6-1-1956

The role of the worker in handling hostile-resistive behavior in adolescent group

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THE ROLE OF THE WORKER IN HANDLING
HOSTILE-RESISTIVE BEHAVIOR IN
AN ADOLESCENT GROUP

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF SOCIAL WORK

BY
BETTY JEAN TRIBBLE

SCHOOL OF SOCIAL WORK

ATLANTA, GEORGIA
JUNE 1956
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ACKNOWLEDGEMENTS

The writer of this thesis wishes to acknowledge her gratitude to United Neighbors Association for their co-operation which made the writing of this thesis possible. She also wishes to express her gratitude to Miss Nancy Ewing for the time she spent in helping to clarify the material gathered, and to those who diligently made suggestions that made this an acceptable thesis.
CHAPTER I
INTRODUCTION
Significance

Man becomes human through social living which is done largely in varied kinds of groups. As people live together, relationships develop and basic social needs are satisfied or unsatisfied. These needs for satisfaction which can be met in groups are primarily love, acceptance, security and recognition. The relationships established in a group may be casual, or intimate. Our social relations and group activities are important in our development, and for our success and happiness.¹

At times a child might feel alone and frightened because he is dependent. If this feeling is not relieved, guilt and resentment may grow in a continuous circle ending in hostility directed toward self and others. A child begins life as a dependent self-centered person whose development requires broader experiences. As the child begins to go out and join other groups he resists this joining because it presents a threat to his present status. In group work agencies resistance may show up in the area of membership fees and agency limits, as well as interpersonal relationships.² This was true of the group to be studied as they came into the agency for activity. Resistance is bound to result from interaction. In 1938, Herbert Aptekar made the following statement:

When two individuals come together in any situation, there are

likenesses and differences between them. When likeness is predominant, we say that there is identification; when differences make themselves felt, we speak of resistance. This brings up the question whether the interaction of likeness with likeness, or of likeness with difference or of difference with difference leads to the creation force...¹

While emotional influences and conditioning experiences of childhood are of great importance for the generation of hostile-resistive behavior and the ways in which it is expressed and repressed by the individual throughout his adult life, these influences and experiences are not the only factors to be considered. Some of the other factors are the constitutional endowment, the social ideologies, and the personal and social situation that the individual is in.²

Studies have been made in the area of hostile-resistive behavior which have helped social group workers adjust their roles and handle their behavior. Some of these studies are by Coch, and J. R. P. French, Jr., "Overcoming Resistance to Change," F. Redl, "Resistance in Therapy Groups."³

For the purpose of this thesis the following definitions are being used with the understanding that the two kinds of behavior are shown as hostile-resistive behavior.

Hostility appears to be an inner motivated force within man that is necessary for his survival. This implies that every individual expresses hostility sometime in his life. The degree of hostile manifestation would

depend on the satisfaction of basic needs of each individual. Individuals direct their hostility toward self and others. In this thesis hostility will be considered as both a normal response to an environmental threat and as an unconscious exaggerated reaction determined by the experiences and adjustments in childhood. Groups may be used as a means of helping to decrease hostility by creating a socially acceptable situation but not to rid the individual of it. The generation of hostility in childhood often expresses itself in later life and interferes with individuals who want to become part of groups but who resist the relationships they will find therein and the limits or authority inherent in the group situation.\(^1\)

Hostility in this study is defined as acts resulting from frustrated needs of the individuals for self satisfaction. It's manifestations are physical actions and gestures such as fighting, throwing objects, using inappropriate language, screaming and crying, and refusing to accept limits. These actions and gestures were determined to be hostile by the writer if they seemed to be the result of uncomfortable feelings that have not been reassured, and if they effected the particular group experience.

In the process of maturing an individual has to give up being the only one in the affection of parents and others and in learning to share affection. Rivalrous feelings are created in the competition for adult affection which in turn can engender feelings of guilt. If these latter feelings of guilt are not resolved successfully through some adequate expression, hostile reactions ultimately ensue.\(^2\)


Resistance in this thesis, is seen in the group interaction, in response to the agency limits, to the worker and to the adult authority in the club meeting. It is the writer's belief and experience that an individual may be resistant without being hostile, but hostility carries with it resistance.

"Resistance is a part of the general psychological make-up of every human being. Our whole growing up process is a constant adaptation to change during which we always want change and resist it. Every child enjoys being weaned but resists giving up the comfort of his mother's breast. The adolescent wants to grow up but he fears the responsibility of independence. Resistance is a part of the basic ambivalence of our emotional make-up".\(^1\)

Resistance is allied to and in many ways an expression of repression. Resistance is a method by which one evades memories and insights which would be painful for him to face consciously.\(^2\)

Resistance, like hostility, seems to evolve from inner motivation of the individual. People venture into new experiences both wanting and fearing them. They resist new experiences that they need and desire in many ways. They may forget, come to meetings late, come on the wrong day, or postpone the idea until later.\(^3\)

Manifestations of resistance may be sudden silences, denials, forgetfulness, refusal to co-operate, evasions, ambivalent comments and

\(^{1}\)Gisela Konopka, "Resistance and Hostility in Groups," The Group, Vol. 16 (October, 1963), p. 3.


\(^{3}\)Ibid., pp. 571-572.
inattentiveness. The dynamic significance of the repressed material may be estimated by the degree of resistance to its emergence, by the severity of the defensive reaction. In this study the degree of resistance was not severe enough to be thought morbid but was considered a normal part of the emotional make-up of the members and their group interaction.

