When an organism discovers that certain objects and responses lead to the satisfaction of motives, it shows interests in those objects or responses. This is shown by its going towards the objects, or looking at them, and by its indulging in those responses in preference to other activities. Interests are inclinations to attend to or to seek certain stimuli or to indulge in certain activities. In human organisms, interests are very numerous and sometimes seemingly very complex.

- J.P. Guilford

Synoptic Points

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CHAPTER I
THE PROBLEM: ITS BACKGROUND AND SIGNIFICANCE

INTRODUCTION

Adolescence is a period of life in which psychological and social self-realization for the adult level of life takes place. It is a period of life in which interests expand. In early adolescence there is a wide variety of interests, some of which are carry-overs from childhood and some of which are new. As adolescence progresses, many of the childhood interests wane, and new interests characteristic of the adolescent period absorb the attention of the individual. These new interests become the basis for adult interests, provided that the activities related to the interests prove to be a source of satisfaction to the adolescent. On one hand, personal interests appear and can be appraised adequately; on the other hand, sex interests begin to stand out as organizers of problem behaviour.

Adolescence is a critical age at which many life-determining decisions are made. School performance, with its likes and dislikes as well as successes and failures, is one of the indicators of the direction of trait formation and later occupational interest and training choice. An indication of the sort of adult an adolescent will become, is found in the narrowing of the total number of interests and the intensification of a few which will be dominant
in his life pattern.

**STATEMENT OF THE PROBLEM**

Adolescence is the period of varied and peculiar interests. An adolescent is in no sense a passive agent in a constant environment. His mode of action is determined not only by the environment but also by the specific direction of the energies of the organism in accordance with changes that have been wrought in the neuromuscular system during the earlier years of experience. Interest, then, is the purposive response in the individual such that certain desires and strivings are channelled toward realization. The interests grow out of life experiences, which tend to guide and direct the development of the future interests.

Personal and sex interests have a marked effect on an adolescent's behavior. They are the driving forces which cause the adolescent to react in a selective manner to some aspects of his environment and neglect other aspects. Thus personal and sex interests are reflections of the adolescent's personality, his motives, and the means to satisfy these motives. What the adolescent does in a given situation tells something about that adolescent. Consequently, in the study of adolescents, a study of their personal and sex interests is a valuable approach to an understanding of rural and urban adolescents.
As interests change with age and stage, so, much research evidence is needed to derive worthwhile conclusions in assessing the adolescent's maturity and his adjustment on the basis of his personal and sex interests.

This feeling has urged the research worker to attempt:

"AN INVESTIGATION INTO THE PERSONAL AND SEX INTERESTS OF SCHOOL GOING RURAL AND URBAN ADOLESCENT BOYS OF HADOTI REGION".

AIMS AND OBJECTIVES OF THE PRESENT STUDY

An activity, in order to be meaningful, should have some purpose in view. The present study has been undertaken with the following aims and objectives:

1. To make a comparative study of the personal interests of the school-going rural and urban adolescent boys of Hadoti Region. This study has been undertaken to compare rural and urban adolescents to have a comparative view in the light of their individual personal interests on the basis of which the worthwhileness of present educational system may be judged.

2. To make a comparative study of the sex interests of school going rural and urban adolescent boys of Hadoti Region, because
a marked heterosexual interest appears at the age of about fourteen or fifteen in boys and this interest is closely related to the adolescent's sexual maturation. Thus this study has been undertaken to compare rural and urban adolescents to suggest the importance of sex education to the adolescents in the existing educational system.

JUSTIFICATION OF THE STUDY

The Secondary Education remains defective even after twenty-five years of Independence and it requires a complete reorientation. Important recommendations of the Secondary Education Commission have still to be implemented. The Education Commission headed by Dr. D.S. Kothari has also called for drastic changes regarding the reconstruction of Secondary Education. Both the commissions have almost sought a revolution in the prevailing system of education. It is an accepted fact that Secondary Education is one of the most important stages of education for adolescents. The attempts for improving Secondary Education are urgently needed keeping in view the interests, attitudes and aptitudes of adolescents. Secondary Education, as it stands today, breeds unemployment and creates frustration. It must cater to the growing needs of the country keeping in view the interests of adolescents. Mere pursuit of academic subjects is not at all desirable. There
is a need of remodelling of Secondary Education by organising more of agricultural, commercial and technical secondary schools alongwith academic ones. What we need most is to become more and more practical in matters of education. Mere saying things won't do. If we want our Secondary Education to be fruitful, it should be based on adolescents' interests. The present investigation may, however, be of some value to the educationists.

