Sociopedagogic Dynamics in Teenager Interrelations

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Straipsnyje nagrinėjamos paauglių problemos siekiant atskleisti bendrojo lavinimo mokyklų IV–VIII klasių mokinių santykių fenomeną: statuso klasėje, būrimosi į grupes, veiklos, saugumo jausmo šeimoje ir klasėje, vertybinių nuostatų, interesų kaitos dinamiką bei jos santykį su socialinės aplinkos ir švietimo sistemos pokyčiais, sudaryti moksliškai pagrįstą paauglio ugdymui reikšmingų sociopedagoginių veiksnių skalę. Įgyvendinant užsibrėžtą tikslą nagrinėjama sociopedagoginės sąveikos įtaka paauglio vystymuisi ir asmenybės ugdymui(si), išryškinama kaitos tendencijų sąsaja su ugdymo proceso ir visuomenės kaita, moksliškai pagrįstos pedagoginio proceso ir paauglių interesų poreikių neatitikimo priežastys, padariniai ir kt.

The future prospects of every democratic state are conditioned by the society's intellectual and spiritual input into its children and young people, that is, into their personality moral development, knowledge, education, and social security. Consequently, Lithuania's top priorities at present and in the future should be the above mentioned values.

Lithuania, like other post-occupant countries, in the process of restoring a democratic state and its market economy, could not escape temporary but painful consequences of unfavorable social policies. They struck hardest the most vulnerable layer of the society – children and teenagers. The numbers of those who do not attend school, who are homeless or socially and pedagogically forsaken, have increased. The tendencies of criminal and other anti-social behavior are disconcerting. Children are not safe in terms of different sort

of exploitation, unemployment, poverty and other kind of shortages both in the family and society in general; they often become victims of crime, sexual and other sort of violence, alcohol and drug abuse; they even commit suicide in the extreme cases.

Social and educational environment in our state and school situation is not safe for the child, especially teenager. Under these circumstances, it is evident that the school's duty is not only to convey the contents of the subjects on the curriculum but also take into consideration the many-sided development of the teenager. Extensive research data are necessary to disclose the complexity of issues of teenager education as well as their scope (manifestations of hedonism, crime rate, reluctance to attend school and the like). The problems most often relate to issues of interpersonal communication, affiliation, esteem,

security and deficiency in self-actualization in the family, class or school.

The issues of teenager education and their interrelations are universal and their analysis in different parts of the world is done with certain aspect or focus in mind, like nature-specific or personality-focused, pedagogically-focused, psychologically-focused, socially-focused. All these aspects are closely interrelated and determine one another but there is an unanimous agreement that the issue of the relationship between personality development and the role of affecting it factors is of utmost importance and extreme complexity among other pedagogical issues. However, the questions about which particular factors play the most important role in the development of teenager personality and how this role changes under the influence of other variables in the sociopedagogical situation remain the key ones not only for the professionals and trainees' parents but for the Lithuanian state as an entity in terms of shaping its image within the European and world frameworks. *The topicality of the problem under discussion and the necessity for solution is confirmed by the statistical data that speak about a distinct increase in the dynamics of negative phenomena spread among teenagers.* Present situation can be termed as critical.

The object of our investigation is teenager sociopedagogical development in the fourth to eighth forms of secondary school of general education, i.e. the development of interrelations, status, group forming, values, the kinds of activity and their dynamics.

The aim of the investigation is to reveal the phenomenon of interrelations of the fourth to eighth – form schoolchildren in terms of their status in class, group formation, types of activity, a sense of security both in the family and in school, values orientation, dynamics of change of interests as well as its relationship with social environment and changes in the system of education. We also seek to outline the scientifically grounded scale of the most important sociopedagogical factors for teenager education and, on this basis, to suggest possible ways for improving processes of teenager education.

Our research attempted to solve the following objectives:

1. To give scientific underpinning and justify the influence of sociopedagogical interaction on the teenager's growth and his / her personality (self)-development.

2. To identify and ground the sociopedagogical tendencies in teenager interrelationship formation (on the basis of interests, attitudes, values, and views) as well as their connection with changes in society and the processes of education.

3. To investigate the dynamics in the change of the factors that are responsible for teenager permanent and variable values as well as regularities in group forming.

4. Space to research teenager status issues and interaction between groups and types of activity.

5. To search for reasons why the educational processes do not answer the teenagers' interests and needs, and evaluate the consequences of this discrepancy.

6. To evaluate theoretical and practical preconditions in training teachers to work with teenagers and foresee new directions and methods in this kind of activity.

