CHAPTER SIX

SUMMARY
INTRODUCTION

Adolescence is the most important period of human life. The term adolescence comes from ‘adolescere’ which means “to grow” or “to grow to maturity”. Psychologically, adolescence is the age when the individual becomes integrated into the society of adults, the age when the child no longer feels that he is below the level of his elders but equal, at least in rights (Piaget, 1969). As is true of every important period during the life span, adolescence has also certain characteristics that distinguish it from the period that preceded and the periods that will follow it (Hurlock, 1966). Various theories have been suggested to emphasize on developmental aspects of adolescence period. All the development tasks of early adolescence are focused on overcoming childish attitudes and behaviour patterns and preparing for adulthood (Havighurst, 1953; Rube, 1956; Dansereau, 1961; Mann, 1965). According to Havighurst (1972), the important developmental tasks of adolescence are: (i) achieving new and mature relations with age-mates of both sexes, (ii) achieving a masculine or feminine social role (iii) accepting ones physique and using ones body effectively, (iv) desiring, accepting and achieving socially responsible behaviour, (v) achieving emotional independence from parents and other adults (vi) preparing for an economic career, (vii) preparing for marriage and family life and acquiring a set of values and an ethical system as a guide to behaviour (viii) developing an ideology.

Emotions play a very important role in an individual’s life. It is that state of individual which deprives him of his equilibrium. It may be defined as the stirred up condition of the organism involving external and internal changes of the body. Crow and Crow (1965) characterize emotion by inner adjustment conditioned by the
functioning of the autonomic nervous system and aroused by the interaction between an external stimulus situation and the inner mental status. Adolescence has been thought of as a period of "storm and stress", a time of heightened emotional tension resulting from the physical and glandular changes that are taking place. Adolescent's emotions are often intense, uncontrolled and seemingly irrational which reaches its maturity in adulthood that is, boys and girls are said to have achieved emotional maturity if, by the end of adolescence, they do not 'blow up' emotionally when others are present, but wait for convenient time and place to let off emotional storm in a socially acceptable manner. The emotional patterns of the adolescent year are much the same as those of childhood. They differ from childish emotion, in the type of stimuli that give rise to these emotions and in the form of expression they take. At both ages the dominate emotions tend to be unpleasant mainly fear and anger in their various forms—grief, jealousy and envy. The pleasant emotions—joy, affection, happiness or curiosity—occur less frequently and less intensely, specially during the early years of adolescence.

Jealousy is a complex emotion, partaking both fear and anger in which individual feels threatened at the perceived claim of another person over his source of affection, security or status. It arises in a special kind of competitive situation, in which some restriction prevails in the availability of a desired object or relationship and in which possession seems to exist on an exclusive basis. The stimulus of jealousy is always social in origin. It can be aroused by any situation involving people feeling deprived of affection or whose attention and acceptance he craves. Although jealousy is commonly thought of as an infantile emotion, it appears in an intense and well, flagged form during early adolescence. The young adolescent is interested in members of the opposite sex in general and craves popularity with them. Those who attain this desired goal arouse jealous reactions in those who are overlooked and scorned by members of the opposite sex. Interest in members of the opposite sex in
general changes to interest in one individual of the opposite sex in late adolescent period. With this shift of interest comes a proprietary interest in that individual accompanied by a feeling of uncertainty about individual feeling under such condition, jealousy is inevitable (Pressey and Kuhlen, 1957).

Many factors affect the expression of adolescent jealous behaviour such as ordinal position, sex, achievement motivation and reward etc.

First borns have been found to be more jealous in comparison to later borns (Sewall, 1930; Schacter, 1959; Koch, 1956; Brim, 1958; Altus, 1966; Rothbart, 1967; Burton, 1968; Rhine, 1968; Oberlander, 1970; Schoolder, 1972; Adams and Phillips, 1973; Bronson, 1974; Bigner, 1974; Thompson, 1974; Hurlock, 1981; Dunn and Kendrick, 1982; McKeever, 1983; Neubauer, 1983; Bers and Rodin, 1984; Sharma, 1987; and Carter, 1992). Females are observed to express more jealous behaviour than males (Gesell and Ames, 1956; Pressey and Kuhlen, 1957; Jersild, 1963; Garai, 1968; Croake, 1969; Praveenlal et al., 1988; and Peretti et al., 1997) and adolescents with high achievement motivation have been found to exhibit more jealousy than those with low achievement motivation (Heckhausen, 1967; Atkinson and Raynor, 1978; and Bakhteyar Fatmi, 1990). It has already been stated earlier that rewarding one will arouse jealousy in the adolescent who remains deprived of the reward. Winterbottom (1953), Duboss (1954), Jones (1954), Clifford (1959), Vincent and Martin (1961), and Witryol et al. (1965) have confirmed this finding.

STATEMENT OF THE PROBLEMS

The present investigation intends to explore the relationship between jealous behaviour and its certain determinants i.e., ordinal position, sex, achievement motivation and reward.