The practice of group work, requires an underlying knowledge, of individual and group behavior, social conditions and community relations, based on the modern social sciences. On the basis of this knowledge the group worker contributes to the group, a skill in leadership which enables the members to use their capacities to the fullest and to create socially constructive group activities. The worker is aware of both program activities and of the interplay of personalities within the group and between the group and its surrounding community. According to the interests and needs of each, he assists them to derive from the group experience the enjoyment and satisfactions provided by the program activities, the potential for personal growth available through the social relations and the opportunity to participate as a responsible citizen. The group worker makes conscious use of his relation to the group, his knowledge of program as a tool, and his understanding of the individual and of the group process. He must recognize this responsibility to the individual and groups with which he works and the larger social values he represents.

This definition of the function of the group worker sets forth a clear

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1 Dorothea F. Sullivan, Readings in Group Work (New York, 1952), pp. 4-6.

picture of part of the motivation for the writer's study of the handling of hostile-resistive behavior of the members of the Glamourettes. While this behavior confronts every social worker, the writer found this pattern particularly outstanding in adolescents who were passing through both a physical and emotional stage of development. In studying this behavior the writer sought to arrive at ways of handling it that conform to the functions and goals of the social group worker. Courses in Human Growth and Development also motivated the writer to study this pattern of behavior. The writer hopes this thesis may make a contribution to the further understanding and handling of hostile-resistive behavior of adolescents in groups.

Purposes

The purposes of this study are:

1. to illustrate hostile-resistive behavior, by examples;
2. to describe the role of the worker in handling hostile-resistive behavior.

Method of Procedure

The method used in this study included the reading of texts and periodicals for theoretical information. A schedule was used to select excerpts from process records that revealed the behavior being studied, and also the worker's role in handling this behavior. This schedule was used with a work sheet on which the writer recorded the examples of behavior that centered around adult authority, ambivalence, peer rivalry, and lack of participation in program activities. The group worker whose records were used was interviewed in order to clarify record material and her role.

The particular group studied was selected from the available agency
process records on adolescent groups, and was selected because it had, in
the writer's opinion specific examples of hostile-resistive behavior.

Scope and Limitations

The group studied, the Glamourettes, was a group of twelve to fourteen
year old Negro adolescent girls under the leadership of a first year graduate
social work student, who worked with them from October 1954 through May 1955.
This study was done at United Neighbors Association, Philadelphia, Pennsyl-
venia. Only one group was studied in this agency for the period of September
1955 through February 1956.
CHAPTER II

BACKGROUND MATERIAL

Community

The community served by the United Neighbors Association, was located in Southeast Central Philadelphia, and its economic status was low. It was an area where housing was overcrowded and dilapidated; but a movement is under way for the improvement of the present housing conditions.¹

There was a considerable number of displaced Lithuanian persons in the Southwark neighborhood. There has been a recent increase in Porto Ricans. The number of Italians, Polos, and Irish has decreased because of second and third generations moving to suburbs. The Jewish child population was extremely small as compared with that of forty years ago, the parents still have businesses on South and Fourth Street but have moved their families away.²

The increase in number of Negro residents in the area has been gradual and scattered. Negroes moved into national colony neighborhoods slowly without serious tensions or overt acts of aggression. One of the primary duties of United Neighbors was to provide a climate and environment whereby human differences were de-emphasized and every effort made to make it possible for people to get along together.³

¹Chester R. Leighty, "Social Audit Statement" (Statement presented to the Budget Committee of the Community Chest, November 1955), p. 3.
²Ibid.
³Ibid., p. 4.
The Glamourettes, the sample study Negro group, participated in the activities of the House of Industry which was a part of the United Neighbors Association. The following is a brief description of the agency.

United Neighbors Association

United Neighbors Association, one of the many settlement agencies in Philadelphia has a rich heritage and a broad framework of operation. United Neighbors Association was founded in 1946. The Board of Directors of Southwark House and Workman Place House worked out a co-operative plan in the common interest of their respective houses as well as of Stanfield House to form a merger called United Neighbors Association. This centralized organization was set up to give better settlement service to the South Philadelphia waterfront area.¹

Mr. Chester R. Leighty, Executive Director, has firm convictions which he reflects as he guides the United Neighbors settlement program. The early conviction that a settlement can help a neighborhood to pull itself up by its "boot-straps" was made firmer as Mr. Leighty knew personally Jane Adams, Mary McDowell, Lillian Wald, John Elliott and Grayame Taylor.²

Purposes and Policies

"The purpose of United Neighbors Association was to provide an opportunity for the further development of self reliance, social responsibility


and leadership among neighbors through the process of group thinking, planning, and action in order that they may better help themselves to satisfy their social, cultural and economic needs."¹ This general statement provided the people involved opportunities to set up classes and clubs to suit their own needs.

The key to the agency's relationship with its members and neighbors seemed to be participation. Even the "small fry" insist, "This is our party, and we are going to plan it."² It may be a little wild and tough on leaders, but it pays off in building human relations; in learning to get along with one another and doing things together.

The agency's community work begins with participation. Its program developed from the participation of people themselves. As neighbors work together on common problems, their differences of color, religion, and nationality become less important.

The Board was a merger of the original Board of the several settlements. New members of the Board were voted in by the Association or agency board. The agency has found standing committees made up of members from the Association, Board and staff to be useful and an essential means of communication.

The staff was composed of twelve professional workers and six graduate students at the second year level of training.

Funds were obtained from the Community Chest, and from individual membership fees which were adjusted in some cases to the financial level


²Ibid.
of the family.  

Plant.— The physical facilities for carrying out the program of the agency were the two houses: House of Industry which houses Community Projects, and Southwark House. Included in these buildings were club rooms, gymnasiums, kitchens, craft shops, offices and limited living quarters. Some distance away was Camp Linden which was owned and operated by United Neighbors Association.

House of Industry Program.— The House of Industry was not greatly different from other settlement houses, nor was there much difference in its overall objective, except for a few very important words: "we provide the opportunity." Practically everything that happens to membership in the settlement was through the process of "group thinking, planning, and action." Through planning members can better know one another and learn to get along no matter what the economic, national or cultural background may be. The House of Industry was one of the agencies operating as a part of United Neighbors Association. This agency was the one where the sample group studied came for service.