Different theoretical, diagnostical and experimental *methods* were used in the research:

• analysis of the issues relating to our research in the theoretical and practical works of education, psychology, sociology, criminal law studies and philosophy;

• a thorough study of the national documents of education;

• methods of observation of educational processes, expert evaluation, systemic and comparative analysis;

• sociometric tests, questionnaires, experts method, observation, interview, analysis of formal documents, and essays;

• values exercise;

• methods of sociopedagogical experiment:

• longitudinal,

• cross-sectional (J. Vaitkevičius, 1975, p. 23).

The investigation was carried out in **stages** every 5 years during the period from 1972 till 1998.

Every five school years, a large scale investigation was repeated in the fourth to eighth forms with some corrections that were introduced into the large scale investigation of 1970–1973 as the real-life situation of that time required. The investigation was carried out in 1972–1973, 1978–1979, 1983–1984, 1988–1989, 1993–1994 and 1998–1999 school years.

In 1993–1996 participatory research activities in the international investigation "Pingis Pings" ("From form to form") were carried out in cooperation with the researchers from Germany, Estonia, Latvia, Lithuania, Holland, Norway, Sweden, Kazakh, Switzerland, and Russia.

In 1996–1998 the continuous project "You are not alone, you can do it" was prepared and carried out. It was focused on preventive measures in the work practices with adolescents and it was implemented on the cooperative basis with the following parties involved in it: teachers and students of Vilnius Pedagogical University as well as teachers and trainees of youth schools, orphan homes, and the Fourth Boarding School. The aims of the project were to incorporate teenagers into meaningful and interesting types of activity and, at the same time, to identify their motives for reluctance to study as well as analyse the reasons for irresponsible and indifferent behaviour, and violation of legal norms; other aims of the project were to help the teenagers understand their powers and abilities and enable them to use these in studying and other types of activity.

I. Teenagers' interrelations

Communication is based on human interaction during which an exchange of messages and emotions takes place when people establish relationships and achieve social maturity. Communication as a complex and many-faceted phenomenon is discussed in a variety of scientific and practical approaches, and there is no one clear opinion about the precise and exhaustive understanding of the functions and purpose of communication. On the other hand, it is unanimously agreed that communication is exclusively important in the processes of education, and it is even stated that education equals to communication.

We have distinguished several significant approaches in the discussion of communication on the basis of the priority of one or another function of communication: *communi-*

cative (Lat. communicatio – message, exchange of information), *interactional* (Lat. inter – between, actio – action), or *perceptional* (Lat. perceptio – awareness, consciousness, sensation) which makes communication more human and meaningful. Though opinions of scientists vary in evaluating the effects of social interaction on the individual's certain qualities, processes and actions, there is, though, unanimous agreement about its integrating effects. ***On this basis we call communication the interaction among people the content of which is exchange of information with the help of different means with the aim of establishing interpersonal relations.***

The individual's inner world is disclosed through their relationship with outside world. By establishing different contacts with others, the individual stores the values of social experience, and relations, i.e. he / she undergoes the process of socialisation.

The individual's relations are actively chosen and socially conditioned ties with environment. The individual undergoes constant development and change in close relationship of the present situation with its past and future time manifestations.

The interface is a source of different problems in the theory and practice of education. As school exists in the environment which is characterized by constant clash of ideas and possibilities for their realisation, the "School environment today introduces the individual into the supercomplex system of fast changing information, into the social world which is spiritual values oriented, the school helps to acquire the foundations of values orientation, …[it] teaches both how to act in the changing reality with its social relationships,

as well as how to retain and increase one's creative potential by behaving and interacting more wisely with other individuals" (Grigas, 1995, p. 159). This kind of attitude towards school and the interaction of individual and his / her social environment was a turning point in the science of education when the development of personality was placed in the open, historically conditioned space that is related to the trainee's psychic, biological, social, cultural, community, group and other domains and factors, and the very process of becoming a personality is directly dependent on the individual's "relation with other people". In this way, the educational processes of development and the teaching / learning how to live and act in the ever-changing society are based on sociopedagogical effects.

The relationships between the individual and society are very much problem-bound in all fields: education, culture, economics, politics, and others. It is only natural that the researchers' attention was focused on the relationships between the concrete individual and environment in terms of other people, things, group, community, and society.

