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## \*\*\*\*\* Introduction \*\*\*\*\*

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#### 1.1. Meaning of Adolescence

A very substantial proportion of the members of every society is in that phase of development which we call adolescence. This proportion, however, varies from culture to culture and within the same culture from time to time. Exceptionally high percentage of adolescents is found in societies where the transition period between childhood and adulthood is prolonged considerably. It is probably due to this reason that there was a much smaller percentage of adolescents in the earlier period of our history and in certain primitive societies.

Most of the parents and educators dread this period in the child's life because it presents countless problems. This period is characterised by imbalance, unpredictability and instability on the part of adolescents. Adolescence should not be confused with puberty which is the period

in pre and early adolescence when sexual maturity occurs. Adolescence as it is recognised now, includes all phases of maturing. Owing to the complexities of present-day living, social and emotional maturity can be reached only after a reasonable period of time.

The term adolescence comes from the Latin verb 'adolescere' meaning to grow to maturity. In this sense, it is a process of attaining attitudes and beliefs which are essential for effective participation in a complex society. According to the dictionary meaning, the term adolescence refers to the transition period between puberty and adult stages of development<sup>1</sup> The timing of this transition and its duration varies in different societies. According to Hurlock<sup>2</sup> the period of adolescence extends from sexual maturity until the age when independence from authority is legally assured. Adolescence is viewed by Rogers<sup>3</sup> as the period in which the society ceases to regard a person as a child but does not yet accord him full adult status, roles and functions. Landes<sup>4</sup> defines adolescence as follows :

Chronologically, the adolescence youth group is made up of persons twelve to twentyfour years of age; psychologically of those terminating a prolonged period of infancy; sociologically of those who are trying to bridge the gap between dependent childhood and self-sufficient adulthood.

Horrocks<sup>5</sup> accepts the traditional definition of adolescence - a term used to describe individuals who are in a transitional period between childhood and maturity.

All the above definitions emphasise the following things regarding adolescence :

- (a) It is a period between the end of childhood and beginning of adulthood.
- (b) This period varies in different societies.
- (c) It is a period of seeking status and recognition.
- (d) It is a period of significant growth and development.
- (e) It is a period of great pre-occupation with group and heterosexual activities.
- (f) It is a period of intellectual expansion and development.

In a sense, adolescence is more than a period or stage of human development. It is a way of life and influences much of the adult life in various ways.

### 1.2. Adolescent Period

As stated above, adolescence begins from sexual maturity and extends upto the age when independence from adult authority is legally assured. The boundary between the end of childhood and beginning of adolescence is difficult to establish since the age at which sexual

maturity occurs is not same for all persons. Hurlock<sup>6</sup> has tried to give a classification of the entire adolescent period into the following three classes in terms of average ages for large groups of individuals :

- (a) Preadolescence - 10 to 12 years.
- (b) Early adolescence - 13 to 16 years.
- (c) Late adolescence - 17 to 21 years.

Profound changes occur during adolescence. Any period of change is likely to be influenced by problems. Adolescent period will be accompanied by many potential difficulties since it is concerned with growth and development. While entering adolescence the individual is stepping into an enormously expanded world; his mental and social life is tremendously influenced. The problems faced by adolescents are somewhat different from those which are encountered during adulthood. Adolescents have certain pressing needs which must be met and have series of developmental tasks and problems which they must master in order to become self-sufficient members of the society. These problems arise largely due to rapid but uneven physical development, inadequate knowledge and experience, simultaneous presence of contradictory trends, and ambiguities in cultural roles.

Most of the adolescents tend to be more or less aggressive, self-conscious and reserved. They are generally

more sensitive for fear of being exposed or ridiculed. As a result, they become indifferent and moody. The life of adolescents is full of many contradictions. They always protest the rulings of adults in their struggle to become independent of adult authority. Being unable to handle independence, they make demands for dependent security. Many a times adolescents are heard talking about violating rules of conduct prescribed by adults, but they rarely put these verbalizations into practice. Thus, there is a constant conflict between what they think and what they actually do. Adolescents are generally idealists but their actual behaviour rarely manifest this out. Thus, conflicts within themselves and conflicts between the teen-ager on the one hand, and parents and society on the other, are common experiences and prolific sources of problems that the adolescents encounter.