The do-it-yourself approach to program changed the whole relationship between membership and agency. The demanding attitude of membership gradually diminished and even small children enjoyed planning a party—even bringing a small part of the refreshments and making them fit together into a fairly complete whole.

During 1955 and 1956 there was an increased number of teen-agers and

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1 Ibid., p. 5.

2 Ibid.
adults who wanted to become a part of house program; this was notwithstanding strict rules relating to conduct.¹

During the years after the closing of College Settlement, several street gangs developed in that area and got out of hand. The gangs refused to conform to the discipline of any of the private or public agencies available. To ease this situation, which was getting serious because of open conflict with groups west of Broad Street the agency secured two grants to finance a worker for a street program for one year. Later this salary was absorbed in the Community Chest Budget Grant to the agency. The gang phase of this problem was no longer a concern.

¹Ibid., p. 7.

CHAPTER III
GLAMOURETTES

In observing the Glamourettes according to their stage of development, their needs and expressions of interests, manifestations of hostile-resistant behavior has been identified. These manifestations of hostile-resistant behavior centered around adult authority, ambivalence, rivalry between members, rivalry with the leader, and resistance toward participation in program activities.

Group Studied

The group studied was a group of adolescent Negro girls, ages 12-14 years of age, who came to the House of Industry, formed their club and selected the name Glamourettes. They expressed their primary objective as one of getting together to have fun. These girls came from the area that the settlement serves in Southeast Central Philadelphia. The Glamourettes attend the public schools in the neighborhood which were junior high schools.

The area where this group lived was one in which some of the housing was inadequate, usually where heating means were very inadequate. Such living conditions may be a factor in the behavior exhibited by the group.

The Glamourettes came from families that were often without one parent, usually the male figure, for varying periods of time. Sometimes there was no male figure in the home at all because of separation by death or divorce, or the child may have been of illegitimate birth. In some cases there were boyfriends of the mother or older sisters in the home for irregular indefinite periods.
Economically these girls were in the lower financial group. The majority of their families were receiving public assistance of one kind or another. This may have had some effect on their social maturity, as will be shown later.

Parents of the group studied were in the lower economic class which presented an earlier problem in terms of their children selecting a vocation. Often the child stopped school to work and support the family, thus she never really gave much thought to a vocation. The only vocations available were those offered by the Vocational High School in the community. The girls usually went into Home Economics, Dressmaking, and Typing courses. It is an accepted fact in the lower economic class that the adolescent might have to work. The girls in the group seemed to have no interest at this point in marriage or a career. These girls were seldom if ever allowed to make decisions in their family life and the end result in club meetings around making decisions were resistance to planning. These girls had little preparation for taking on responsibility of any kind.

The structure of this group was comprised of two sub-groups. One group had nine members and the other group had five members. These girls were in the pre-group stage of development as was indicated by the two sub-groups. There were no officers in the club group. This might have been an expression of their fear of being led by domination. Officers to them represented a threat to their status in the group. Officers would have authority over them that could heighten or lower one's position and these girls were not ready for this. This type of freedom in the group seemed to help them learn to lead without domination. There was little group spirit and they were lacking in responsibility for planning. The Glamourettes were
not a very cohesive group. Noticeable throughout the record there were
ingratulations of positive and negative relationships among the members, the
worker and her group.

The writer believed that the Glamourettes were held together by their
need to associate with each other so that they could extend their friend-
ships to members of the opposite sex. This group repeatedly used some of
their time for social dancing with each other and engaged in active social
games. They expressed little desire to share any activity with boys.
Once or twice during the club year they did have activities with boys. One
was a joint party and the other was a day camp trip. The camp trip which
was a more carefree activity where intimate contacts were not necessary,
was successful. However, the party, where the girls had expressed a desire
to dance, was not as successful because the girls were not ready to risk
themselves in establishing relationship with boys.

The way the girls reacted in the group indicated needs that they were
seeking to satisfy through activities within the group and in a relation-
ship with the worker. The needs indicated above were normal to this stage
of development. If these adolescents needs are not satisfied in the normal
growth struggle, frustrations tend to create hostile-resistive behavior.

Hostile-Resistive Behavior

In the following excerpts were examples of hostile-resistive behavior
found in Glamourettes record. The frame of reference of behavior was in
the area of (1) participation, (2) member relationships, and adult authority.

Participation.-- The outstanding activities that the Glamourettes
wanted to engage in were gymnastics and cooking. The potential for motor
co-ordination was present in adolescents but often does not manifest itself
when the individual has to respond immediately without having established
a learned pattern. Girls might be awkward in participating in group
activity, whereas some of this awkwardness may be overcome if the girl
happens to be in a modeling school or is attending classes in personality
that give hints for developing poise. This period of awkwardness is of
short duration. As the individual adjusts to his "new body" he takes on
responsibilities that indicate his move toward maturity.¹

The Glamourettes were normally awkward in many games that they played
because they had not become adjusted to what now seemed like longer arms
and legs. They developed interest in active games like dodge ball, base-
ball, jump rope and others. All of these games called for the use of their
bodies. Though they desired to engage in games that provided them the op-
portunity to get rid of excess energy, they often were awkward conforming
to the rules of the game. It may be that this hostile-resistive behavior
evident in gym activities might have been due to ambivalent feelings about
wanting to play active games and then not being able to guide their own
bodies skillfully.

