

Effect Of Socio-Economic Status On Adjustment Problems Of Adolescents

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Adjustment problem is commonly found among the adolescents. Socio-economic status levels of the adolescents plays an important role in producing variety of stress situations which the students cope with the according to their personality pattern and personality development. The study was conducted on a random sample of 120 adolescents of Patna town to examine the effect of social class (SES) on adjustment problems. The high and low SES levels group of adolescents students were formed on the basis of median as cut off point. The data were treated by the help of t-ratio significant effect of socio-economic status has been seen on the adjustment problem of adolescent school students.

The contemporary Psychologists have found that disadvantaged group is the less privileged group in many respects. They suffer from different types of deprivation like socio- economic status, cognitive, socio-psychological and cultural. In India people suffer from economic deprivation. Hunt (1988) has described deprivation as "failure to provide opportunity to have experience." This statement is very comprehensive and includes deprivation of all sorts. Tripathi and Mishra (1975) in their Prolonged Deprivation Scale factor loaded residential accommodation, physical environment of home, economic status, parental characteristics etc. Birren and Hers (2012), Zubeck (1989), Davis (1968), Sen (1976), Kumari (2002), have made researches in this area and all of them have found the effect of deprivation (LOW SES) on personality development and adjustment.

People take position in socio-economic hierarchy, i.e. they possess varying degree of socio-economic status in accordance with what they do, what they are? In other words the factors which determine the SES to which a person belongs do not stand alone but are interrelated and integrated. The prime factors of socio-economic class hierarchy

are vocation, income, home and location, educational level etc. But expenditure on items belonging to necessary, comfort luxury and recreational to the communication can also be taken as criteria of determining socio-economic status of individual in a family.

PURPOSE:

Keeping in view the above research findings the researcher thought to study the adjustment problems of high socio-economic status (SES) and low socio-economic status in high school adolescents.

HYPOTHESIS:

On the basis of personal experience and previous research findings, it was hypothesized that high and low SES group of adolescents would differ significantly in relation to adjustment problems.

METHODS:

a) Sample:-

120 high school adolescents (reading in class Xth) of Patna town were served as subjects selecting from 5 government high schools. The sample was random in nature and homogenous represent the population and universe.

b) Tools:

- i) Socio-Economic Status Scale (Urban) developed by Khan and Fatmi (1986) was used to measure the socio economic status of the students. The scale has occupation income, education and expenditure items, members of family etc items. The scale has its high reliability and validity.
- ii) Bell's Adjustment Inventory, Hindi adaptation of this inventory by Mohsin and Shamshad (1975) was used to measure the adjustment problems. This inventory measures four types of adjustment problems Home, health, social and emotional. This is a highly reliable and valid inventory.

c) Procedure:

The researcher established rapport with the respondents prior to test administration. After rapport establishment, SES scale and Bell's Adjustment Inventory were administered on the respondents. The obtained data were treated statistically the median of SES scale was computed. The students who scored above median were put to high SES group whereas the subjects scored below the median were groups as low SES group.

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RESULTS AND DISCUSSION:

In order to test the hypothesis that there would be significant difference between high and low SES adolescents in relation to their adjustment problems. The responses of all the subjects were arranged in frequency and t was computed. Obtained results are presented in table-1.

Table-1

Mean,SD and t-ratio for all the areas of adjustment of HSES and LSES adolescents. (N=120)

Area of adjustment	High SES (N=55) Mean	SD	Low SES (N=65) Mean	SD	t-value	p-value
Home	6.90	5.46	9.85	5.86	2.84	<.01
Health	7.28	5.42	9.93	5.66	2.62	<.01
Social	6.96	4.89	8.86	5.20	2.04	<.05
Emotional	6.36	4.47	8.90	4.81	2.99	<.01
Over all	27.50	20.24	37.54	21.53	2.63	<.01

It is evident from the above table that the high and low socio-economic status student's groups differ SES group has shown more means score (9.85, 9.93, 8.86, 8.90) respectively while the high SES groups has exhibited low mean (6.90, 7.28, 6.96, 6.36) respectively. It is necessary to mention here that in Bell's adjustment inventory low mean score stands for high adjustment where as high mean score means poor adjustment. In this way, we can conclude that low socio-economic status group of adolescents students have more adjustment problems than the students of low socio-economic status.

CONCLUSION:

Significant differences have been found between high and low socio-economic class adolescent students in relation to adjustment problems. The high SES adolescents have exhibited less home, health, social, emotional, and total adjustment problems than the students of low SES groups.

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