This vivid picture of adolescents may lead one to believe as it did in the past, that these problems arise due to sudden and rapid physiological changes. The tendency today is to attribute much more of the adolescent's behaviour to social factors. The findings of cultural anthropologists who have studied adolescents in primitive societies, have been particularly more effective in contributing to the present point of view. This, however,

does not mean that biological bases of adolescent behaviour are less important, but it means that increased emphasis is now being placed upon the socio-cultural determinants of behaviour. The modern point of view regarding adolescence emphasises the fact that it is a period of transition during which the teen-ager is neither treated as child nor adult but is judged by the standards of both. This itself is a source of confusion. Transition also involves constant and bewildering changes which are profound and pervasive, and reach into every area of personality - emotional, sexual, social, moral and religious. Transition also means the gradual conversion of child into adult, and thus implies a continuous striving of the youngster for adult status. To them this adult status means independence, freedom and responsibility.

### 1.3. The Place of Adolescence in the Life Span

It is commonly observed that adolescence is a source of perplexity and anxiety, particularly to parents and teachers. Adolescents are hard pressed internally as well as externally to conform to adult expectations. It is for this reason that adolescents develop intimate relations with their peer groups. They adopt certain ways in adjusting to adult demands and other ways in adjusting to the demands of their peers. If the principles of their motivational striving are recognised, a listing of what seems to be

major adolescent needs will provide a framework within which to approach problems of adolescent adjustment. An attempt is therefore, made to generalize from specific facts and to discuss the more important motives and needs characterising the adolescent period.

One of the most important pervasive needs is the desire for social approval and acceptance. The need for status and acceptance involves the common need for security, the development of which depends upon existence of relationship involving affection, self-confidence, mutual trust and respect and freedom from threat in one's home or among one's colleagues at school or work.

Every individual needs certain amount of freedom for making decisions. This is very true of adults who continuously strive for self-determination and independence. The need to conform to the demands of the society also becomes a highly personal need largely due to the internationalisation of the standards and norms of one's own particular culture. The standards and norms of one's own particular culture involve moral beliefs, sex codes, group loyalty, observance of law, religious virtues, attitudes of admiration, hate or pity towards various national groups and many other personal values which form a highly complex structure known as value system.

Sex needs represent a very strong motivating force during a considerable portion of the life span of adolescents.

The importance of sex in influencing the behaviour of adolescents is evident in many ways. The need for new experience is responsible for much of the progress human beings have made. This need represents partly the desire to do the things as one wants to, rather than the way they have been done by others in the past. The chief value which the need for new experience can supply in dealing with adolescents is like a main spring which can inspire unlimited efforts at work. Secondly, much of restlessness, anti-social behaviour and often appearing purposeless activities on the part of adolescents could be understood in terms of the need for new experience.

The achievement of independence lies at the basis of self-identity. Self-identity as a basic psychological need is in every sense of the word a true requirement for mental health and adjustment. The adolescent must discover himself and come into possession of himself if he is to live successfully in an adult world.

#### 1.4. Adolescent Culture

The culture in which a child is reared includes the total social environment consisting of customs, folk ways, ideas and belief systems which a child tries to internalise. The material environment of technological developments - press, radio, movies, automobiles and houses etc., which

have important psychological meaning also serves as an important determinant of behaviour. Culture makes its impact upon the youth through a great variety of ways such as family, school, church, press, radio, movies and various social organisations and informal groups to which the young belongs. The cultural transition is made by specific instructions towards defined objectives and through the use of rewards and punishments. The behaviour is thus directed towards certain objectives which are sometimes never clearly defined or even clearly recognised. Parents may try to restrict activities of their children in order to make them reach the desired ends, but such attempts at restriction will more often meet with failure than with success. The rewards of prestige and freedom of movement seem to be more valued if bestowed by the group, and it is probably for this reason that group influences can overwhelm parental instruction and prohibition. It has been suggested by researchers that the adolescent can feel a sense of power, belongingness, and security and make better decisions in collaboration with his peers than with other groups. The peer group offers excellent opportunities for adolescents to initiate and to refine their social activities so as to enable them to participate and adapt to social situations on an easier ground. The family is no doubt an important

agency in directing and regulating the behaviour along lines laid down by the adult culture, nevertheless it cannot transcend nor ever meet the contributions of the peer group in shaping values and determining a personal sense of security.