Excerpt #1
Naomi and Anna spied the jump rope and began to play with it.
Soon all the girls were jumping rope first in partners and then
individually. During this Geneva came. I said 'hello' and how
glad I was to see her. She said, 'hello', and rushed to sit down
on the couch. Annette came in soon after and made no response to
my welcome. She sat beside Geneva on the couch. The girls and I
tried to involve them in rope jumping to no avail. I suggested a
game of checkers with again no response. I said to Annette, 'you
look mad at the world today.' She stared straight ahead and I
commented that sometimes people felt like that and it was all right.
....At four thirty the girls asked to go to the gym. I had a basket-
ball and the equipment for baseball. When we arrived in the gym,

¹Irene M. Josselyn, Psychological Development of Children (New York,
I realized that Anna was not with us. I asked, 'where Anna was,' and Elena informed me, 'that Anna was mad, because she didn't get her turn at jump rope.' I went downstairs and found Anna sulking in the club room. I walked over to her and said, 'you're mad, aren't you?' She didn't answer and I said, 'well how do you feel?' She said, 'yes, I'm mad because I didn't get my turn.' I said, 'you know the girls took the rope upstairs, why don't you come up and get your turn?' With a bound she was up, out of the room and into the gym. Naomi and Mirian turned the rope and Annette had her turn.

Anna resisted participating in the group activity. While doing this she made no attempt to relate to the worker or her peers. Not only was this resistance to participation, but Anna was being unsociable by not making a response to the worker or her peers. This unsocial behavior may be thought of as withdrawal. This kind of overt behavior of non-participation may cause the group not to achieve its goals for the particular meeting.

Group approval by their peers is of supreme importance to the adolescent in all that he does, as manifested by group "fads" of language, dress and hairstyles.¹

Excerpt #2
In a bit Sally entered the gym, I said 'Sally, I'm glad to see you back.' The girls welcomed Sally back and went on jumping rope. Lois asked Sally where she had been. Sally began to cry and said, 'that someone said she was playing hard to get.' The others laughed. I went over and put an arm around Sally and asked what was wrong. She turned from me and would not talk. I asked her 'how she felt about being in the hall?' She did not respond. I left her with Lois. During this Geneva, Eva, and Leona began to play with a volley ball. Geneva asked me to get the small ball and racket so they could play baseball. With the program director's help I obtained these items. I also found out from the program director exactly what happened to Sally. She apparently thought someone would come looking for her when she left the building. The girls played baseball for the remaining time. Sally played eagerly. I played and at one point, Geneva, who was on the other team, complained that they would not get to have a turn. I

helped the members of the team with me to come to a decision to come out in the field and let the other girls have a turn. All the girls were excited while playing and enjoyed the game. They planned quickly to use the gym next week.

In the excerpt above, crying to gain acceptance might indicate that early in life Sally received the attention she wanted and needed by crying. Moreover Sally showed her need for group approval by her crying when her hostility did not bring forth the approval she sought.

Early in life an individual learns to wish for the welfare of his family, as he ventures out into groups, he puts the interest of the group first. The adolescent learns that he must give up some things he desires and he in return expects social approval and privileges of the adult. This extended period of growth sees an individual form a set of values all his own. These values are in terms of one's life experiences and what he feels to be his place in the world. In essence, the adolescents set of values are still the things or standards he lives by.¹

The Glamourettes were struggling through their club activities to set up values of their own. This attempt on their part was very difficult because of differing standards of the agency, the home and the school. When the values of these institutions were in conflict the result in the club meetings was resistance and hostility.

Excerpt #3
The girls began to dance. I suggested, 'that they teach those who didn't know how to dance.' Naomi was insistent that I dance, so I did. Geneva operated the phonograph but would not dance. I suggested, 'musical chairs, but the girls said that they would rather dance. I stopped the phonograph and asked, 'what they would like to do next.' All said, 'cook.' I asked, 'what' and they said, 'candy apples'.

Lois and Lola volunteered to bring sugar, all wanted to bring their own apples. Leona said, 'that she would bring syrup and Geneva coloring.' As soon as they had planned this I asked, 'how they thought the party went last week?' They all said, 'fine and the food was good.' As soon as Lois had volunteered to bring sugar she began running around the room yelling. Lola called to her to be quiet. She jumped on tables, went out the window came back in, pushed people and ran out into the hall. I followed and said, 'that I thought that she had better leave.' The program director took Lois out of the room. When I re-entered the room the other girls were unhappy that Lois had to leave. I said, 'that I thought it was best for her to leave.' They began dancing again.

Excerpt #3 was an example of adolescent girls resisting activity. The girls expressed their feelings by refusing to dance and by running around the room.

Emotionally and socially, individuals ought to develop and relate outwardly to their environment as well as to their internal needs. Some individuals don't because they are too fearful to risk the competition or exposure that is inherent in the situation. They stay by themselves and lead an isolated existence and in spite of the best efforts extended them they may reject friendships and offers of help. This would suggest that their experiences and associations during the first years of life were of such quality that they cannot now understand that their friends or their club leaders or members are trying to do for or with them. They cannot utilize friends because they have no mental pictures of friendships to respond with.

Excerpt #4
When the popcorn was finished, Geneva, Anna, Lois and I began to eat it. Before long Mirian and Annette arrived. Today was a very hot day. No one had very much energy. Annette had on a heavy sweater. Everyone said, 'hello' to her, but she did not respond. I remarked about how hot she looked and asked, if she didn't want

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to remove the sweater. She said, 'no.' Annette spent the whole time indoors looking out a window. The other girls and I tried to get her to come into the kitchen and eat but she refused.

The resistance to taking off her sweater (Annette) may be related to feelings about herself or to other unknown reasons. Since it was not known why Annette refused to remove her sweater, this excerpt was used to show resistance to participation in group activity and resistance to the leader. The resistance did not add to the harmony of the group of which Annette was a member.