The age of adolescence received exceptional attention of the researchers. Various scientists have no doubts that the teenager's personality can only develop in the processes of realistic and practical contacts with peers. The type of personality and its attitudes as well as its purposefulness and aims will depend to a large extent on how successfully the teenager will have satisfied the need for communication with peers. Our research (in 1997) shows that the degree of satisfying the need for communication depends on the type of interpersonal relations, i. e. no the status

which typical of the concrete individual in the system of business and emotional relations. Poor interpersonal relations with peers at school lead to the alienation from school environment. This kind of alienation becomes the factor in the processes of desocialisation of the teenager personality as the trainee treats the school values and types of activity as totally unacceptable. The school and the trainee become enemies. The worst outcome of the processes is that the alienated from school teenager rejects the importance of learning and the teacher's role as well as social values in general, and, in this way, becomes a dangerous individual for the society.

Studies and the analysis of theoretical works demonstrated that there is a big shortage of conceptual and thorough investigations about personal, merely predictable teenager relations that have not been planned by grown-ups. The dynamics and their change as well as active factors at different periods of time have not been investigated. Not much is spoken about the connection of the teenager relations with adolescent groups as well as forms and ways of spending leisure time. At present the term *teenager groups* is often misused as researchers have not yet given adequate attention to the relationship between sociometric status and the small group (M. Barkauskaite, 1996). I have been investigating this problem since 1970. The data of our research have proved that *there is a relationship* between the teenager status (i. e. the situation within the system of interpersonal relations) and the proficiency at school or negative attitude towards learning, social purposefulness, participation in random groups and so on (1979). The data of the carried out investigation proved that *the teenager with low status in the class cannot satisfy his needs for communication, recognition, self-actualization which are indispensable for the natural physical and intellectual development of the teenager personality. For this reason the teenager's socialisation processes become more problematic.* On the other hand, the low teenager status in the class community which results in lack of satisfied communication needs, insufficient recognition, absence of security often leads the teenager to join some random peer group which is outside the grown-up control scope, and this kind of adolescent group may be liable to criminal situations.

On the basis of the analysis of different scientific conceptions about preconditions of teenager's development and education and also on the basis of our research data we can draw the following conclusions:

• a class, like an important institution of the teenager's socialisation, is characterized by quite a few peculiarities (communication difficulties, absence of close relationships with teachers and contemporaries, emotional discomfort, etc.) which can be treated as preconditions that hinder the teenager's socialisation;

• while creating good education conditions for the teenager's personality in the classroom with the above mentioned data of our research about certain peculiarities in mind, it is possible to avoid a lot of teenager education problems related to interrelations (status, group forming, etc.);

• the ascribed status presupposes a role which manifests itself through certain behaviour, attitudes, and opinions;

• change in educational process cannot take place without thorough scientific analysis of teenagers' interrelations and their status in class community as it affects not only the development of personality but all educational process as well (M. Barkauskaitė, 1975; 1999);

• teenagers who experience psychological isolation in the class, generally feel social isolation as well, i. e. they often change classes, are expelled from school. The break of emotional bonds in the class mainly causes the teenager's search for peer groups, usually characterized by antisocial behaviour (M. Barkauskaitė, 1996);

• teenagers' negative dispositions with respect to class, school, contemporaries, society, even the family are formed in interaction with other types of dispositions within the environment of socialisation processes.

In the interface of different arguments we chose as the starting point the data of the first investigation of 1970–1975, when we grounded and defined the main statements of our conception in the following way:

• the constructive adolescent education is only possible by conceiving and maintaining the interaction between the aim of education, individuality of the teenager and the technology of the pedagogical activity;

• every teenager aims at occupying as high as possible status in the formal group within the systems of both formal and personal communication irrespective of his / her abilities and possibilities;

• the change in teenager relationships, self-being, types of activity, needs, and interests is determined by a number of factors, the most important of which are the sociocultural and sociopedagogic changes of the society;

• the realisation of educational goals, while working with adolescents, inspires educators to relate the content of education with the on-going changes in the society as well as to ground the basis for realisation by the teenagers' needs and interests in forming most favourable conditions for the teenagers' self-realisation within the personal and societal environment (M. Barkauskaitė, 1979; 1996; 1998; 1999).

We understand the notion of pedagogical relations as experience, and mutual influence of people, with all the participants of the pedagogical processes involved in it. Sociopedagogic interrelations are the conditions, or field where the teenager's personality gets mature, in the development of his spiritual and moral world, and shaping of the values orientation.

II. The status of the teenager

2.1 The age of a teenager and family status

The age of adolescence is qualified as the period of crises, difficulties, contradictions, conflicts, cataclysms, anxiety, and search for self-expression. These period characteristic features are associated with the features exposed in the adolescent period – the demonstration of safety, hyperactiveness, not adequate self evaluation, delinquent behaviour, lack of self-control, accentuated character traits. Some of the features are influenced and accompanied by other factors (internal and external).