The question of interest naturally arises : in what specific respects do adolescent groups differ from adult groups ? Obviously, adult groups do not differ from adolescent groups in terms of purposes, standards, and rules of behaviour. The difference is in terms of what they emphasise. Adult groups demand conformity and uncritical acceptance of adult rules and sanctions. Adolescents are generally not satisfied not only with the rules which are imposed without any explanation but also with the methods of imposing these rules. They generally feel that their demands are not adequately met by the adults. For the adolescent, acceptance by the peer group is what he believes to be of great importance. Through his peer group the adolescent achieves the status of an individual and friends support his efforts for emancipation from adult authority. The peer group is in a sense, a society formed by the adolescents so that they can satisfy their needs in ways approved by the members of this society.

This leads to an important question concerning the existence of the distinct adolescent sub-culture. The answer

to this question will depend upon the knowledge concerning how and where the adolescent sub-culture departs from the total or universal culture. This leads to the specification of criteria for distinguishing the adolescent sub-culture from that of adult culture. It is generally believed by most of the scientists in America that there exists a youth culture which can be distinguished from adult culture. The most important area within which adult norms dominate youth behaviour is that of sex. Much of the secrecy and concealment connected with youth culture appears to protect youths from adult roles. Coleman,<sup>7</sup> as a result of his study of over 8000 American youths, concludes that youth culture is becoming stronger in modern times. The clique or the gang which is a major institution of youth culture sets norms that are different in many respects from those of the family and other adult norms. The critical evidence of the existence of the youth culture is the compulsive conformity required of its members. Talcott Parsons<sup>8</sup> asserts that one of the basic needs of adolescent culture is to be accepted and to be identified with the given youth groups. This acceptance requires a rigid patterning of behaviour. Coleman<sup>9</sup> in his large scale study of society states that adolescents come to constitute a small society that has most of its important interaction within itself and maintain a few threads of connection with the outside societies.

Coleman<sup>10</sup> also observed distinct differences in the expressed values of adolescents and their parents. This provides the basis for the existence of youth culture. It is held by most of the investigators that observed differences in values or behaviour between adolescents and adults would be sufficient for the acceptance of the sub-culture notion. If the term culture is taken to mean a set of values that are different from the values of adults and to imply that these values are transmitted from one generation to another, it would be difficult to show the existence of an adolescent culture. The argument for the existence of the adolescent culture becomes stronger, if the term culture is taken to indicate patterns of behaviour which characterise certain segments of the teenage population. These patterns are in many respects different from those of adults. Sometimes these patterns of behaviour are in direct conflict with those of adults. Similar view is held by Remmers<sup>11</sup>. According to him, adolescent culture is a matter of semantic and operational definition.

To conclude, it is generally held that there are specific behaviour patterns which could be observed among adolescents and that these patterns could be readily identified being part of a distinct sub-culture. According to the opinions of many investigators, adolescents do behave distinctly and hold different values that set them apart from other age groups.

### 1.5. Approaches to the Study of Adolescents

In order to promote social and emotional adjustment every adolescent should be given adequate opportunities. The problems pertaining to adolescent development and adjustment are matters for serious concern not only to parents but also to the school people and other adults. Havighurst<sup>12</sup> has been responsible for the development of the concept of developmental task in the study of adolescents. By developmental tasks, we mean those tasks that are common and faced by all individuals in a given group of societies. This concept has been proved to be very useful for studying adolescent adjustment. Havighurst<sup>13</sup> has stated the following ten developmental tasks:

- (a) Achievement of satisfying mature relations with the opposite sex.
- (b) Acceptance of socially approved adult sex role.
- (c) Acceptance of one's own body and its effective use.
- (d) Securing emotional independence.
- (e) Getting assistance for economic independence.
- (f) Selection and preparation for future occupation.
- (g) Preparation for normal and healthy family life.
- (h) Development of intellectual skill to cope up with demands.
- (i) Learning to behave in a socially approved manner.
- (j) Acquisition of set of values for guiding one's own behaviour along proper lines.

