and historical (iv) scientific (v) realistic and natural (vi) patriotic and (vii) educational.

The low level items refer to the following features of movies and dramas : (i) romance (ii) adventures, spying and fighting (iii) popular songs and dance (iv) humour and comedy (v) western dance (vi) children's movies and (vii) movies involving sexual themes.

The response frequencies were calculated for each item and also for each of the two levels of the items. Separate response frequencies were also calculated for each level of sex, age and area of residence. These frequencies were then converted into percentages.

The third part includes the items for the measurement of reading interests of the subjects. Fourteen different items were classified into two categories, viz. high and low. The questions for this part asked the subjects to indicate the extent of their reading in each one of the fourteen features of literature. The high level features include : (i) historical, religious and philosophical (ii) biographies and autobiographies (iii) scientific (iv) Gujarati literature and articles (v) poetry, drama and essay, (vi) real and factual events and (vii) news and good sermons.

Similarly, the low level features of the literature include : (i) adventures, magical, spying (ii) cinema stories

and actors and actresses (iii) humour and comedy (iv) children's stories and fairy tales (v) sports and athletics (vi) picture story and cartoon and (vii) advertisements and fashions. Here also, as in the previous case, the response categories ranged from never to always through sometimes and most of the times. Response frequencies were calculated separately for the two levels of items and also for the levels of age, sex and residential area.

The fourth part labelled as 'activities' includes items of various kinds of activities in which the youngsters engage themselves. The high level activities are as follows :

(i) building and repairing scientific instruments (ii) drawing, cane work, stone work and clay work (iii) writing stories, poems, dramas and articles (iv) taking part in folk dance, drama, classical dance (v) taking part in debate or giving a talk (vi) singing songs or playing musical instruments and (vii) taking part in sports and games.

The low level items are as follows : (i) cleanliness of the house (ii) attending N.C.C., A.C.C. or scout camps (iii) observing games, sports and visiting circus (iv) visiting entertainment programmes (v) gossiping or going out for a walk (vi) taking care of hair and clothes and using cosmetics and (vii) taking care of sibling or doing household work. The subject was asked to indicate on a four-point scale the degree to which each activity is practised. Response frequencies were calculated separately for each item and also for each level of

items. Similarly, response frequencies were also calculated for each level of sex, age, and area of residence.

The fifth part contains items of 'study habits'. The subjects were asked how often each of the fourteen study habits is practised. The response categories ranged from never to always through sometimes and most of the times. The response frequencies were calculated separately for each item and also for each level of sex, age, and area of residence. Recently, study habits have been studied on an extensive basis by many investigators^{8,9,10,11}. The author selected fourteen items very carefully from all these researches. These items were not divided into high level or low level as the criteria laid down for such classification are not applicable to these items.

As noted above, response frequencies for each item and for each level of sex, age and area of residence were calculated for all the five parts included under the heading 'behaviour'. In addition, another scoring procedure was also adopted for the five parts. According to this procedure each response category was given simple numerical weights of 0, 1, 2 and 3 to never, sometimes, most of the time and always, respectively. The total score was calculated for each subject by summing up the weights for different items. The percentage of cases obtaining high, medium or low scores

was also calculated. The high level as well as low level scores were obtained in order to know the effect of age, sex and residential area on adolescents' orientations.

(b) Interests :

The topics of thoughts and conversation, academic and non-academic interests and vocational choice formed the area of 'Interests' of adolescents. A set of topics that the adolescents think and talk about were selected to be indicative of their orientation towards the peer group or the adult culture. The topics representative of the adult culture were as follows : (i) matters pertaining to future education and vocation. (ii) present education and examination (iii) things important in life (iv) talks about science and progress (v) conflicts within the nation and in the world (vi) international relations and (vii) national or world leadership.

The topics representative of adolescent culture were as follows: (i) sports, games and athletics (ii) cinema, drama or songs (iii) artists, actors or actresses (iv) personal appearance, clothes and fashions (v) news about schools or colleges and teachers (vi) friends, other boys or girls and (vii) news about one's own village or city.

The students were asked to indicate how much they thought about these topics. Each item was scored by calculating

frequencies for each of the four response categories ranging from never to always through sometimes and most of the times. Scores expressed in terms of percentages were also calculated for two levels of items and also for each level of sex, age, and area of residence. Besides, a total score was obtained for each subject. These total scores were used to classify the subjects into three classes viz., high, medium and low.