The comparative analysis of the investigated contingent done every five years distin-

guished not only factors and causes that had impact on the data of the investigated period but it also revealed the tendencies of change and opened possibilities for improving the pedagogic process. The characteristics of the contingent were analysed in terms of age, gender, class stability, family structure, living space, home libraries, forms of spending holidays, etc.

According to the age of the investigated students were divided into the following groups:

The quantitative and qualitative analysis of the investigation data gives grounding for stating that in 1972–1973, 1978–1979 and 1982–1983 the main reason of instability of the class communities was teenager migration inside the school, in the majority of cases related to the repetition of the curriculum course in the same form; the data of 1988–1989, 1992–1993, 1998–1999 showed that instability of the class, besides the above mentioned factors, was also conditioned by the changes in the state, society and sphere of education (the right to choose a school was granted then).

Table 1. Age of Respondents (%)

	1972–1973	1978–1979	1982–1983	1988–1989	1993–1994	1998–1999
a) younger then their peers	7,2	7.5	6,6	11,0	9,0	7,1
b) of the same age as their peers	62,0	60,1	62,6	63,1	63,9	63,9
c) senior then their peers	30,8	32,4	30.8	25,9	27,1	29,0

Significant changes were revealed in analysing the families of the investigated teenagers. The numbers of respondents living with one of the parents or without parents had increased. The number of respondents who were the only children in the family was also considerable.

E. Vaper, A. Kahonenas, Z. Bajoriūnas, A. Shopenhauer who investigated the impact of the family situation on the schoolchildren's learning proficiency, behaviour, creativity, etc. underline that the withdrawal of one of the parents from the family has a strong effect on the learner's progress at school, behaviour and initiative (E. Vaper, 1971, p. 195). According to the data of our investigation, 40 % of the investigated schoolchildren were lagging behind at school were from incomplete families and only 14 % were from the full families. (M. Barkauskaitė, 1989; 1999).

In summarising the results of the investigation that characterise the contingent of our investigation, we drew the conclusion that this kind of investigation that was carried out every five years reflects different characteristics of the particular period, as well as social, economic, pedagogical and psychological problems that manifest themselves in one or another aspect in school life, in the relationship within the class community, and also in the individual statements and evaluations of the respondents.

2.2 Status in class and other activity forms of teenager

In analysing the data of further investigation, and looking for possible answers to the evident problems, we will rely not only on the general sociopedagogic, and economical analy-

188

sis of the investigated students but also on the general respondents' characteristics of the concrete period, which showed that the most distinquishing changes would be observed in the investigation data of 1988–1989, 1993–1994 and 1998–1999 when we compared them with those of the first investigation (1972–1973).

The constant change of relations, status, values, views, self-evaluation, etc. is determined by different internal (individual) and external (social) factors which are either not stable (M. Barkauskaitė, 1979; 1998).

We used the sociometrical methodology in determining distinct dynamics in the teenager status within the class community.

The investigation data proved that there are teenagers who do not receive any kind of evaluation from their peers: they are an empty place in the classroom. We could guess that the interests, and needs of those teenagers are either not known or not acceptable for the peers. They were not discussed.

The quantitative (Table 2), qualitative, monographic analysis of the data brings out a distinct tendency of the increasing numbers of the rejected teenagers in the fourth to eighth forms. (The data of 1972–1973 in the mentioned forms in contrast to the data of 1972–1973 showed a very small number of the rejected teenagers). From the pedagogical point of view the fact that teenagers with low sta-

tus, who cannot get their needs satisfied in the class usually look for contacts outside school, is really worrying. The emotional ties are broken those teenagers get apart from the problems, and the class life, in this way they become more vulnerable psychologically. The most important fact is that the empty space that appears because of lack of recognition, and shortage of communication can be easily exploited by anyone who is ready to show the least a little bit of attention. On the other hand, the teenager starts intensively looking for the ways to fill in this emptiness.

