

Vol II Issue IX March 2013

Impact Factor : 0.1870

ISSN No :2231-5063

# Monthly Multidisciplinary Research Journal

## *Golden Research Thoughts*

Chief Editor  
Dr.Tukaram Narayan Shinde

Publisher  
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor  
Dr.Rajani Dalvi

Honorary  
Mr.Ashok Yakkaldevi

**IMPACT FACTOR : 0.2105**

**Welcome to ISRJ**

**RNI MAHMUL/2011/38595**

**ISSN No.2230-7850**

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### ***International Advisory Board***

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathmatcal Sciences, University of South Carolina Aiken, Aiken SC 29801	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Department of Chemistry, Lahore University of Management Sciences [ PK ]
Janaki Sinnasamy Librarian, University of Malaya [ Malaysia ]	Catalina Neculai University of Coventry, UK	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Horia Patrascu Spiru Haret University, Bucharest, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pinte, a, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Titus Pop	George - Calin SERITAN Postdoctoral Researcher	Nawab Ali Khan College of Business Administration

### ***Editorial Board***

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University, Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yalika Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU, Nashik
Salve R. N. Department of Sociology, Shivaji University, Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust),Meerut	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Ph.D , Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra
	Sonal Singh	

**Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India  
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net**



## DEPRIVATION, STRESS AND ADJUSTMENT AMONG ADOLESCENTS

SHREELAKSHMI AND R.VENKATREDDY

Research Scholar, Dept. of Psychology, Gulbarga University Gulbarga.  
Associate Professor of Psychology, S.B. College of Arts, Gulbarga.

### Abstract:

*The aim of the present study is to examine the Levels of Adjustment among Adolescents selected from Gulbarga. The Sample consists of 400 (200 Male and 200 Female). The sample was administered with Prolonged Deprivation Scale (PDS), Academic Stress Scale and Bells Adjustment Inventory. And the data were subjected the t-test. The results revealed that (a) there is significant difference in adjustment between high and low levels of deprivation (b) Low academic stress group has higher adjustment and (c) there is a significant sex difference in the levels of adjustment of the sample subgroups.*

### KEY-WORDS:

Deprivation , Stress , Adolescents , Social scientists .

### 1.INTRODUCTION

Deprivation refers to certain deficiencies in the environment which are not only there but are also felt as such by the individuals. It relates to certain features of the environment that are absent or inadequate in certain degree which cause an impact on the functioning of the individuals. Social scientists are greatly concerned about the impact of socio-cultural and economic deprivation on the overall development of the individual. Evidently, poverty is one of the components of deprivation. The essence of poverty is inequality. The poor are deprived in comparison with the rich and affluent, limited opportunities are provided for their growth and development. This makes them dissatisfied and frustrated.

The word “deprivation” is derived from the verb “to deprive” which means to dispossess or strip (a person or an object) and it implies a “felt loss”. Nurcombe (1970) has stated that deprivation refers strictly to a dispossession or loss of privileges, opportunities material goods and the like. It may occur with reference to three inter-related sets of basic needs i.e., physical, psychological and social cultural.

The concept of deprivation has been used frequently as an explanatory construct as well as empirical variable to account for a variety of behavioural characteristics observed under natural as well as laboratory setting (Mishra and Tripathi 1980). In laboratory animal psychologists in their experiments, have extensively used setting deprivation as a source of motivation. Deprivation of food, water and sex etc., is used to motivate the animal for subsequent learning. In studies done in natural settings deprivation has come to acquire a variety of connotations. It is used interchangeably with other terms such as cultural deprivation, (Riesseman, 1962; Wight, Gloniger and Kneene, 1970) social and cultural disadvantaged (Havighurst, 1962; Sinha 1977), psychological deprivation (Langmeier, 1972) and social deprivation (Tulkin, 1972).

Title : DEPRIVATION, STRESS AND ADJUSTMENT AMONG ADOLESCENTS  
Source:Golden Research Thoughts [2231-5063] SHREELAKSHMI AND R.VENKATREDDY yr:2013 vol:2 iss:9

Stress is part of our everyday life. The modern world, which is said to be a world of achievement, is also a world of stress. Stress is an unavoidable consequence of life, without stress is no life. Distress can cause stress-related diseases. There are eustress that promote wellness and lead to positive growth. Stress comes from various sources and has become so pervasive that it seems to permeate everything, particular kind of state of organism resulting from some interaction between persons and the environment.