Adolescents have a need for physical activity as an outlet for pent up feelings. Active games and the like provide an opportunity also for individuals to develop skills in performance for social acceptance. Dancing is an outstanding medium through which adolescents experiment in heterosexual relationships. It also provides girls an outlet to discharge their aggressiveness while learning to accept their passive feminine role.

Excerpt #5
As Lois arrived she made the comment that we never do anything. I asked, 'what she would like to do?' 'I don't know,' she answered. This struck me. Especially since I had just been discussing program around this group with my supervisor and made up my mind to talk to them today about what they wanted from the club experience. I said to Lois and the other girls heard me. 'Last week the girls decided to play with clay and its all ready.' She answered, 'good.' Geneva added, 'I don't want to play with clay. I want to go to gym.' 'We may go to the gym now,' I stated, and the girls moved toward the door at once. I obtained a basketball and once in the gym Annette and Geneva started playing catch followed by dodge ball which Geneva started. Geneva turned to me and remarked, 'that the ball was too heavy and would I get a volley ball.' I asked Naomi to ask the receptionist for the ball.

....Naomi shouted as I entered the gym. 'Let's play baseball with those.' She set up the bases and she and Geneva chose teams. They were self appointed captains and the other girls accepted this. I

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Geneva expressed her resistance to the planned activity which was clay work. However, she readily went into the gym for activity which seems to indicate that she had a need for physical activity more than a sedentary activity.

**Resistance in Member Relationships.**—The adolescent who had no opportunity to make decisions and become independent reacts in many ways. He might fight, become sullen, have secret rendezvous, be openly defiant and even leave home. There is such a thing as adolescent assuming responsibility so that she may adjust to new situation.¹

Ambivalence is the result of conflicting feelings; that is, an individual may feel that he wants to do something and at the same time feel he doesn't want to do the same thing. The point here is that the adolescent fears losing the affection or acceptance of someone, usually the parent. This state of conflict when one can't decide on a solution of his problem is called ambivalence. Ambivalent feelings are normal in the adolescent period as they face many new changes, physical, social and emotional.

Excerpt #6
Not long before leaving time the other girls turned and asked what are we going to do next week. With much arguing and discussion


the group decided to cook hot dogs, sauerkraut and baked beans. Anna insisted that I write down who would bring what. In the process there was heated discussion over bread or rolls. Ella held out for rolls until the rest, myself included showed her that bread was cheaper. She was satisfied. Lois said it was silly to buy one or two hot dogs when someone could bring them all together. Naomi stated, 'that no one had that much money and besides the other girls probably wouldn't pay what they owed.' Most of the girls agreed with Naomi's statement and so did I. Lois and I both wanted the floor at the same moment. She was so hostile and I had started to speak at the same time that I insisted on talking, 'stating that two or three could go together and buy their hot dogs.' Lois said then, 'that she, Lola, and Anna would not get theirs together.' The girls completed their plans.

In Excerpt #6 the girls rebelled at planning their next meeting session and activities. They had not yet been able to take on responsibility for planning their own activities. There was some conflict around economic standards and values. Naomi felt that they just didn't have the money to buy hot dogs like they wanted to and the girls agreed. The girls agreement with her indicated that they probably all had the same economic standards and values. The girls also resisted taking on full responsibility for the activity and asked for the worker's help. Consequently, in the preceding excerpt there was arguing and resistance to planning.

Cooking was one way of also taking on feminine identity. The desire to cook also indicates the extra need for food to perpetuate growth and the desire for gym indicates the activity needed by the body to release tension. As ambivalent feelings arose, the resulting behavior was often hostility as girls would refuse to participate in any way or if they did, it was in a disruptive manner that made for confusion in the group.

Adolescents prepare for mature responsibility through associating in work and play so that they may learn to know each other and give each other the mutual benefit of their emotional resources. Ordinarily, adolescents get their practice in living through mutual participation in
parties, dances, movies, concerts, theaters, hikes and picnics and skits.

The Glamourettes also showed resistance to an activity that requires learning a skill in the following excerpt.

Excerpt #7
Naomi and several girls began to play the piano. Mirian asked, 'when the meeting was going to begin.' I said, 'we can get started right now.' They all ran for the stairs. As we entered the club room I said, 'lets all get in a circle; which they did and I blindfolded a girl and started a game of Jacob and Rachel. The girls enjoyed this and played until most had had turns. I then divided them into teams and gave each team a bag containing several items to build a skit around. One group went to work and some suggestions from me got a skit together. The other group started but Ellen and Naomi had a fight and the group fell apart. As I was trying to get them back together Eva, Elena and Eloise arrived. Everyone began to talk and the one group that had prepared a skit decided not to give it, even though I urged it.

In Excerpt #7, Naomi and Ellen had a fight which also may be an indication of rejection of relationships, or with others. The skit that was to be built around the articles given was an opportunity for creative expression but there was some need for a skill in organizing and planning the presentation. The fact that one group accomplished the skit indicates the individual differences in abilities of adolescents to accept new ideas. Resistance of these centered around planning and possibly reactions to others success and to one another failures. The situation was one of rivalry between the sub-groups and the individuals involved. People need love and as they mature they do not like to be pushed out of the baby position which suggests they get the love they need in this position. A few people give up this position without a powerful, usually hostile, aggressive reaction - that is, a fight to maintain or regain it. Many a fight for a girl in adolescence, lacks mature "object love or interest" and is really underneath the veneer, a childish rivalry for mother's or
father's love.  

Resistance to Authority. -- The Glamourettes gradually began to identify with their female leaders as they associated with her in their club and after they were able to discharge their hostile feelings. This identification was not too obvious except in one or two cases.

On one occasion Geneva took on a new hairstyle characteristic of girls this age. This was an attempt to take on an adult female role but Geneva's reaction to the compliment of her leader was shy and may be considered unsociable.