Accomplishing the developmental task is really speaking a difficult problem. Successful adjustment to a wide variety of situations depends upon the successful achievement of these aspects of development.

The various approaches that have been followed in the study of adolescents are : (a) Biological approach, (b) Social approach, (c) Psychoanalytic approach, and (d) Rankian approach.

According to the biological approach, the various psychological events which take place during adolescence are directly related to a wide variety of physiological changes. It is argued by the followers of this approach that the psychological effects which are produced by glandular secretions are independent of cultural influences. Stanley Hall<sup>14</sup> and other early investigators who associated with the biological point of view, ignored the facts that biological drives operate in a cultural setting. This native view that biological factors are the chief determinants of adolescent development was upheld by Margaret Mead<sup>15</sup> and Ruth Benedict<sup>16</sup> who as a result of their intensive work on primitive cultures demonstrated the importance of culture in patterning biological drives. It was recognised that certain special features of adolescents are not necessarily inevitable. The problems experienced by adolescents are partly determined by cultural differences in terms of norms and restrictions. Psychoanalysts

have never paid any serious attention to the problems of adolescent development but they did attempt to fit the adolescent period in a general theory of personality development. The psychoanalytic approach is very similar to Hall's biological theory of recapitulation. Psychoanalytic theorists also conceive of adolescence as a physio-genetically determined period of personality development. In addition, psychoanalytic theorists have postulated the existence of inherited ideational material and of highly specific drives and patterns which determine interpersonal behaviour. The theory of Otto Rank<sup>17</sup> and his followers, though developed from the psychoanalytic tradition, does not place major emphasis upon the impact of psychosexual changes on adolescent personality development. Its focus is on a more general area of personality development that undergoes radical changes during adolescence. According to this theory, the need for a proper balance between the need for dependence and independence lies at the root of the adolescent's relationship with parents, peer groups and heterosexual companions.

These various approaches thus emphasise different view points regarding the determination of psychological events that occur during adolescence. During recent times, a large number of studies have been carried out to study adolescent problems, behaviour, interests, activities, etc. As a result of these studies, the role of culture and social factors in

determining adolescent behaviour has been clearly recognised. Biological view point is limited in its application because it was framed in a context where little was known about adolescent behaviour in various cultures. A review of some of the recent studies of adolescent behaviour will certainly throw light on various approaches that have been presented here.

#### 1.6. Why Study Adolescents?

Adolescent period has been regarded by many as a period of storm and stress in the life of an individual. These facts might serve as a great shock to those individuals who tend to regard adolescence as simply continuation of childhood development. The chief argument that is tendered against the separate study of adolescence is that the adolescent is after all a human being and his behaviour can, therefore, be subjected to the same general laws of behaviour that govern all human beings irrespective of their age. In defence it could be said that various laws of behaviour that apply at all age levels apply at such a high degree of abstraction that they are highly inadequate in providing any explanation of behaviour at any particular stage of development. Age is, no doubt, an important factor in unfolding some basic developmental functions but it does not provide any explanation regarding how these functions would appear at any particular phase of development. The adolescent years can be grouped together not because they cover

a decade but because they possess some amount of homogeneity in the contents of development. The most distinguishing feature of this period is that there is a profound change in the bio-social status of individuals. All adolescents are in a transitional stage of personality development throughout this period. Adolescents as a group differ in many respects from individuals at all other stages of development. Moreover, the rate of change of all the psychological functions during adolescence is greatly accelerated. The separate study of adolescence is justified by the fact that all adolescents tend to feel, think, learn and act in certain characteristic ways that set them apart from children and mature adults. The psychology of adolescence finds its application in everyday problems of interpersonal relationship.

