

## A study of Adjustment and Locus of Control of Socially Advantaged and Disadvantaged Adolescents

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### **Abstract:**

*The present study aims to examine the adjustment and locus of control of socially advantaged and disadvantaged adolescents. Sample included 100 (purposive sampling method) purposively selected adolescents i.e. 50 Non Sc/St students and 50 Sc/St college students from various degree colleges of Kalaburgi district. For obtaining the data on adjustment and locus of control, adjustment scale was developed by H.M.Bell (1962) and locus of control scale was developed by Sanjay Vorha (1992) were used respectively. The statistical technique t-test was employed for comparing the two groups. The findings of the study show that there is significant difference in home (sub-dimension) of socially advantaged and disadvantaged adolescents. Whereas there is no significant difference in health, social and emotional sub-dimensions of adolescents and it was also found no significant difference in locus of control between socially advantaged and disadvantaged adolescents.*

**Key words:** adjustment, locus of control of socially advantaged, disadvantaged and adolescents

## **Introduction:**

Adolescence is critical in attitudes, characteristics, and behaviours established during this time relate to those in the years ahead. Studies found that life style orientations initiated by the adolescent produced patterns for over all modes of adjustment in the next stage of young adulthood (Newman, 1979). Thus, adolescence is a period for consolidating coping styles or characteristic ways of solving problems. Also during adolescence young people make the decisions that set patterns for the years that follow in work, loving relationships, friendship experiences, religions involvement, and academic orientation. The real problems of the adolescent lie in the area of social, emotional, moral and economic maturity. During the period when the adolescent is becoming aware of and beginning to react to these demands. Lie in undergoing physical changes that weaken his sense of continuous identity. Adolescence is truly a time of “storm and stress”.

According to *The Concise Oxford Dictionary* disadvantage means unfavourable condition. Thus disadvantaged groups are those who are place in unfavourable conditions, conditions lacking normal opportunities. As a result of this disadvantage these groups lag behind others in social, economic and cultural progress. Therefore, modern welfare states pay particular attention to the disadvantaged groups.

Adjustment is a state in which the needs of the individual on the one hand and the claims of the environment on the other are fully satisfied. According to Mouly (1966) adjustment is the process by means of which an individual seems to maintain physiological and psychological equilibrium and propels himself toward self-enhancement. Adolescent disclosure, parental solicitation, and parental control were considered simultaneously as predictors of adolescent involvement in problem behaviour (Kerr and Stattin, 2000). A concern is that in some cases the negative emotions are too

intense and prolonged which can result in depression or adjustment problems among adolescents (Sbarra, 2006). Hetherington (2006) reported that adolescents in stepfamilies have more adjustment problems than their counterparts in non-divorced families. Laycock (1946) grouped the problem of adolescents as problem of adjustment due to changing physical growth, physiological development, becoming emancipated from family and free from emotional dependence on parents. Parental unavailability, including lack of warmth, hostility, and rejection, has been linked to adolescents' internalizing problems such as depression, loneliness, distress, and somatic complaints, and to externalizing problems such as substance abuse, aggressiveness, and delinquent behavior (Conger, et al 1997; Campo & Rohner, 1992; Crockenberg & Leerkes, 2003; Rubin et al 2004)

Concept of Internal–External control reinforcement was developed from social learning theory which describes the degree to which an individual believes that reinforcements are contingent upon his own behavior. Internal control refers to individuals who believe that reinforcement is contingent upon their own behavior, capacities or attributes. External control refers to individuals believes that reinforcements are not under their personal control but rather are under the control of powerful others, luck, chance, fate, etc, Thus depending on his past reinforcement experiences, a person will have developed a consistent attitude tending toward either an internal or external locus as the source of reinforcement. Kuma, Pathak and Thakur (1985); Kumar and Vaidya (1986) & Kumar and Tripathi (1986) who have found that Disadvantaged adolescents had significantly higher external scores than the advantaged adolescents and girls had significantly higher external scores than the boys. Therefore an attempt has been made in this study is to examine the adjustment and locus of control of socially advantaged and disadvantaged adolescents.

### Objectives:

1. To study the adjustment of socially advantaged and disadvantaged adolescents.
2. To study the locus of control of socially advantaged and disadvantaged adolescents.

### Hypotheses:

1. There is no significant difference in adjustment of socially advantaged and disadvantaged adolescents.
2. There is no significant difference in locus of control of socially advantaged and disadvantaged adolescents.