Interests in academic and non-academic courses were measured by asking the adolescents to evaluate the courses they had taken. The academic courses are (i) Gujarati language (ii) English language (iii) Hindi language (iv) Sanskrit language (v) Social Studies (vi) Mathematics and (vii) Science. The non-academic courses are : (i) Exercise and Physical Training (ii) sports and games (iii) A.C.C. or N.C.C. training (iv) Music and Drawing and (v) Crafts and Sewing.

The interests of the adolescents in each of the academic and non-academic courses were measured by asking them to mark one of the three response categories viz., boring, doubtful and interesting. The students were also asked to indicate the usefulness of the courses by putting a mark on any one of the three response categories viz., not useful, doubtful and useful. The response frequencies were calculated for each category of response separately for the specific course of study. The three response categories were given the weight

of 0, 1 and 2 with 0 indicating that he feels bored, 1 indicating that he is doubtful and 2 indicating that he is interested in it. The total score for each subject was obtained separately for the academic and non-academic courses. For the utility of the courses, the three response categories were also assigned the weights of 0, 1 and 2, indicating not useful, indifferent and useful respectively. Total scores for each subject were also obtained separately for academic and non-academic courses.

The selection of future occupation was studied by asking the subjects to write three names of occupations in order of their preference. In addition, they were also asked to state reasons for such preferences. The frequency for the first preferences was calculated separately for each occupation. Each reason was scored by calculating the frequency with which it was mentioned. Percentage frequencies were also calculated for the levels of sex, age and area of residence.

(c) Group Life :

Another important area of adolescent behaviour is the area of group life. This area has been explored by studying reasons for joining groups, types of activities the group should take up for its development, group membership, decision making and reasons for unrest among the members. Eight relevant dimensions were selected and a series of questions

was asked about each dimension.

The eight dimensions are as follows : (i) desire to do something new and different, (ii) frustration at failure, (iii) friends to play with, (iv) independence, (v) successful competition, (vi) opportunities for influencing others, (vii) approval from peers and, (viii) desire to know the rules.

The subjects were asked to answer each question by expressing their feelings when they are at home, at school or in company of friends. Moreover, they were asked to indicate how often they feel in a particular way in these situations. The first question pertaining to desire to do something new and different, for example, reads as : ' I feel bored and want to do something new and different '. The subjects were asked to indicate how often they feel that way when they are at school, at home or in company of friends.

Frequencies were obtained for each of the four response categories separately for each question and for each of the three situations viz. home, school and peer group. Percentage frequencies were also calculated for each level of sex, age and area of residence.

For the area of group involvement ten different activities were selected. Each subject was asked ^{to indicate} how often each of the ten activities should be taken up by the group.

For each of the four response categories percentages were calculated separately for each item. Similar analysis was also made for the variables of age, sex and area of residence.

In addition, the subjects were asked questions concerning the inclusion of both boys and girls in the group, strength of the group, age of the members and decision making. The questions pertaining to inclusion of both sexes were to be answered in the form of 'Yes or No' alongwith three reasons. Frequencies were obtained for yes and no categories of response for the various subgroups. The answers to the second and third questions pertaining to the strength of the group and age of the members to be included in a group were scored by calculating frequencies for the ranges of age and number. The answers to the fourth and fifth questions pertaining to the decision making and problem solving respectively were scored by calculating frequencies for each of the four alternative answers.

The problem of student unrest was studied by selecting twenty questions, five for each of the following areas :
(i) personal (ii) social (iii) economic (iv) educational and (v) political. Three response categories were available for each question. Percentages for each response category

were calculated separately for each kind of reason. Age-wise, sex-wise and residential area-wise analyses were also made in a similar manner.

(d) Development of the 'Self' :

In this area are included problems arousing anxiety among adolescents, sex information, sources of sex information and values. Ten problem areas were selected in order to know the extent to which each is considered a problem causing excessive anxiety. These ten problem areas are as follows : (i) physical health (ii) love and affection (iii) family and economic condition (iv) mental health (v) present study (vi) educational facilities (vii) personal appearance and manners (viii) future life (ix) one's own country and other countries of the world and (x) adjustment difficulties.

Each subject was asked to indicate how often he feels about the problems. Response categories ranged from never to always through sometimes and most of the times. Percentages for each of the response categories were calculated separately for the ten areas.

In order to know whether adolescents possess adequate sex information, twenty sex related terms were given to the subjects with instructions to put tick-marks against those terms which they knew. The subjects' score consisted of the

total number of terms marked by him. Besides, frequencies were calculated for each of the twenty terms. In addition to the information concerning sex, the subjects were also asked to indicate the sources of obtaining such knowledge. Ten different sources were selected for this purpose and frequencies were calculated separately for each source of information.