Excerpt #8

Eloise was the first arrival. I was playing folk dance records when she entered the room. As she entered the room, she said, 'I'm ready for a fight.' I asked her, 'if she liked to fight.' She answered, 'yes, a lot.' I then asked, 'if she felt that fighting was the best way to get something settled?' She said, 'no, I guess not.' The record stopped playing and I walked over to turn it off as she made this statement. At that moment Geneva came in and Eloise wandered out of the room. I said, 'hello', to Geneva and received no response. I asked Geneva, 'if she had done something different to her hair.' She said, I'm combing it another way.' I told her that it certainly did look nice. She did not respond and turn her head away but I could see that she was smiling. She acted embarrassed but I felt that she was pleased and that perhaps, I had found a way to get to Geneva.

Geneva was apparently trying to adjust to her feminine role although she found it difficult to relate to her leader. Her shyness toward the leader probably signified the girls adolescent conflict, around the growing up process. This kind of shyness is not abnormal during adolescence. The Glamourettes did express hostility and natural resistance to their new found adult standards and this hindered the activities of the group in some meetings.

Just as the child grows socially he grows emotionally. Paralleling the physical growth are increased demands placed upon the ego through intensification of the urge toward maturation and independence, and normally there is an accompanying increased capacity for adaptation. The child begins to participate in groups, games, and studies better. The adolescent enjoys pleasant activities and rebels against those that are unpleasant. He takes on some responsibility. Many times he is at variance with his parents but usually this is over what is of most value to the adolescent. When unpleasant activities come along and cannot be avoided, he makes, what is to him a realistic adjustment. This adjustment is always made in terms of the child's ego development and the degree of adaptive ability he has.

The Glamourettes like other adolescents had their share of disagreements with parents over what was of value to them. This came to light in one meeting when the girls visited one of the members along with their regular meeting.

Excerpt #9
Sally, Eloise and I walked on past Lois' house. Eloise and I waited until Sally changed her clothes and started back. On the way we saw Lois' mother turning a corner. As we passed Lois' house Lois came running out after us. She said, 'I'm coming to club.' I asked 'if her mother had given her permission.' She said, 'no, she's not home.' Eloise said, 'you'll get a beating.' Lois answered, 'I know but I don't care.' I asked Lois again, 'what she had done to be punished.' Finally she told me, 'that one of her mother's friends had told her mother a story about her that wasn't true.' She said, 'just because she's a grown-up my mother believes her and not me.' I said, 'that's a hard problem, isn't it?' She said, 'yes' and Eloise agreed. I said, 'grown-ups seem to have an advantage in that line and just because they are grown up doesn't always mean they are right.' Lois said, 'it sure doesn't and its no fun being punished for something you didn't do.' I said, 'no, it isn't.' I

I then asked Lois if she would get into more trouble by coming to club meeting. She said, 'yes, she would, but she didn't care.' I said, 'it's better to miss one meeting than several.' She finally reached the decision not to come. I said, 'we will miss you, but I don't want you to get into more trouble and I will be looking for you next week.'

...The girls were discussing Lois. Eleanor made the statement that Lois was thinking of either running away from home or taking poison. Several of the other girls said, 'that they also had heard Lois talking like this.' Eloise and Sally said, 'that Lois' mother made her work too hard.' Further they said a baby was expected and Lois would probably have to wash all the diapers. The conversation went on like this for several minutes with the girls seemingly drawing the conclusion, that with a home like Lois' they too would run away. As a break came in the conversation I very casually while looking at a Valentine asked, 'have any of you ever wanted to run away?' Slowly and a little reluctantly most of the girls admitted such feelings at one time or another and most gave an example. I commented, 'that many girls their age thought of running away, that I had, but I always wondered where I would go.' This brought a rush of talking as they too, didn't know where they would go.

This rebellious behavior toward the authority of adults and limits of parents is a normal response of adolescents as they attempt to adjust to their new-found independence. Though this was a normal response, this degree of overt defiance was manifested by anger and aggressiveness and was labeled as hostile-resistive behavior. The girls present at the meeting indicate by their conversation their own feelings about their dependence and independence as it relates to adult authority and limits set by parents. The girls were identified with Lois. This indicated also the group's need to express such feelings of hostility.

Another instance of hostility toward adult authority or parental limits occurred at another meeting when postal cards had been sent out stating the purpose of the meeting. The girls came and made their suggestions but resisted the responsibility of planning because they were struggling to become independent of adult guidance. The girls could not express their
feelings associated with their aim toward independence, they refused to do any planning at this meeting and displayed their subsequent hostility toward the leader who represented authority to them.

Excerpt #10
When I was through with another club I asked the girls to enter our regular club room. Naomi asked, 'why they could not use the gym room Thursday?' I began to explain why the gym would be in use. The girls did not listen and, I said, 'that it was useless to explain to them if they did not care to listen.' Geneva asked, 'if they could go to the gym now?' I said, 'no, this is only a short planning meeting. The postal card had explained fully the purpose of this meeting and I was a little surprised to find that they were expecting a full length meeting. I explained again the purpose of this session.

Naomi began to question me about where the staff ate dinner. I answered evasively as I felt if they found out we ate here they would persist in staying.

Finally, I asked, 'if anyone had any suggestions about what to do on Thursday.' No response. I made several suggestions which were met with negative responses. I felt that anything I suggested would not be accepted. Mirian asked, 'if they could cook and I explained that the kitchen also would be in use Thursday.' I did suggest that we could eat things that did not require cooking. This idea met with tolerance. Anna and Lois wanted to go swimming, but the other girls voted this down.

The girls could not get anywhere on planning. All suggestions from anyone were turned down. Finally, I said, 'since you cannot settle down to plan, I think it is time you leave.' Geneva knocked over some chairs purposely and I asked her to pick them up. She picked up a few. The group moved into the hall. Anna and Lois left easily but Naomi, Annette and Geneva were very negative about leaving. The girls were so negative that the program director and I decided that the girls who had been so negative and given so much trouble around the door be kept out of a club a week on their return talk the situation through.