It is thus quite apparent that no person whose effectiveness in interpersonal relations depends to a certain extent upon his ability to understand the behaviour of other persons can afford to neglect the study of the developmental factors which play a crucial role during adolescence. The study of the psychology of adolescence is, therefore, needed to deal with problems which arise due to the failure of our culture to specify clearly the roles and status of adolescents. A thorough investigation of adolescent culture will be of great practical value as it would facilitate the developmental programmes for assisting them. Adults need to understand the

developmental tasks of adolescents in order to help them and to interpret and transmit the culture in a manner conducive to the overall welfare of adolescents. The main reason for undertaking this study is that the area of adolescence is relatively unexplored in this country. There are hardly few investigations in India which are directed to study overall behaviour of adolescents. A nation-wide survey is very much needed in this country not only to understand the problems of adolescents but also to help them solve the problems in ways which are conducive to the development of healthy personality.

#### 1.7. Review of Past Literature

Almost all societies have regarded adolescence as a crucial period of growth and development. Nevertheless, investigators have been quite slow to make constant efforts to explore such an important field. During recent time there is a great deal of awareness regarding the needs and characteristic behaviour of young children, whereas such awareness is very much lacking as far as the life of adolescent is concerned. If we are to understand our adolescents instead of keeping ourselves away from them, we must try to catch up fast with our ignorance concerning what life means to adolescents of today and how the world appears to them.

The first systematic attempt to study adolescents was made by G. Stanley Hall<sup>18</sup> in 1898 who is considered to be the

father of child study in America. This period has been regarded by Hall as the period of storm and stress. The profound changes that take place in the personality of adolescents were believed to be biologically determined. Modern scientific researchers have rejected this view and emphasised the fact that adolescence is not a period which is separated and isolated from the rest of life. Adolescent's storm and stress are determined by sociocultural rather than physical condition is shown by Ruth Benedict<sup>19</sup> and Margaret Mead<sup>20</sup> in their extensive studies of primitive people and ancient civilization. As scientific researches progress, we find more and more justification for rejecting the traditional beliefs which until recently were responsible for our ignorance about adolescents. Increasing attention is now paid by modern researchers to study sociocultural factors which play a crucial role in creating disturbances during adolescence. In the following paragraphs some of the recent studies directed towards the understanding of growth and development of adolescents have been presented so as to provide a framework for the present investigation.

The investigation entitled " Eighty thousand adolescents " was a very systematic attempt by Bryanh Reed<sup>21</sup> to study young people in relation to organizational activities and reading interest. The principal theme of the investigation was to describe growth and development of the youth with reference

to the work, home, school and leisure time activities. Major emphasis has been laid by the author on the distinction pertaining to the leisure habits of the youths and the amenities available. In order to obtain the relevant information of such a vast field, a normative survey method was considered to be the most desirable method. The questionnaire forms were answered by adolescents in the city of Birmingham where the study was conducted. The results were discussed in order to bring out the significance of various leisure time activities engaged in by boys and girls in relation to cinema, radio, reading newspapers, books, magazines, etc.

The problem of adolescent group membership defined broadly was studied intensively by the Survey Research Centre, Institute for Social Researchers, University of Michigan, Ann Arbor, Michigan<sup>22</sup>. Information was obtained concerning the dominant needs and problems, leisure time activities, role of voluntary groups memberships, and motivation for joining groups. The data were obtained on a sample of school-going youth, falling between 14 to 16 years of age. Some of the generalized conclusions obtained are as follows :

- (a) Achievements in the present and future attainment of maturity were found to be most important problems.
- (b) Occupational striving and the need for making decisions for future job were found to be of great importance to boys.

- (c) Many boys in their verbalisation did not show any desire for peer acceptance.
- (d) It was also concluded that most of the boys had long experience with a wide variety of leisure time activities.
- (e) Most of the boys were found to be the members of various clubs or organizations.
- (f) Significant differences pertaining to family background and leisure time activities were obtained between members and non-members.
- (g) It was also found that a number of psychological needs in addition to the needs for particular activities was served by joining clubs or groups.