Values were studied by presenting to the subjects two lists consisting of ten values each. In the first list were included ten universal values and in the second were included ten corresponding personal values. The subjects were asked to give ranks to each of the ten values in each list. The rank difference correlation was calculated for each subject to indicate the degree of correspondence between the two sets of values. Mean rank was also calculated separately for each value.

(e) Interpersonal Relationship :

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

- (a) How much freedom do adolescents have in making everyday decisions ?
- (b) What types of punishment do adolescents receive from their parents for doing something wrong ?

(c) From whom do adolescents get affection and expert knowledge ?

The degree of autonomy experienced by the subjects was measured by presenting eleven different situations and asking them to indicate the extent to which they feel free in deciding about these activities.

The response categories were given different weights. The score of subjects was decided by summing up the weights for all the eleven items. The subjects scoring high obviously enjoyed more freedom than those getting a low score.

The area of punishment was studied by asking the subjects to indicate how often each of the three types of punishments viz., (i) physical (ii) psychological (iii) and deprivation of privileges they receive from their parents. Percentages were calculated for each response category separately for the three types of punishments. A question entitled ' Who does it ' was included in order to know the degree to which the negative affect, positive affect and expertness, are received by the adolescents from their mother, father, teachers and friends. Four items for each of the three levels of affect were selected. Percentages were obtained for the three levels of affect in relation to mother, father, teacher and friend. Separate percentages were also

obtained for levels of sex, age and area of residence.

3.7. Administration of the Questionnaire

The questionnaire thus consisted of seventeen different areas of behaviour grouped under the headings of behaviour, interest, group life, development of the self and interpersonal relationship. Care was taken to make the instrument as precise as possible so as to obtain unbiased information from the respondents. The questionnaire was administered in groups of ten subjects each. The reason for using such a small group at a time is that the investigator can supervise and ascertain for himself that the instructions are followed properly.

No subject was allowed to start the work unless it was ascertained that all the subjects in a group had understood the instructions. While administering the test the subjects were taken into confidence by informal discussion with them so as to counteract the possible influence of highly personal items. In order to maintain the uniform procedure of administering the questionnaire, the investigator himself had moved from place to place for the purpose of data collection. The actual work of administering the questionnaire was started in the month of January 1968 and it was completed in the month of

June 1968. It should be mentioned here that all the respondents had cooperated wholeheartedly in all respects, probably due to the fact that the investigator expressed a keen desire to know their problems. Moreover, the principals and the heads of various institutions had not only remained present at the time of administering the questionnaire, but also explained the purpose of the investigation. In the chapter to follow, the results of various areas have been presented and discussed.

3.8 Summary

It is frequently pointed out that adolescents concentrate too much on their physical and social development and no attention is paid by them to their intellectual development. The conflict is inevitable when adult expectations are not fulfilled by the adolescents. The present investigation is partly an attempt to study whether adolescents as a group are oriented towards adult culture or adolescent culture. The adolescent culture emphasises popularity, physical appearance and athletic prowess. Adult culture emphasises intellectual development. Orientations towards these cultures were measured by developing two types of items. Each item was judged in terms of two criteria viz. contents and level of skill requirement. Items with physical-social contents and a low level of skill requirement were considered to measure

orientations towards adolescent culture. Items emphasising intellectual - aesthetic contents and a high degree of skill requirement were used to measure orientations towards adult culture.

The questionnaire consisted of seventeen different areas of behaviour grouped into the following five headings:

- (a) Behaviour
- (b) Interests
- (c) Group Life
- (d) Development of the 'Self' and
- (e) Interpersonal Relationship.

The preparation of the questionnaire involved several stages of work.

The total sample consisted of 800 adolescent boys and girls, studying in schools or colleges and residing in urban or rural area. This made it possible to study adolescents behaviour in relation to age, sex and residential area.

The questionnaire was administered in groups of ten subjects each. All possible care was taken while administering the questionnaire. The subjects were asked to answer each item by putting a tick-mark on a three or four point scale. Percentage frequencies were calculated for each item and also for the two types of items measuring adolescent's orientations. Moreover, the various response

categories were given simple numerical weights in order to compute score for each subject. This was done in connection with items measuring orientations towards adult or adolescent culture. These scores were also utilized to determine percentages for the three ranges of scores viz., high, average and low. The data were analyzed by the appropriate techniques.

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