The school and the school teachers are no longer the sole educational agencies as they were in the past. The modern adolescent learns as much from the wider environment in which he finds himself as from his teachers and his school. It is clear, then, that our educational institutions must plan on an entirely new basis in order to meet the changes and challenges of new India. Recognition of adolescents' interests must be accorded due place in our schools since recent years have witnessed the beginning of enormous personal changes in the life of adolescents. The adolescent of today has his own standards and personal interests very different from those of even his immediate predecessors. It is obvious that schools and teachers must adjust themselves to these swift changes. The present study may throw some light regarding personal interests of adolescents in the light of which the teachers may guide their adolescents.

This piece of research work may be helpful
in curriculum construction. In Rajasthan (India) the Board of Secondary Education, Ajmer, frames the curriculum for secondary and higher secondary schools. Rajasthan Board of Secondary Education is considered to be one of the progressive boards of India and various changes have been made during the last few years but still desirable results are not forthcoming because the main emphasis has been on the theoretical and academic side and not on the practical side. Even in the theoretical side, there is overcrowding of items of syllabus, mostly unrelated to the students' life and interests. The Secondary Education Commission emphasizes that "Unless the syllabus of every school subject is, on the one hand lightened by dropping overboard the cargo of inert, uninteresting and useless subject matter and, on the other hand, enlivened by the inclusion of significant material based on interests of students that will give joy and insight to students, it cannot become a truly educating medium (1)."

The Board of Secondary Education of Rajasthan has also introduced a new scheme of 'Comprehensive Internal Assessment', but it has no bearing on the students' life and has remained paper scheme only. The immediate and direct responsibility devolves on the shoulders of the teachers to activate the scheme. Hence it becomes indispensable for them to have a thorough understanding of the interests of the adolescents under their charge by the help of which the students may be educated rightly. This study may be able to inspire the teachers to understand
the interests of the adolescents.

This study may also be useful to those who blame the adolescents for their indisciplinary actions. Students' indiscipline has today assumed alarming dimensions. Hardly a day passes without the students of one or the other institution threatening strike or leaving classes on the slightest provocation, daily complaints from guardians of their adolescent wards and so many anti-social activities, youth not finding a legitimate outlet results in idleness, misadventure, misconduct and mischiefs. Both inside the schools and outside the schools, students indulge in rowdyism. This student unrest has become an acute national problem and has tended to throw the educational machinery out of gear. Leaders are worried, the guardians and parents are harried and the teachers are in a fix. This problem must be properly tackled before it is too late. No doubt that the adolescence is a terrible period and adolescents are often unable to adjust themselves. But the whole fault does not lie on them. The parents, guardians, leaders, teachers and heads of the institutions are also responsible for youth unrest. The fact remains whether any body has ever cared to bother to adjust reasonably to the likings, wishes, desires and interests of the adolescents. Unless the interests of the adolescents are recognised well, the problem of adolescents indiscipline cannot
be solved. Thus it is believed that this investigation will help the parents, guardians, teachers and head-masters/principals realize their responsibilities in the context of the personal and sex interests of the adolescents under their care.

The adolescent is too conscious of his personal health. The prosperity of a nation also depends upon the quality of its youth. The state has great responsibility for providing conditions and opportunities to its adolescents for developing their physique. The aim of education is to help adolescents to develop their physical, intellectual and moral powers. Ill health causes educational delinquency and retardation. Good health is closely related to efficiency in learning. This study may be of some use to the educational administrators to develop understanding regarding adolescents' interest in health and to organise health programmes in schools keeping in view the cleanliness of school buildings, play grounds, control of external influences, proper sanitation and ventilation, medical inspection and its systematic follow up, health laws and the teaching to students about infectious diseases.

If we want to achieve an extensive vocationalization of Secondary Education, we will have to stop the indiscriminate admission of students to only academic type of institutions and will have to divert them to the courses according to their interests, aptitudes and future needs. President V.V. Giri also
rxpressed his deep concern about the problem of youth. "The energies of youth were being diverted to wrong channels, unless we gave them a stake in the future by assuring them job prospects, the outlook is indeed gloomy (2)". This necessitates proper guidance and counselling in schools. As the things stand today, there are very few diversifications of studies available to the students and they make choice of courses at random. Educational and vocational guidance should be a service in which the entire school staff must cooperate under the guidance of some person with special knowledge and skill in this particular field. But it is not possible if the interests, aptitudes and attitudes of the adolescents are not taken into account. From this point of view this study may be of some use to the guidance workers and officers. The guidance worker must have an understanding of young people and their interests and should be able to look at life through the eyes of the adolescents.