The main objectives of another study undertaken by the Survey Research Centre, Institute of Social Research, University of Michigan, Ann Arbor, Michigan<sup>23</sup> was to obtain as much information as possible about boys aged 11 through 13, in grades 4 through 8. In all 1435 boys selected by probability method were interviewed by trained personnel into hour-long, individual interviews. The results were presented in the following four sections :

- (a) The boys themselves,
- (b) Activities and interests,
- (c) Group memberships, and
- (d) Desired organizational patterns.

- (a) Concerning boys themselves a great deal of variation along with certain major patterns of behaviour was observed.
- (b) It was also observed that any organization serving youth of this age had a big range of choice to meet the needs and interests of boys.
- (c) It was also noted that the pattern of response did not change abruptly for the total group of boys. The same relatively gradual change was noticed in activities, worries, interests, reasoning for joining or not joining groups and so on.
- (d) With regard to activities and interests, it was observed that the older boys seemed to do the various activities with greater skill and with improved organization. Younger boys were found to be trying any activity that was available.
- (e) Younger boys were found to be less sensitive in problems of interpersonal relationship.
- (f) With regard to group membership, it was noted that membership patterns changed between 11 and 13.
- (g) Group membership seemed to be the adherence to a pattern set and encouraged by parents and friends.
- (h) With regard to desired organizational patterns, sports, and games were considered to be the most important activities by boys 11 to 13 years of age.
- (i) Social activities, hobbies, and educational activities were emphasised by very few boys.
- (j) It was also found that age, neighbourhood setting and social status were related to the preferences of boys in areas of programming.

In addition, the Survey Research Centre of Michigan, Ann Arbor<sup>24</sup> has carried out similar investigation on girls 11 to 13 years of age. Significant sex differences in group membership and activity patterns were noted. In his book entitled 'Adolescent Society', James Coleman<sup>25</sup> has explored and analysed the social systems of ten high schools of widely varied communities. He tried to relate the differences between the schools to the value systems. He has also examined the effects of various societies of boys and girls; the special effects of early maturity, and the effects of the structure of the activities in the school. Some of the generalized conclusions are as follows :

- (a) Students in all the schools wanted to be remembered not as bright students but rather as stars, athletes or leaders.
- (b) While explaining the grade scores and I.Q. scores, Coleman noted that in a high school social system where prestige and status are awarded in non-academic areas, those who are regarded as 'Intellectual' are not the students who have the most abilities. The most able students were found to be seeking prestige and status in other areas.

The study entitled " Adolescent Behaviour and Interests " was conducted by Harold Gulliksen<sup>26</sup> under the contract made with the office of Naval Research Centre, Princeton, New Jersey.

In this investigation orientations of high school students towards either adolescent or adult culture were measured by developing a questionnaire known as Background and Experience Questionnaire. (BEQ). The scores were derived to measure these orientations by considering such behaviour activities as viewing, reading and listening, etc. Scores were also derived to measure school interest, plans for the future, home background and topics of thoughts and conversation. The sample size consisted of 260 boys and 210 girls. The high level scores were found to be correlated positively with measures of academic aptitudes, socioeconomic status, interests in school courses and level of plan for future. The low level scores were either inversely related to or uncorrelated with these measures. Positive intercorrelations were found for scores from the same level of probable cognitive demands.

A study of recreational, socio-cultural, intellectual and occupational interests of high school pupils of Gujarat State, India, was conducted by R.P.Patel<sup>27</sup> for his Ph.D. Degree in Psychology, in the year 1969. The aim of the study was to find out pupils' interests in various types of activities in schools. Differences in interest patterns were studied in the case of pupils belonging to :

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|----------------------------------|------------------|
| (a) Different age groups         | (b) Sex levels   |
| (c) Areas of residence           | (d) District and |
| (e) Cultural areas of residence. |                  |

A questionnaire prepared for the purpose was administered to 4000 pupils. The following conclusions were inferred from the analysis of results :

- (a) Agewise, sexwise and areawise analysis of recreational interests among pupils, did not produce any significant differences. However, districtwise analysis revealed significant differences.
- (b) Insignificant sexwise, agewise and areawise differences in pupils' interests in socio-cultural activities were observed. However, districtwise analysis revealed clear-cut differences in these activities.
- (c) With respect to the intellectual activities no significant agewise and sexwise differences in the preferences for intellectual activities were obtained.
- (d) As regards the occupational interests, no significant differences between various age groups and sex groups were obtained. One's own aptitude was found to be critical factor influencing the choice.