In analysing the data about different activity forms of teenagers with low status some characteristic regularities became evident. The investigation data of 1972–1973 showed that teenagers with low status favoured different club, hobby-group activities but they failed to stay there for a longer time (were not accepted – 26,2 %, dismissed – 32,8 %, not interested – 6,3 % or simply "I do not care" – 11,1 %). In 1983–1984 the percentage of teenagers who were unwilling to take part in any kind of extra-curricular activities was already higher – 18,7 %, in 1988–1989 – 32,2 % and in 1993–1994 – 41,9 %. We can judge that *the numbers of teenagers with low status increase as the degree of alienation in the interpersonal relations increases. Types of activity at school that could compensate for this lack of communication also decrease.* We consider the

Table 2. *Dynamics of Schoolchildren's Status in the Class (%)*

Status	1972–1973	1978–1979	1983–1984	1988–1989	1993–1994	1998–1999
Very high	20,6	19,9	15,2	8,2	15,8	13,6
High	31,4	29,4	31,1	27,8	29,1	16,9
Satisfactory	33,9	35,2	37,1	38,3	30,8	35,8
Low	12,9	14,9	16,2	24,7	23,0	31,4

school do not correspond to teenagers' needs and interests which are closely related to the processes in society. The principal idea of the education reform which has been to closely relate the content of education and school activity to the changing life and world of students' values, needs and possibilities is failing. (M. Barkauskaitė, 1996; 1998).

That analysis of research conducted in 1998 pointed out meaningful activities such as taking photos, poetry writing, film making, playing music, etc. *These kinds of activities not only show the positive changes in the content and methods of education but also reveal results that were achieved due to these changes.*

A teenager cannot tolerate a formal group where his / her main social needs of communication and recognition are not satisfied so a youth is in search of a favourable environment for self-realisation. This environment very often becomes teenagers' non-official group which plays a significant role in the process of the formation of the teenager's personality (M. Barkauskaitė, 1979; 1986). It is difficult for a teenager to find a referential group.

The results of the research prove that an official or non-official group becomes referential for a person when a teenager feels secure and when he / she accepts behaviour norms and status of the group, when he / she gains a certain role in the group and positively evaluates own group in the respect of other groups.

Teenagers often identify themselves with the group which becomes a certain behaviour norms and they form their own life philosophy, evaluate others, etc. according to group's regulations.

On the basis of the results of the research it can be stated that a non-formal group is formed by teenagers who want to realise their personal needs and interests in the common activity, space and permanent contacts.

Non-formal teenager groups are very influential and are often called 'secret educators'.

Spontaneous groups are typical not only for so-called 'difficult' teenagers. This is a stage that almost every person undergoes during his / her socialisation process and in the adolescence, when through the communication with his/her peers a teenager seeks self-consolidation in the society, the role of spontaneous groups is the most significant (M. Barkauskaitė, 1998).

The results of the research show that the structure peculiarities of non-official groups may serve as the background for antisocial activity. Spontaneous groups gain antisocial character when they consist of rejected from formal groups teenagers or when the leader of such a group is a negative personality. 'Lacking recognition for their activity in formal groups teenagers with organisational abilities apply them in non-formal groups where they gain a much higher status' (M. Barkauskaitė, 1978; 1979; 1993).

Many spontaneous groups favour the child's initiative which is necessary for his / her normal development. (A. Malberg, V. Žuravliov, G. Valickas, M. Barkauskaitė).

However, the focus of society and parents' attention is on non-formal teenagers groups which consist of members having low status in formal groups (M. Barkauskaitė, 1978; 1993).

It was established that in the education process the attention towards personality forming

It was ascertained that teenagers who do not feel secure in the family very often reconcile themselves to the state of insecurity in the class or at school, more or less painfully. Teenagers seized by constant fear have no opportunities for self-expression and creation. Other teenagers of the similar fate are determined to gain a certain position at least in their class, and with the help of "all the possible means or other most incredible ways to feel secure (or at least to make such an impression by romping or demonstrating their fearlessness, courage, physical strength, etc.).

It was presumed that teenagers realise themselves in extra-curricular activities. Respondents' statements about their hobby groups prove that teenagers as if come back to the variety of 1972–1973 activities presenting them in the light of contemporary realia. They would like a lot of interesting and new kinds of sports, active and romantic activities of various organisations, different discussions clubs, music-disco parties ('karaoke'), lotteries, computer science and games, excursions, etc.

It was established that teenagers lack attractive and meaningful types of activity which would correspond to their interests and needs, abilities and power and the spirit of present-day situation. After systemisation of the answers, four main reasons of teenagers' passivity could be identified. They are as follows: 'it's not interesting', 'nobody organises', there is no time', 'there is no place'. Some other reasons are mentioned: "there are no experts', 'too old', 'soviet', 'not the right time", etc. These comments correspond to the statistical data testifying the decrease in extra-curricular activities (especially in sports and artistic activities) and the change in their type.

Extra-curricular activities should educate and help to develop a person according to his / her possibilities and wishes, by disclosing individual abilities and skills and providing optimum conditions for each personality self-expression. These activities are one of the most available means in developing the aesthetic origins in the future generation and in forming their ability to resist the invasion of the Western culture. The decrease in the volume of extra-curricular activities on the national level is a criminal action.