1. The first problem is whether ordinal position exerts any effect on jealous behav
It is hypothesized that first borns would be more jealous than later borns.

2. The second problem of the research is whether sex plays any role in respect of adolescent jealous behaviour.

   It is hypothesized that female adolescents would be more jealous in comparison to male adolescents.

3. The third problem of the study is whether achievement motivation plays any role in jealous behaviour of adolescents.

   It is assumed that adolescents with high achievement motivation would be more jealous than those with low achievement motivation.

4. The fourth problem of the research is whether adolescents in reward condition would differ from those in non-reward condition as regards to their jealous behaviour.

   It is hypothesized that adolescents in reward condition would be more jealous than those in non-reward condition.

5. Other problems pertaining to the interaction effects of above two, three or four factors are also considered in the present research.

   In the respect it is expected that there would exist genuine interaction effects of ordinal position, sex, achievement motivation and reward on jealous behaviour of adolescents at first order, second order and third order levels.

**METHODOLOGY**

**THE SAMPLE:** Stratified random sampling technique was adopted in the present research. A final sample of 320 adolescent subjects was selected randomly from ini-
tial sample of 2,200 first born and later born males and females of class X and XI with high and low achievement motivation. The final sample comprises of following eight sub-groups of 40 subjects each.

(i) first born males with high achievement motivation
(ii) first born males with low achievement motivation
(iii) first born females with high achievement motivation
(iv) first born females with low achievement motivation
(v) later born males with high achievement motivation
(vi) later born males with low achievement motivation
(vii) later born females with high achievement motivation
(viii) later born females with low achievement motivation

Half of these subjects (N=20) in each sub-group served as control (non-reward) while another half of subjects (N=20) served as experimental (reward) group.

INSTRUMENTS OF THE STUDY: To ascertain ordinal position family bio-data form was used.

To ascertain socio-economic status of the subject, Socio Economic Status Scale constructed and standardized by Kulshrestha (1987) was used.

Achievement Motivation Scale constructed and standardized by Bhargava (1994) was used to determine the level of achievement motivation of the subjects.

Jealous behaviour of the subjects was studied with the help of a Jealous Behaviour Test constructed by Ajawani and Sehgal (1997).

EXPERIMENTAL DESIGN AND PROCEDURE

A 2X2X2X2 factorial design will be used to study the effect of ordinal
position, sex, achievement motivation and reward on jealous behaviour of adolescents.

Data were collected in four steps. Initially adolescents ageing 14 to 16 yrs. and studying in class X and XI were administered a family bio-data form to ascertain their ordinal position and on the basis of information only first borns and later borns were selected out of which half were males and half were females. In the second step, the subjects were administered Socio-Economic Status Scale and on the basis of scores only those scoring between 108 and 223 were selected considering them as of average socio-economic status. Further these adolescents with average socio-economic status were administered Achievement Motivation Scale. On the basis of scores obtained on this test, only those adolescents scoring 23 marks and above, and male adolescents scoring between 11 to 14 and females adolescents scoring between 11 to 13 were selected as with high achievement motivation and with low achievement motivation, respectively. These subjects served as the final sample of the present research and worked under either of the two conditions-control (non-reward) and experimental (reward) before being administered a jealous behaviour test. The subjects of control (non-reward) group worked in solo under a non-competitive situation while the subjects of experimental (reward group) worked with another student under a competitive situation wherein the other student was declared successful and was rewarded depriving the subject from the reward. Jealous scores on the jealous behaviour test served as the main response measure.

**DATA ANALYSIS**

The obtained data were analysed with the help of parametric statistics i.e., F-test, t-test and CR. Hartley test of Homogeneity of variance was used to ascertain whether observations were randomly drawn from normally distributed population and all of which have same variance.
RESULTS AND DISCUSSIONS

Individual and interaction effects of ordinal position, sex, achievement motivation and reward on jealous behaviour of adolescents were studied in the present research.

In reference to the effect of ordinal position it has been found that first borns are more jealous than later borns.

In regard to the role of sex in jealous behaviour of adolescents it is found that though males tend to be more jealous than females, the difference is not found genuine.

As regards to the role of achievement motivation in jealous behaviour though adolescents with high achievement motivation are found tending to be more jealous than those with low achievement motivation, as it was hypothesized, the finding does not stand to the empirical test.

In regard to the effect of reward on jealous behaviour it is found that the subjects in reward condition wherein, under a competitive situation another student was declared successful and was rewarded depriving the subjects from the reward, exhibit more jealous behaviour than those in non-reward condition who performed solely in a non-competitive situation.

Regarding interaction effects of above four factors i.e., ordinal position, sex, achievement motivation and reward, none of the interaction effects except of sex, achievement motivation and reward and of ordinal position, sex achievement motivation and reward which are found to be significant, are not found genuine in regard to jealous behaviour of adolescents indicating thereby independent effects of these factors on jealous behaviour of adolescents.