The various studies are similar in that they try to cover relatively more areas of adolescent behaviour. A large number of studies conducted in India and abroad have been published in various research journals. The chief reason for not including these researches here is that they have studied certain specific aspects of adolescent behaviour and are not sufficiently comprehensive. The author tried very hard to obtain information regarding published researches on Indian adolescent behaviour. Most of the available studies

were directed towards surveying some of the general problems as well as problems pertaining to vocational choice. The other important areas like social behaviour, group life, sex information, interests, organizational activities, etc. seem to have been neglected. Investigators are now gradually turning towards the study of adolescents probably because of the current problem of student unrest. Students all over the world have tried to express their grievances in ways which are not approvable.

The approaches adopted for this problem were highly improper in the sense that the various solutions suggested were speculative and were not based on any scientific study of these problems. The solution to the present problems lies in the thorough investigation of behaviour, interests, activities, difficulties and group life of the youngsters. The chief justification for undertaking the present investigation is that the field is relatively neglected in this country.

#### 1.8. Plan of the Present Investigation

The present investigation is undertaken with a view to obtaining as much information as possible about adolescent boys and girls regarding their behaviour, interests and activities. Keeping in mind these general aims, specific questions were raised concerning the activities, interests and

behaviour of adolescents. The answer to these questions are attempted by the author in the light of available results.

The preparation of the questionnaire involved the work of several stages. In all, seventeen relevant areas are listed by referring to the available literature in the field. These areas are grouped in the following categories :

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

A comprehensive questionnaire based on relevant criteria for selecting items, was prepared to explore the areas of behaviour listed above. The questionnaire is administered to 1000 adolescent boys and girls who are selected from various schools and colleges in Baroda district. About 200 forms are rejected because the information supplied was incomplete. The ✓ sample is selected from both, the rural and the urban areas of residence. It comprises of both boys and girls. Moreover, provision is made to include subjects of different age levels. ✓ The results of 800 adolescents are analysed by employing simple statistical methods.

On the basis of analysis, some sound conclusions pertaining to the various areas of adolescent behaviour are inferred. The entire work is reported in ten different

chapters. In short, an attempt has been made to study growth and development of adolescent boys and girls on an extensive basis.

### 1.9. Summary

Adolescence, as it is generally understood, is the transition period between puberty and adult stages of development. It begins from sexual maturity and extends upto the age when independence from adult authority is legally assured. The significance of this period lies in the fact that it presents countless problems. It was once believed that these problems arise due to sudden and rapid physiological changes. The tendency today is to attribute much more of the adolescents' behaviour to social factors. Every adolescent strives for adult status which means to him independence, freedom and responsibility. It is generally believed that there are specific behaviour patterns which could be observed among adolescents and that these patterns could be identified as being part of a distinct sub-culture. Though adolescence is regarded as a crucial period of growth and development investigators have been quite slow in exploring such an important field. Many investigators have studied American adolescents and the results have been published in various journals. These researches provide important information about interests, group life, behaviour and activities of adolescents. Surprisingly in India there are very few studies

which are well planned and comprehensively carried out. The present investigation is an attempt to obtain as much information as possible about Indian adolescents. Specific questions were raised concerning activities, interests and behaviour of adolescent boys and girls. The questionnaire constructed for this purpose consisted of seventeen relevant areas of behaviour. The data were gathered by administering the questionnaire to a sample of 1000 adolescents in Baroda District. The results were discussed in relation to growth and development of adolescent boys and girls.

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