The results of the research show that teenagers have plenty of free time, they are insecure at home and in the class and do not participate in the school activity. Pupils do not belong to any non-formal yard or street sports team, etc. therefore they most often choose peer groups. This is proved by the data collected at all the stages of the research. (M. Barkauskaitė, 1979; 1983; 1989).

2.3. The official and non-official groups of teenagers

The research results of 1988–1989, 1993–1994 and 1998–1999 already point to groups of 'oilmen', 'businessmen', 'bottlers', etc., the groups where teenagers share their experience, allocate their duties and certain 'zones'. There are some hints at racket, gambling games, 'grass' and 'rich bosses'. The qualitative analysis of randomly chosen questionnaires at every stage of the research affirms that the present-day respondents are more mature. They go into the problems of their life more actively and want to solve them independently, by choosing as different ways and forms as it is possible. Therefore, it can be asserted that *educational processes at*

participate in their 'family business' (1993-1994 research data). Unwillingness to accept new members is evident. (A set of entrance rules is sometimes issued.) Children from poor families earning their own living can also belong to A type group (data about groups' business and help to each other is available).

The analysis of the research in 1998 confirms the conclusions of the previous researches (M. Barakauskaitė, 1986, 1997) that *members of A type groups have a high status in the class and consider themselves as the elite of the class.* They communicate with members of the group, participate in various national and international projects, debates, study foreign languages, 'lend' their equipment for discos and do not 'bother with' not bright pupils or so-called 'book worms'. Teachers tend to tolerate such pupils, while accepting their values (at least by keeping silence). There occur cases of racket, blackmail and rape. By these means surrounding people are made to treat such teenagers with a certain respect.

The self being of the respondents of this group with low status at school is different from those with high status: they are not talkative, they tend to find fault with everything and everybody, they are jealous and angry; they usually attend school only under their parents' pressure. They do not participate in school or class activities, they only "sit at the lessons", "get on other people's nerves" and hurry out to meet their friends.

Teenagers with different status in the class belong to different groups. *All teenagers who said they belonged to the type A mixed groups smoked, many of them drank alcohol, used drugs in the past or at the time of research.* Their types of activity were variable but *walking along the streets, going to discos and pubs, hiking, playing cards, getting into commercial deals* were typical of all members of the group.

In summarising the data about the small A type groups, we can assert that essential changes take place in teenager groups. These changes have an enormous impact on group members personality development. The philosophy of life in the small groups and types of their activity become the model for teenagers while the situation of the class, school or even the family get into the background.

B type (in the process-of-forming) groups

In comparison with the A type groups, teenagers of the B type small groups are more likely to join their yard or street pals. The problem is that there are a lot of older both employed and unemployed people as well as school children and teenagers in those groups. This kind of early expansion of experience outside the class and school when members of different interest groups are involved into variable types of activity has an impact on both separate members of the group and the organisational structure of the group. The types of activity of these groups are often linked to 'commerce', 'exchange of things', making money in one way or another. Hikes and excursions are especially popular as well as watching films and concerts. The members of these small groups are quite indifferent to technology or gambling. (M. Barakauskaitė, 1996)

B type small groups at different periods are usually preferred by teenagers of satisfactory status. The numbers of teenagers with high

factors such as an individual status in the class or group, inner relations, recognition, a certain authority, integration, a support of gaining dignity and self-respect is not sufficient. It is not considered that an individual becomes aware of social and moral norms through these non-formal groups which later become effective regulators of one's actions (M. Forverg, 1963; M. Barkauskaitė, 1993). The results of this research confirm statements of R. Klovard and L. Olin that spontaneously formed teenagers groups transform into antisocial ones when there is inadequacy between permanent needs of the teenager and social possibilities and efforts to adapt themselves to life circumstances, insufficient communication with parents and a feeling of insecurity and isolation at school.

Various small groups have a different influence on their members. An attempt made by scientists (A. Jacikevičius, A. Melberg, S. Polonskis, V. Žuravliov) to classify the small groups by their gathering place, kind of activity do not give the answer to the question about their adequacy. One more attempt was made to classify the small groups according to their common traits and factors which make such groups equivalent from the point of view of their influence on the personality. This classification is relatively unstable because the groups are in constant change.

Three types of spontaneous small groups are analysed in this work. They can relatively be named as follows:

A – readily formed (or proper) small groups of teenagers,

B – small groups under formation,

C – the initial stage of small group formation.

Additional processing of the data enabled us to divide the small groups into smaller divisions:

Formed groups (A): a) exist for more than 18 months; b) have a name and a leader, etc.; c) a permanent number of members; d) meetings at least twice a week.