Adolescent's Stress:

No doubt, adolescence is a time of high stress for teenagers and parents alike. Stress is the usual result of any rapid change and rapid change is what adolescence is all about. Parents watch children cope with stress and grow stronger from the experience. Of course, watching these struggles without being able to do much to help can be a stressful experience in its own right. Although it may not be possible to completely erase the sources of adolescent stress – by the parents, they can be a more supportive parent by understanding where the stress is coming from.

Adolescent stress comes from within—that is, they can have a biological cause—as well as from the various social spheres in which adolescents operate; the family, school, peer group and the society at large. Biological stress – in general, physical changes of adolescence occur most rapidly from age 12 to 14 for girls and between 13 and 15 for boys. In addition to, or perhaps because of their bodily changes, adolescences tend to be extremely self-conscious and typically assume that everyone is always staring at them. Every people, every unwanted curve or lack of curves, can be source of misery and stress, particularly for those who do not fit our culture's narrow ideal of beauty.

Family stress – even the most will adjusted adolescent face major source of stress in their relationship with their parents. That is because every adolescent must work through the age old struggle between the need to belong and to be taken care of and the need for independence and freedom. Psychologist has pointed out that adolescents are driven by a need to come to grips with their own individual identities, and part of this process involves understanding their origins. Part of this task involves simply knowing their family history: where their parents grew up, how difficult part of the task involves understanding their parents as human beings, who grew up in a particular place and time and who were shaped by complex emotions and relationship. This sort of understanding is difficult to come by. It is hard enough for an average teenage from a family with both parents living together, but when parents live far apart, or when one or both are unknown (due to abandonment or death), the task becomes even more stressful.

Peer stress –peer group stress tend to be highest during the middle school years, but adolescents who do not find at lease a minimal degree of acceptance years, but adolescents who do not find at lease a minimal degree of acceptance at that time in their lives are likely to suffer lasting consequences., isolation, low self-esteem, and stress. The price of admission to cool peer society for many adolescents is involvement with cigarettes, alcohol, and drugs. For some teens, substance use provides temporary relief from stress. However, in the long run the physical and psychological ups and downs end up increasing not decreasing, the level of stress they feel. Societal stress – adolescents don't yet belong to the wider adult society. For example, they cannot vote or buy alcohol legally, and they are kept out of most well – paying jobs. At the same time, many adolescents recognize that they are about to inherit all of society.

Kovach and Heddy (2003) examining the relationship of social support, stress, and burnout among counseling psychology graduate students, hypothesized that social support would buffer the effects of stress on students reported levels of burnout and career choice satisfaction. Specifically, students experiencing global stress and role conflict (a specific form of stress) who perceived high levels or social support would be more likely to be satisfied with their career choice and less likely to be suffering from burnout than stressed students who perceived less social support. For students with low global stress, career choice stratification increased as sense of community increased. For those with high stress, sense of community made little difference in terms of career choice satisfaction. Essentially, sense of community's moderating effects to be erased by high levels of stress. These results clearly suggest that sense of community is an important variable that has been vastly overlooked in the counseling psychology literature.

A study by Michie, - Frances, et. al., (2001). has specifically examined difference in the undergraduate students experience of direct and re-entry students. Multiple regression analysis revealed a complex interrelationship of variables relating to academic self–concept, self-esteem and academic stress. The word adjustment came into popular use in psychology during the 1930's and was given strong endorsement by Shaffers (1936) classical book “The psychology of adjustment”. He stressed upon biological adaptation of the organism to its environment as adjustment. According to J.B.Watson and Fredrick Dashiell (1930) the behaviors influenced the thinking of psychologists during this time which was a mechanistic approach to human behavior. The term as used by Shaffer (1936) was subjected to considerable criticism particularly with reference to its, emphasis upon the mechanical adaptation of

human being to the demands of the environment. Psychologist from Gestalt and psychoanalytical school pointed out that man not only adapts to his environment but through the use of his intelligence and imagination changes his environment to meet his needs more effectively.

A William Coe (1972) state that adjustment is a process by which an individual applies his resources to fulfill his personal needs while at the same time maintains harmony with his environment. Adjustment can be defined as an effort by the individual to strike a balance between his/her needs, demands, wants, aspirations possibilities and the environmental facilities or scarcities.