Adolescence is an 'awkward' age. It is productive of gawkiness, of spotty complexion, of not belonging anywhere, being neither child nor grown up and there are occasions when the adolescent feels this acutely and wretchedly. For his peace of mind the adolescent needs to know that these factors are the normal manifestation of developing manhood and womanhood related to sex. Adolescent is very curious
to know about sex. Adequate knowledge of sex mechanism, appreciative understanding of the role of sex in the development of the adolescent personality, effective emotional control—these are the main aspects of the problem that should engage the teacher's attention. A curiosity about sex is developing to which we should seek to give wholesome direction, but this is not possible till the teacher has an understanding of adolescents' sex interests. With this point of view, this study can make a humble contribution.

Thus, it can be justified that the present study may be of some use to the educationists, curriculum framers, principals, headmasters, teachers, guidance workers, parents and guardians and all those who are interested in understanding the personal and sex interests of the adolescent boys.

HYPOTHESES

The following hypotheses have been formulated for testing:

(1) With the change in body size and contour comes a new awareness of self. This results in a new attitude toward self in relation to others and to life in general. It is hypothesized that school going adolescent boys of rural and urban areas do not differ significantly in their personal interests.

(2) With the development of sex organs and the secondary sex characteristics comes the
necessity for psychological adjustment to the problem of sex. The physiological changes that accompany puberty give rise to heightened sensitivity, shyness, moodiness, a new interest toward sex, and new attitude toward self. Changes in sex interests occur gradually and they are closely related to the pace of physical growth. So it is hypothesized that school going adolescent boys of rural and urban areas don’t differ significantly in their sex interests.

DEFINITIONS OF IMPORTANT TERMS

A few terms have been used in the study at different stages which need clarification. To facilitate understanding of the concepts underlying the investigation have been defined as follows:

**Personal Interests:**

Personal interests are those which relate specifically to the adolescent, such as interest in appearance, clothes, health, literary expression, money, independence, vocations and school work. These interests are self-centered and are expressed in many individual forms of activity; group activity is coincidental rather, than basic. These interests and related activities may be identified as personal interests.
Heterosexual Interests:
To like to move in the company of the members of the opposite sex; to like songs and poems which have sex appeal; to like to be considered handsome by the opposite sex; to like to read books dealing with love of man with women; to like to participate in talks about sexual matters; to like to work at a place where boys and girls both work together; to like to love the members of the opposite sex; to like jokes related to sex.

Masturbation:
Masturbation is stimulating of the genital organs by stroking, fondling or playing with them to produce pleasurable sensations. It is deliberate self-stimulation that effects sexual arousal.

Homosexual Interests:
It consists of experiencing sexual pleasures from physical associations between members of the same sex.

Sex Education:
Sex education is that education which imparts some sense of values and is much more useful in forming a healthy attitude toward sex.

Rural Area:
The area which comes under the jurisdiction of Panchayat Samity.
Urban Area:

The area which comes under the jurisdiction of Municipal Board.

DELMITATIONS OF THE STUDY

The investigation has been confined only to the adolescents of all Higher Secondary Schools of Hadoti Region of Rajasthan. The sample on which this investigation has been based consisted of four thousand nine hundred and seventy four school going adolescent boys and eight hundred and forty-eight teachers of both rural and urban areas.

The investigation has been confined to the XI class male adolescents. One reason for doing this is that XI class adolescents are mature enough to respond to personal and sex interests. Another reason for conducting the investigation at the higher secondary level is that the role of personality variables assumes greater importance at this stage. The higher secondary level deals mostly with the adolescents whose interests are not exactly the same as those of young adolescents and adults.

By higher secondary level the adolescent acquires enough experimental background, emotional and social maturity and his behaviour is guided very much by his personal likings and sex is frequently accompanied by ups and downs, moving toward and moving away from adequacy in heterosexual relations.
These considerations led to draw the subjects from class XI only. These are the students who have just joined class XI after passing X or have failed in XI class. Questionnaires were administered to them during August-September 1972. The adolescents under study were from 16+ to 18+ of age.

The investigation has also been confined only to Hadoti Region which is at present called Kota Division after independence. The whole of Rajasthan could have been included and random sample could have been taken up but it was not done purposely because of the reason that a lot of other data is needed for deciding upon a complex sample in such situations where different weightages for rural and urban areas are to be given. In case the information from census and other resources is unreliable the whole sampling process is vitiated. In addition, to draw comprehensive conclusions on personal and sex interests it was necessary to have the whole population of one particular area for research evidence to assess the adolescent's maturity and adjustment on the basis of personal and sex interests.

Thus the investigation is based on the population of XI class adolescent boys of the Higher Secondary Schools of Hadoti region of Rajasthan. Hence the conclusions apply to this population. Any broader generalization beyond this population may be accepted logically in
those areas alone where physical development is involved. This is because the laws of physical development are the same for the whole humanity. However for those aspects which are dependent on the culture, one should not make unwarranted generalizations.

REFERENCES


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