In Excerpt #10, Geneva and Naomi resisted planning their club activity. They wanted to go to gym. The silence by the group and their resistance to making plans plus Geneva's deliberately knocking over the chairs manifests their obvious hostile-resistant feelings.

The kinds of hostile-resistant behavior in this chapter centered around resistance toward adult authority and limits, participation in program activities and member relationships. The Glamourettes expressed this
behavior by refusal to plan, knocking over chairs, running around the room, crying, non-participation, and fighting. The behavior described often made it impossible for the girls to achieve the optional personal satisfaction from their group activities. Adolescents need a variety of experimental activities, opportunities to participate and express degrees of independence and responsibility. The stage of development of this and any group as well as the behavior of the group determine the worker's role in relation to them and is discussed in the next chapter.
CHAPTER IV

THE ROLE OF THE WORKER

The social group worker has a responsibility to individuals in her group and to the group as a whole. The worker's role observed in this study was determined by the behavior exhibited by the girls. The writer found that the Glamourettes expressed hostile-resistive behavior around adult authority and limits, the setting and control; member rivalry in relationships, and lack of participation in program activities. Evidences of the hostile-resistive behavior was manifested by withdrawing, arguing, fighting, shyness, anger, lack of participation, rivalry and damaging agency property.

The role of the worker was determined by the girls behavior which necessitated the use of specific skills such as use of self, control and program. The worker makes use of herself in all that she does, but the way she uses herself varies with each situation she works in. The worker may make use of herself by giving support and clarification, by using control and limits and by using program skills.

Use of Self

The social group worker dealing with children needs to be a person endowed with genuine warmth and respect. She needs professional knowledge and skill in three areas: understanding of individual behavior both sick and normal, the group process, and program planning. The social group worker must see behavior as the way in which individuals meet life's

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problems. Behavior may often be a symptom of a need for help, and using this understanding of human growth and development the worker may adjust her role to meet the needs. She may be the leader, teacher, or adviser at different times but it is always in a helping role.\(^1\)

The worker makes conscious use of herself as she works with her particular group, recognizing that the relationship between herself and the child is most important and that the difficulties in relationships that she sees in the group are usually the results of earlier frustrating life experiences, with parents or their substitutes.\(^2\) The basic role of the group worker is an enabling one which modified in the group, helps the members to grow emotionally through the corrective experience which the group offers.

The worker with the Glamourettes made conscious use of herself through clarification and psychological support. In Excerpt #9, by talking with Lois and the girls and allowing them to ventilate all their feelings, she gave them a feeling of acceptance by judicious understanding of their ambivalence. Lois had wanted to disobey her mother and attend the club meeting. She said she was rebelling because an adult friend had told her mother a story on her. The worker was able to talk with Lois so that she reached a decision of her own based not on impulse and retaliation but understanding. Later, in the club meeting when the girls talked about Lois' wanting to run away from home, the worker let the girls ventilate their feelings about this problem. Not only did she talk with the girls but she

\(^{1}\)Ibid., Gladys Ryland, p. 67.

\(^{2}\)Ibid., Gisela Konopka, p. 143.
shared with them the same feelings she possessed when she was their age. The worker's activity here provided the girls an opportunity to express their feelings without fear of condemnation.

Use of Control

The worker also related to the individuals in the group as she talked, worked and played with them and gave them support. She handled the hostile-resistive behavior of the girls at times by using her authority in setting limits for the girls.

It is necessary that the group worker make use of herself in helping the group achieve the goals it has set to achieve. The worker makes use not only of the authority vested in her by the agency, or other of its representatives, but also by virtue of her mature adult status and her implicit self control. The adolescent is ambivalent about limits and controls set by adults.

In Excerpts #10, one of the girls damaged agency property, and in Excerpt #5, one of the girls ran about the building and the room. The worker had to compel the girl to pick up the overturned chairs, and impose limits about running in and out of the club room, disturbing the club and others. At other times she asked girls to go out and remain in the hall until they had quieted down if they had created confusion in club by their behavior.

Group control develops better when the worker helps the group to understand and accept the agency policies that should be clearly stated at the outset. The worker may help the group to develop their own code of conduct within the framework of agency policy. Group controls flourish better when recognition is given for group achievement, and when program
activities are well planned. Control from within the group develops faster when there is a cohesive bond among group members; this occurs when they work through their competitive feelings for one another and their hostile feelings toward the worker.

The group, if they have developed the ability to assume responsibility, will impose control through requirements on attendance and punishment for behavior they consider undesirable. The worker should help the group see the need for discipline and why they have control problems when discipline does not prevail.

Limits are important because adolescents are striving to become socially accepted citizens in a world where society imposes limits on them. These limits may be safety rules, rules regarding the sharing of facilities, and others. Agency limits should be interpreted prior to being enforced. Where there is hostility and resistance in the area of control, generally it is better to permit the group to ventilate hostile feelings and get rid of them. All individuals have feelings of hostility and resistance at some time and the worker needs to recognize the limits to which it can be expressed. There are always reasons for expressions of excessive hostile-resistant behavior. Since groups may reflect the kind of early experiences that they have had, continuous hostility and resistance is important, and the worker may attempt to determine whether or not frustration has given rise to a specific reaction as she defines her role.


2Ibid., p. 195.
The role of the worker with the Glamourettes was of necessity a controlling one if the group was to function in an optional setting. In this group, control was handled primarily through agency control which the worker symbolized. This group did not appear to have progressed far enough in their own development to have sufficient group control. An outstanding factor was their apparent lack of cohesiveness as a group. Consequently, the worker's role in handling hostile-resistive behavior in the group consisted of imposing agency limits and helping the girls to accept rules and regulations. In Excerpt #3, where one of the girls ran around disturbing others, the worker set limits for this girl by interpreting agency policy and practices about group members disturbing others and creating confusion in their own club room. This behavior continued for some five or six months and gradually the degree of hostile-resistive behavior was lessened as the worker assumed her controlling and interpretative role with the group.