The term “adolescence” is derived from the Latin verb “adolescere”, meaning to grow into maturity. Thus it is “a process rather than a time period, a process of achieving the attitudes and beliefs needed for effective participation in society” (Rogers 1981). It may be interpreted as a period in physical development as a cultural phenomenon, as a chronological age span, as a transition period, even abstractly as an attitude toward life. Thus adolescence is a period for consolidating coping styles or characteristics ways of solving problems. Also during adolescence young people make the decisions that set patterns for the year that follow in work, loving relationship friendship experience, 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 identify.

Erik Erikson suggested that a lack of stable and predictable role expectations due to rapid changes in society may make the transaction from childhood to adulthood more difficult and the adolescents may suffer with the problem of ego-identity or “identity crisis”. Adolescence is not only physical maturity but it also includes mental, emotional and social maturity which determines the level of adjustment. Hence attempt is made in the present investigation to study the adjustment of students belonging to two levels of deprivation.

## 2. METHODOLOGY:

Statement of the problem:

To measure the levels of adjustment in adolescents belonging to two groups of stress and deprivation.

Variables:

- 1.Independent variables
  - a.Deprivation
  - b.Stress
  - c.Gender
- 2.Dependent variables

**Adjustment.**

**Objectives:**

- 1.To study the adjustment in all the areas of adjustment in the students belonging to two levels of deprivation
- 2.To study the adjustment of students belonging to two groups of stress.
- 3.To examine the gender differences in different areas of adjustment.

**Hypothesis:**

- 1.There would be significant differences in all the areas of adjustment between high and low groups of deprivation.
- 2.There would be significant differences in adjustment between two group of stress.
- 3.There would be significant gender differences in all the areas of adjustment.

**Sample:**

The sample consists of 400 adolescent student selected randomly from various educational institutions of Gulbarga District. The sample was administered with deprivation scale to categorize in to high and low deprived groups. Similarly the sample was classified in to high and low academic stress after administer and stress scale. Finally adjustment inventory was given to selected groups of students to



determine the level of adjustment.

Tools:

a. Personal Data Sheet:  
This personal data sheet was designed to collect the information regarding demographic details. The information included were name, sex, etc.

b. Prolonged Deprivation Scale:  
The inventory is developed by Mishra & Tripathi (1980) which consists of 96 statements with Likert type responses with five alternative responses. The scale measures 15 areas of life situation and experimental domain where deprivation could occur. The areas of deprivation include, 1) Housing conditions, 2) Home environment, 3) Economic sufficiency, 4) Food, 5) Clothing, 6) Formal education experience, 7) Childhood experience, 8) Rearing experience, 9) Characteristics of parents, 10) Interaction with parents, 11) Motivational and emotional experience, 12) Travel and recreation, 13) Religious experience and 14) Socio-culture experience.  
The five alternative answers are assigned with score values of 1,2,3,4 and 5 respectively except the items, 70, 74, 75 and 77. For these items the score values are assigned inversely for the responses A B C D and E. Total score is obtained by adding the scores of all 96 items. Higher score indicates higher level of deprivation and vice versa. On the basis of the obtained score by the subjects, individuals with a very high score namely above 75th percentile was considered as highly deprived, while low scores namely below 25th % was considered as individuals with low degree of deprivation.

c. Bist Battery of Stress Scales: (2005)  
This battery includes various subtests. The subtest like Scale of academic stress(SAS) was used. This consists of 80 items with five alternatives. The scoring is done with the help of scoring key. Accordingly, one who scores high is said to have high stress and vice-versa. The reliability and validity of the scale is significant and adequate.

d. Bells' adjustment Inventory:  
This inventory was developed by H.M.Bell which consists of 140 items. It measures adjustment areas such as family, health, social and emotional. In each area there are 35 questions to measure of adjustment. The responses can be given in two ways 'yes' and 'no'. The scoring is done in accordance with scoring key of the manual. The inventory has sound validity and reliability.

3. RESULTS AND DISCUSSION:

The major objective of the present study was to examine the differences in adjustment between high and low levels of deprivation and stress. The study also attempts to know the gender difference in the levels of adjustment of the sample.  
The sample was administered with deprivation, academic stress scale to classify them into high and low groups of deprivation and academic stress. Then adjustment inventory was administered to such classified groups to determine the level of adjustment in different areas of adjustment. The data were subjected to t-test and the results are given in tables.