Groups in the process-of-forming (B): a) exist more than 9 months; b) meetings once a week.

Groups in the initial stage of formation (C): a) exist more than 3 months; b) all members meet seldom but regularly.

The focus of this particular research was on what kind of teenagers join A, B, C type small groups, what their interests, abilities and values are and what they are interested in at home, in the social life, etc.

A type (readily formed) group

It was established that A type small groups are preferred by teenagers with a large number of active or passive interests. *Such groups are joined by youths who want to realise their interests and abilities in various spheres in case they fail in the class or at school. However, teenagers with narrow and few interests as well as without many abilities also choose A type groups. It may be concluded that these groups with their formed structure, behaviour norms and activity character satisfy their needs and correspond to their standards of attitudes, etc.* Belonging to this kind of small groups may have an opposite influence i. e. to have an impact on members' attitudes towards their class, classmates, social activity and personal abilities. This is confirmed by a high x-square ($x^2 = 100,040$ $p < 0,0001$).

Members of A type small groups are often children from rich families and they actively

194

them on the footing of the readily formed small groups which are always more valuable than formal groups and communities. At the same time, proper attention should be given to the fact that intensive formation processes of the type C groups has some threats in terms of their members' behaviour. The negative consequences may be instability of the group, low demands of the group members to themselves, lack of interests for meaningful types of activity.

The research at all stages revealed the regularities that teenager participation in the activity of different types of groups *confirmed the relationship between teenager status and the type of the small group; it also outlined different degree of impact of the small group on the members of the group.* The results of the research reinforced the possibility to predict *regularities of change in adolescent groups and on that basis to foresee and organize preventive measures.*

The pedagogical experiment that we carried out as well as the purposeful work of Pedagogical University students proved the credibility of introducing corrective measures into the situation of teenager status within the class community. (M. Barkauskaitė, 1975; 1976; 1978; 1982; 1986; 1998)

The data of both our investigation and the forming pedagogical experiments confirm that the decisive factors for teenager participation in the activity of small groups are the teenager's family, class, peers at school; while the success in teenager education is conditioned by good knowledge of both the micro and macro environment of the teenager and appropriate organization of the pedagogical processes.

The research has ascertained that teenagers' interrelations and their groups is not a spontaneous phenomenon – it is connected with complex pedagogical and administrative decisions, in foreseeing the regularities of change, and the interaction of internal and external factors. (M. Barkauskaitė, 1979; 1998; 1999). According to the data, teenagers' low status, negative activities in their free time, viciousness, aggressiveness, and absence from school are usually influenced by clashing relationships, lack of recognition, humanism and pedagogical interaction.

Conclusions

Taking into consideration the fact that adolescence is a complex and very specific period of lifetime which requires exceptional attention and understanding the constructive necessity of solving the problems of the period, we have linked our practical and scientific activities with the research of teenager development problems. *On the basis of the quantitative and qualitative data of the long term systematic scientific research and practical experience the following conclusions can be drawn:*

1. The analysis of our research has revealed that the problems of teenager development, their status, group forming, changes in values, needs, and types of activities are largely determined by sociocultural, educational, political, and economical changes in the society, which are closely connected with the changes in the education system.

2. The tendencies of change in the contingent of respondents confirmed the assumption that the teenager who does not feel un-

and intermediate status in the B type group decrease. One of the reasons of that may be instability of the group which cannot guarantee the desired recognition. Members of the B type small groups *are quite willing to do social work in the class and school*.

This kind of many-sided communication in the formal groups and smaller amount of wasted time evidently satisfy the teenagers' need for communication with peers; as a consequence, communication in the randomly formed small group *loses its topicality, and the meetings of group members become not so frequent which leads to more noticeable change in the group membership.*

On the basis of the data we can assert that abilities and skills of the members of the B type small groups can be most commonly realised in the class and school but this fact does not help much in gaining the peers' (very frequently – of the teachers, too) recognition and evaluation. Classmates take their peers' from the small groups social activity for granted though they do not show inclination to get involved into similar kind of activity themselves – they do not consider it worthy enough. Others possibly are not really able to fulfil that kind of activity. The sad fact is that even teachers do not show appropriate interest in the teenagers' activity. They show lack of understanding that in the processes of involvement into the activity of the type B group the teenager undergoes tremendous experience and change (which is not always positive). This kind of adolescent non-formal group can be termed as *the most positive one the types of activity* of whose members, both individual and group types, most often rely on humanistic values as well as civic, moral and other society-approved attitudes.