The worker's role varied from an authoritative one where she gave out punishment, refereeing a ballgame, to sending individuals into the hall for punishment, and keeping members out of the club for a week. Once or twice the House or Program Director was called in to interpret agency policy. The worker was firm and consistent in assuming her various roles for handling hostility and resistance in the Glamourettes.

Use of Program

The moods and the expressions of the girls often determined the worker's role as to whether she should use passive or aggressive activities in a meeting.

The worker's role goes beyond just making use of herself in a supporting
manner and maintaining control within the group. She has the responsibility of making use of the program as a means of the handling hostile-resistant behavior. The program for any group ought to be based on the member's needs and interests as related to the group's stage of development. This was true of the Glamourettes. As adolescents, their needs for more active physical activity, more food, and gradual assumption of responsibility in a variety of experiences, was met through selection of the program.

It was the worker's role with the Glamourettes to help the group plan for activities they wanted, and to help see that these activities achieved the desired goals mentioned above, that would stimulate and foster their physical and emotional growth. The specific program techniques employed by the worker in order to help group members work out their hostile-resistant behavior was cooking, gym activities, a variety of games, dancing and planning for a camp trip and parties. Group planning for activities was not initially adequate because the group seemed to have no previous experience in group planning. Since the Glamourettes were a dependent group of girls who expected the worker to tell them what to do, the worker had to assume more of this responsibility until the girls could move into planning for themselves. The worker's role of authority in planning for the group gradually lessened near the end of the club year.
CHAPTER V
SUMMARY AND CONCLUSIONS

The preceding chapters have described a study to identify and interpret an adolescent group exhibiting hostile-resistive behavior. After the hostile-resistive patterns were identified, the role of the social worker in handling the expressions of this behavior under study was discussed.

Hostile-resistive behavior has been defined in this study in the following manner. Hostility is the result of normal frustration of basic needs for self-gratification essential for growth. Its manifestations for this purpose were those physical actions and gestures projected by members against others or objects. Resistance is a normal aspect of our emotional make-up opposing the growing up process which demands constant adaptation to change which individuals unconsciously resist. Individuals may be resistant without being hostile, but may not be hostile without being resistive; consequently the term "hostile-resistive behavior" was used throughout this thesis.

The Glamourettes, a group of 12-14 year old Negro girls, were selected for this study because the writer felt that they exhibited the hostile-resistive behavior to be studied. The age period covered by the study of this group indicated that they were in the pre-group stage of development where there was a lack of cohesiveness and a lack of responsibility for planning. They came to the House of Industry as individuals and formed a club. The financial status of their families was on the lower economic level.

The community that the United Neighbors Association served was
located Southeast Central Philadelphia. The people living in the area served were of lower financial status. Housing conditions were overcrowded, and in many cases the houses were of poor quality. In the community there were resources such as movies, churches, schools, recreation centers, shopping districts and small businesses.

The House of Industry as a part of United Neighbors Association was located in the same area. It carried on a group work program that provided opportunities for individuals to participate in activities helpful in developing their capacities to the fullest.

The writer found that the group studied manifested hostile-resistant behavior patterns in the area of adult authority, competitive relationships and program participation.

The Glamourettes expressed the frustrations of their basic needs as adolescents in hostile-resistant behavior, which was expressed through their lack of participation in group activity, anger, withdrawal, shyness to compliments, knocking over chairs, silence, arguing, fighting, crying, rivalry and running around the room.

It is the writer's conviction that the worker's role is influenced by such hostile-resistant behavior in the areas of participation in program activities, hostility to adult authority, to agency, and the worker. The worker can make use of the group work process in adjusting her role to meet the emotional needs of the group. As demonstrated in this study, the worker made use of herself by (1) giving clarification and psychological support to the girls, (2) utilized control and limits with the group, and (3) arranged program with the aim of providing the group a means of adequate emotional release and subsequent satisfaction. Control
included setting specific rules for the group where program included a
variety of activities of interest to the group such as cooking, free play
in the gym, and games.

In conclusion, it is the writer's belief that hostile-resistive be-
havior was present in practically all conflict situations and that the
worker's use of the group work process can be most helpful in understanding
and handling this behavior pattern.

To this end, several conclusions follow: First, more study in this
specific area of behavior would be helpful so that a worker could be provid-
ed with a broader understanding of the causes and effects in relationship;
and second, more knowledge of the stage of development a group is needed
to help a worker to understand and accept the inherent conflict situations
that arise and to assist her adjustment to the required role. Third,
knowledge of the interpersonal relationships within the group may serve as
a clue to what is happening in hostile-resistive behavior expressions.
More knowledge of the difference in adolescent adjustment in different com-
munities is needed to work effectively with them in groups.
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APPENDIX

Identifying Data

1. Name of club ______________________

2. Name of Leader ______________________

3. Number of members enrolled ________

4. Individual information:

<table>
<thead>
<tr>
<th>Name</th>
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5. Does the group have officers? Yes ____ No ____
   If so indicate members holding office
   1.
   2.
   3.

If not why not? __________________________________________

6. Are there sub-groups? Yes ____ No ____ If so, indicate

   Group One

   Group Two

Program of the Group

1. Frequency of meetings _______

2. Indicate the following information for each meeting.

   1. Date Activity
   1.
   2.


1. Formation

   Excerpt
   Handling
2. Interpersonal Relationships

Excerpt
Handling

3. Authority and Control

Excerpt
Handling