Table: 1  
Showing the Mean, SDs and t-value of adjustment between high and low levels of deprivation

Deprivation		Home Adjustment	Health Adjustment	Social Adjustment	Emotional Adjustment	Total Adjustment
High (200)	Mean	6.45	7.20	9.01	8.58	31.24
	SD	4.2	3.11	4.19	4.14	15.64
Low (200)	Mean	5.02	5.14	7.28	6.21	23.65
	SD	3.28	3.02	3.15	3.22	12.67
t-value		3.86**	6.64**	4.67**	6.41**	5.34**

\*Significant difference is 0.01 level.



Graph -1 Adjustment between high and low levels of deprivation (N=200)

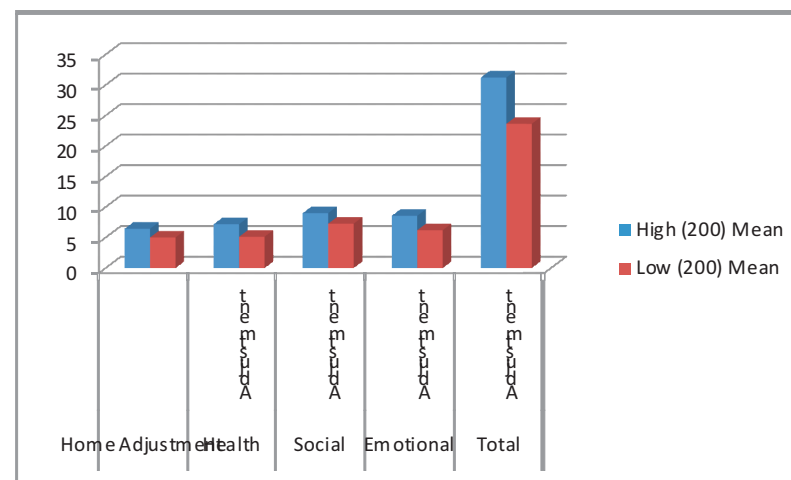


Table No.1 shows Mean, SDs and t-value of adjustment between two deprivation groups of adolescents. It is observed that high deprived adolescents have a mean of 31.26 and low deprived have 23.65. This shows that low deprived sample has lower scores than the high. The adjustment scores reveal that adjustment is higher if scores are lower and vice-versa. Thus low deprived group which has lower mean scores is better adjusted than the high deprived. The t-value of 5.34 is significant at 0.01 level which shows significant differences in adjustment between two levels of deprivation. Similarly in the areas of home, health, social and emotional areas of adjustment the low deprived adolescents have significantly lower scores than the higher deprived class. The t-values are all significant. Thus adjustment is greatly fostered by the level of deprivation one has. The high deprivation consists of low caste & class, poor economic conditions, lowered life styles and living standards. The low deprived composes of affluent class and such people enjoy all the comforts of life due to their higher economic conditions. It is the deprivation level that determines one's abilities and pattern of development. Accordingly low deprivation facilitates better adjustment while high deprivation hinders. The results are highlighted in Graph-1 too.

**Table: 2**  
Showing the Means, SDs and t-value of adjustment in two categories of stress.

Stress (Academic)		Home Adjustment	Health Adjustment	Social Adjustment	Emotional Adjustment	Total Adjustment
High (200)	Mean	8.25	7.08	6.41	6.56	28.3
	SD	3.28	2.98	3.01	3.12	12.39
Low(200)	Mean	6.52	6.44	6.02	5.28	24.26
	SD	2.91	2.49	2.96	3.05	11.41
t-value		5.58**	2.37*	1.34	4.12**	3.39**