### Tools and Test Administration:

Adjustment scale developed by H.M.Bell (1962) and locus of control scale by Sanjay Vohra (1992) were administered individually as well as on small group of students by the researcher personally in their respective degree colleges. The purposive sampling technique was used for selecting the samples. The investigator selected 100 students of age 19 to 21, out of which 50 were advantaged (Non Sc/St) and 50 were disadvantaged (Sc/St) adolescents.

### Statistical Techniques Used:

- Means and standard deviations
- *t*-test

### Result and Discussion

**Table No 1. Shows the mean, SD and t-values of adjustment of socially advantaged and disadvantaged adolescents.**

Sr.No	Adjustment sub dimensions	Advantaged (n=50)		Disadvantaged (n=50)		t-value
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	
1	Home	4.18	2.51	2.62	2.08	3.376**
2	Health	3.86	2.79	3.32	2.83	0.95 NS
3	Social	3.08	2.03	4.00	2.85	1.85 NS

4	Emotional	3.36	2.18	3.00	2.29	0.80 NS
	overall	14.48	7.55	12.94	7.52	1.02 NS

**Significant at 0.01 & NS: Not significant**

**Figure No 1: Shows the mean score of adjustment of socially advantaged and disadvantaged adolescents.**

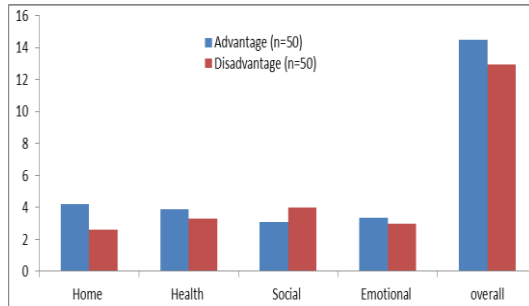


Table No 1, and figure no 1, revealed that overall and sub-dimension wise there is no significant difference in adjustment between socially advantaged and disadvantaged adolescents. (Advantaged adolescents mean score is 14.48, SD is 7.55 and disadvantaged adolescents mean score is 12.94, SD is 7.52 and t-value is 1.021 NS). Whereas the home sub-dimension shows that socially advantage adolescents mean score is 4.18, SD is 2.51 and socially disadvantage adolescents mean score is 2.62, SD is 2.08, the t-value is 3.376,  $p < 0.01$  level. This suggests that socially advantage adolescents are more enthusiastic, more social involvements than their counterparts. Hence the first hypothesis, there is no significant difference in adjustment between socially advantaged and disadvantaged adolescents, has been accepted.

**Table No 2. Shows the mean, SD and t-values of locus of control of socially advantaged and disadvantaged adolescents.**

Locus of control	Advantaged (n=50)		Disadvantaged (n=50)		t-value
	Mean	SD	Mean	SD	
	20.48	5.02	22.14	7.16	1.34 NS

**NS: Not significant**

**Figure No 2: Shows the mean score of locus of control of socially advantaged and disadvantaged adolescents.**

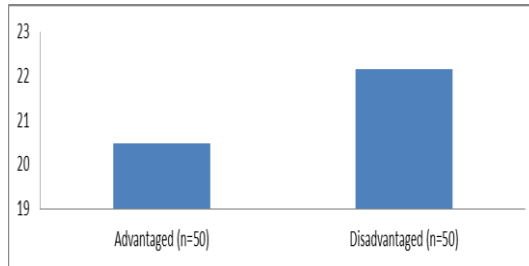


Table No 2, and figure no 2, depict that there is no significant difference in locus of control between socially advantaged and disadvantaged adolescents. Though the mean score (Advantaged  $M = 20.48$ ,  $SD = 5.02$ , disadvantaged adolescents  $M = 22.14$ ,  $SD = 7.16$ , and the  $t$ -value is 1.341 NS) indicates that advantaged adolescents show slightly external locus of control as compared to disadvantaged adolescents. Hence the second hypothesis there is no significant difference in locus of control between socially advantaged and disadvantaged adolescents has been accepted.

### **Conclusions:**

1. The advantaged adolescents have more adjustment towards their home environment compared to disadvantaged adolescents.
2. There is no significant difference in health, social and emotional dimensions of adjustment between socially advantaged and disadvantaged adolescents.
3. There is no significant difference in locus of control between socially advantaged and disadvantaged adolescents.

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