CHAPTER IX

PURCHASER - SOCIETY

In our model we would like to identify the society as a purchaser of the adolescent although there are many other entities like the home and the school who can also be treated as a purchaser.

Since an adolescent functions as a member of a society the relationship existing between society and the adolescent has great impact upon each other. The mutual contact of interaction and interchange create a system such that any tension on its members reacts upon the whole society.

Adjustive failure in adolescence temporarily or in long term, leads to unsuccessful management of life. It tends to manifest certain qualities in his behaviour which are not at par with the social customs and as such result in unhappiness in the society.

Inappropriate or immature characteristics of adolescents would hamper or make life difficult for his associates. It precipitates multiple interpersonal problems and involves certain type of disjunction in interpersonal relationships. These individuals are selfish, unrealistic, uncontrolled, irresponsible or overdependent. In brief, an individual's personality plays a very important part in the ability to establish a stable and happy relationship. Deficit personality make the individual ill-prepared for life and antisocial in purpose.

If the society is to function well, it is the duty of the family as educative agency to offer their children the learning and experiences that will enable them to fit into their environments.
The causal factors of alienation in adolescence include family relationships, withholding of adult role, political and social conditions and the inconsistencies and the supposed "attitude" of the establishment. William (1970) sees alienation as implication of major deficit in family values, a deficit that is simply a reflection of the broader values of society. To avoid the situation the family and the society should impart teaching emphasizing close personal relation with parents and other members of the society.

Adolescents' difficulties in behaviour deviancy, such as delinquency, radicalism, withdrawal or by whatever term we refer to the social mischiefs of this age group of 13 to 21; is in short "human waste". It is the waste of human spirit resulting from ignorance and apathy of the society. These deviancy are reflection of reaction on the part of the adolescent to a whole series of situations that produce tensions. If society wants to purchase useful members, it needs to channel youth's interest and activities so that they are meaningful and productive.

Another example of breakdown of the congenial atmosphere among its members is child abuse phenomenon. Its extent represent in part modern society's failure to create the kinds of conditions that are conducive to the mental health of the individual, and that which permit him to function successfully within the family system.

The adolescents are in their "formative year", and are relatively naive and inexperienced in the affairs of the world and as such very often go wrong in their decision making. If adolescents
therefore, did not comply with or pursue the aims and expectations set down for youth by adult authorities they would clash with the system and would be troubled. It is because at adolescence, the wider social environment becomes more significant as contributing factors to happiness than that of the home and the family.

Behaviour transgression is expected during adolescence regarding the complexity of value judgement. Heterogeneous personal values of different subcultures place a tremendous burden of decision on the early adolescent. When they found that the values with which they were brought up no longer were appropriate to the developing social reality they called upon new values and new modes of life. Society realizes it may end in undermining the moral structure upon which mental health rests. Adolescents need to be facilitated to a critical acceptance of the best values developed by their own society.

Some adolescents quarrel with the value system into which they were being socialized or with the institutions representing these values, as a result they are at odds with the social system and have conflicts with their parents or other authorities. These adolescents become problem on the society.

The newspapers, television, radio etc., impart modern ideas to the adolescents of developing countries like India. These promote or induce a particular climate of thought and action based on the conditions prevailing in industrial countries that the developing economy cannot satisfy. The society must ensure that the adolescents' aspiration did not go beyond his abilities to satisfy
those needs. This, however, does not mean that they should be isolated from the rest of the world.

Infact, to speed up progress and to suit the changing fabric of society the social structure, if rooted in the traditional orientation, and outlook may have required to be modified. The adolescents at present are experiencing a grave crisis of traditional values which has been built by the adults of the society. To improve their conditions the value system must be kept under constant review by majority of citizens who are able to test collective action against a consciously held scale of values.

The economy system of India is unable to absorb the increasing number of people with their ability and training coming out of schools and colleges. Malthus theory where "resources increase arithmetically while population increases geometrically" is effective in India. As a result there is an increase in unemployment among young people which leads to severe delinquency problems in the urban areas leading to an overall decrease in product in both the traditional and modern sectors. There is a disorganisation of the traditional, social and economic life.

Indian education should try in adapting itself to its needs of its children. The adolescents need some norms, some values with which they can grow and by which they can test themselves and others and even their own society. A society which fails in the education of its adolescents in the family, in the school, in colleges to develop the kind of personal responsibility in a majority of its adolescents, will not for long remain healthy.
Education at home and in school should teach adolescents to steadily confront with the great modern problems of conscience embodied in life and action and relate them to their own personal experiences. Failure must not destroy them. They must be able emotionally to tolerate failure since there are serious dangers, both to the mental health of adolescent as individuals and to the moral and political health of communities.

The social adaptation of the adolescent and his preparation for the life of an adult cannot be rested entirely with the family. The community as well takes up the role. An adolescent in the process of psychological weaning comes into more direct contact with a widening section of the community life.

Hungry for affection some adolescents become aggressively involved with antisocial activities to punish and draw the attention of the family and the society as well. On the other hand contrariness, negativism, obstinancy and general resistance to adult authority are signs of striving for achieving adaptation to complex social situation.

Expression of resistance sometimes goes far beyond his demands for freedom and independence than what society grants. Then parental resistance or punishment in any form is met with impertinence, defiance, and resentment.

The bad so outweigh the good that control of the situation becomes necessary.
Early adolescent has a hard time fitting his wants to those of others when parents and peers are dissimilar in their standards, adolescent realizes that he cannot please both. The attitude of conformity to the group is so strong at this period of life for which he may have to forsake his family, shun his home responsibilities and even neglect his studies in order to be with the group and accept the group goal at the sacrifice of their personal values and standards. This is likely to awaken worry in adults.

There should be distribution of responsibilities according to the individual's level of progress. Grim consequences may occur unless society coordinates the problems of population increase, technology development and its value system. To achieve these general objectives the adolescent must be well adjusted to bring happiness to himself and to the society in which he finds himself.
FIG 1.2 AN INTEGRATED SYSTEMS APPROACH TO THE STUDY OF ADOLESCENT BEHAVIOUR