Type C groups (initial signs of the forming group)

Type C small groups differ a lot from the type A, B groups. We had an aim to establish their functioning status and tried to find out if *those groups manifest the initial stages of the future small groups or if they often are random gatherings of teenagers conditioned by accidental situations* and teenager intensive search for new friends, recognition, the environment, ways of self-expression. The boys that belong to the type C small groups usually indicate the following kinds of their activity pointless walking in the streets (43,4 %), different sports and technology games (33,3 %), drinking parties and gambling (23,3 %). The girls pointed out different games (45,5 %), dancing (10,1 %), pointless walking in the streets (20,4 %), hikes and excursions (13,5 %), cinema, theatre and concerts (10,5 %). The members of the type C small groups were teenagers *who studied only on the satisfactory or poor level, did not have any deeper or wider interests, avoided the activity of hobby-groups. Only 16,1 % of them wanted to be responsible for some class or school activity.* Quantitative and qualitative research data confirm that the type C groups are made of teenagers that have different interests and inclinations; they are of different age and status and they want to feel important for themselves and in the face of others; they want to feel secure and well-established.

Our research allows us to make the assumption that some of the type C groups will stabilize with time, that their communication contacts and organizational structure will strengthen and in due time they will acquire the degree of consolidation which will place

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derstood and needed in the family hopes to compensate for the lack of appreciation, recognition, and communication in the school community. *The analysis of the values and factors that determin teenagers' status revealed the increase in the importance of external factors and material values: those who are rich, active, brave, and impudent are most valued, there is an obvious decrease in the importance of spiritual values, and the mostly appreciated spiritual values are faithfulness, reliability, and kindness.*

The generalized study of the research data (of all the periods) showed that there is negative interaction in the relationships between teenagers with low status and their teachers: their relationships are usually tense, and conflicting. The qualitative analysis of the research data gives ground to think that the teachers extensively criticize the teenagers' behaviour, and their learning, activities and are not willing to notice and appreciate their significant achievements in the class or school.

3. The research of the school year of 1972–1973 showed that low status teenagers *willingly chose* the activities of different clubs although they did not stay long there for a number of reasons. The research analysis of later data showed that low status *schoolchildren desire to attend the extra-curricular activities decreased* with every year. The reasons of this phenomenon are heterogeneous: there are more low status schoolchildren and this leads to the processes of alienation. The illusion that extra-curricular activities will help to become one of the class disappears. On the other hand, there are fewer types of activities at school nowadays where the alienation could be at least partially overcome. It must be admitted, that teachers do not want to take up the responsibility to solve to problem.

4. Correlative and factoral analysis of the obtained data revealed strong interaction between the teenager status in the class community and their activity in the non-formal groups: teenagers with low class status used to spend their free time in groups (and only in exceptional cases – on their own). It is a common regularity that those teenagers seek to satisfy lack of their needs for communication and recognition in the non-formal groups which are outside the trainers' control scope. It is also symptomatic that norms of communication within those non-formal teenager groups, their interests and values orientation often are different from those showed in the society and school communities, and they even approach the threatening level of antisocial behaviour.

5. Our systemic research made it possible to classify the non-formal teenager groups with the following distinctive features, we called them A type, B type and C type groups. The data of the research provide a sound basis for establishing regularities in the choice of the group type among teenagers. The type A group is popular among teenagers with both high and low status. The type C non-formal group presents an extremely problematic picture in terms of positive or negative outcomes. The data of our empirical research convincingly prove that both the formal and non-formal group can become the personal referential group.

PAAUGLIŲ TARPUSAVIO SANTYKIŲ SOCIOPEDAGOGINĖ DINAMIKA

Marija Barkauskaitė

Santrauka

Šis straipsnis skirtas aptarti ir pagrįsti bendrojo labinimo mokyklų IV–VIII klasių moksleivių sociopedagoginės raidos, t. y. tarpusavio santykių statuso klasėje, kūrimosi į grupes, veiklos, saugumo jausmo šeimoje ir klasėje, vertybinių nuostatų, interesų kaitos dinamiką bei jos santykį su sociokultūrinės aplinkos ir švietimo sistemos pokyčiais.

Straipsnyje pateikiamų paauglių ugdymo svarbiausių veiksnių tyrimo duomenys leidžia pagrįstai teigti, kad paauglių sociopedagoginę raidą daugiausia nulemia visuomenėje vykstantys sociokultūriniai, politiniai, ekonominiai pokyčiai, atitinkamai veikiantys švietimo sistemos kaitą, kartu paauglių santykių, veiklos bei vertybinių orientacijų sąvoką.