\*Significant at 0.05 level

\*\*Significant at 0.01 level

Graph -2 Adjustments in two categories of stress

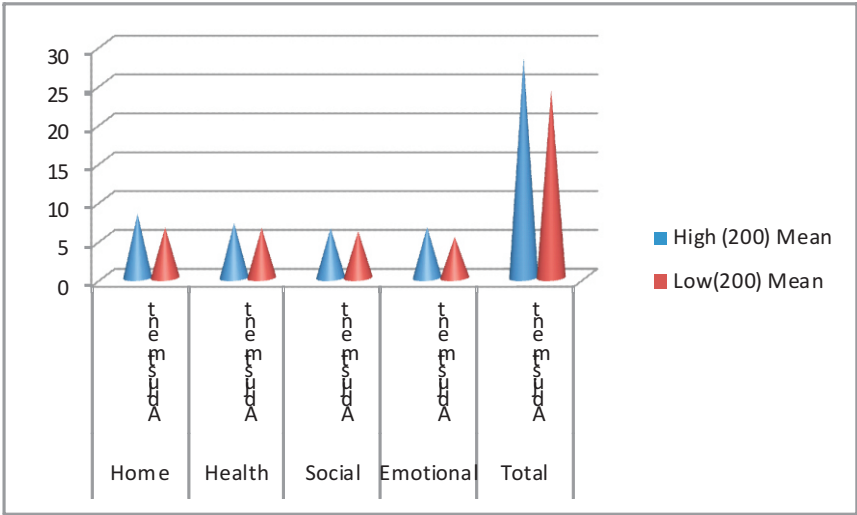


Table No.2 reveals mean scores, SDs and t-value of adjustment in different areas of adjustment. It is observed that students with high academic stress have mean score of 28.3 while those with low stress have 24.26. The mean scores of low stress sample are lower than that of high stress. The t-value of 3.39 is significant at 0.01 level. This shows that overall adjustment of low stress sample is significantly higher than the high stress. Similarly, in the areas of home, health and emotional adjustment the low stress sample is better adjusted than the high stress as the t-value on these areas are significant. However, there is no significant difference in the area of social adjustment as the t-value is not significant in this area. Thus the results highlight the fact that academic stress produces significant differences in adjustment of student's sample. Higher the stress lower is the adjustment of the students.

**Table: 3**  
**Showing the Mean, SDs and t-value of adjustment of male and female sample.**

Gender		Home Adjustment	Health Adjustment	Social Adjustment	Emotional Adjustment	Total Adjustment
Male (200)	Mean	7.14	8.12	9.18	8.04	32.48
	SD	3.25	2.96	4.05	3.12	13.38
Female(200)	Mean	4.18	6.45	7.25	9.28	27.16
	SD	2.92	3.93	3.24	4.01	14.1
t-value		9.54**	4.91**	5.36**	3.54**	3.88**

\*\*Significant difference is 0.01 level.



Graph -3 Gender differences in different areas of adjustment

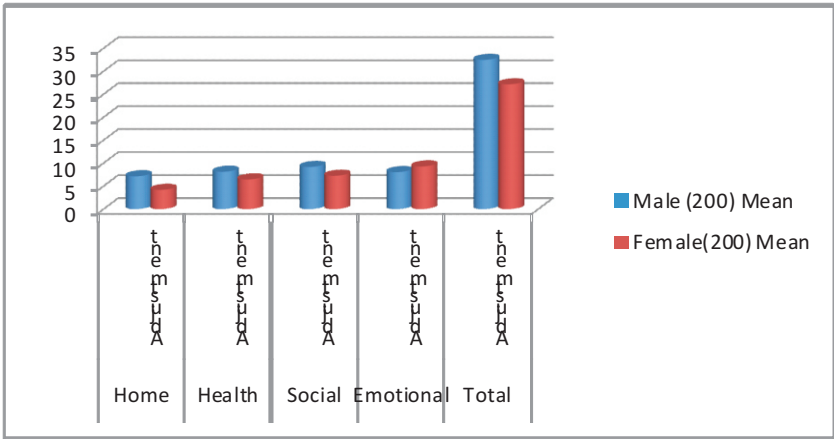


Table No.3 shows Mean, SDs and t-value of adjustment between male and female adolescents' sample. The mean score of male and female sample in total adjustment is 32.48 and 27.16 respectively. The lower scores of females show better adjustment than males. The t-value is significant at 0.01 level. Similarly females have significantly higher adjustment in the area of home, health and social adjustment than males who are highly adjusted in emotional area. The t-values are all significant at 0.01 level which reveal significant sex differences in adjustment. The Graph-3 explains this more clearly.

4.CONCLUSIONS:

- 1. There are significant differences in adjustment between high and low levels of deprivation: Low deprived group has significantly higher adjustment than the high deprived.
- 2. There are significant differences in adjustment in all the areas- except social adjustment- between two groups of stress: Higher the stress lower is the adjustment.
- 3. There are significant gender differences in the levels of adjustment.

5.REFERENCES:

Havinghurst, R. J.et. al.(1962) Growing up in River City, New York;nJohn Wiley and Sons, Inc.  
Hurlock E.B. (1976) "Personality Development", Tata McGraw Hill publishing company Ltd., New Delhi.  
John B.Watson and Fredrick Dashiell (1930), Behaviorism, review duration, New York: W.W.Norton and Company, Inc.  
Kelly, E.L. (1967) "Assessment of Human Characteristics" Prentice Hall of India Pvt. Ltd. New Delhi, pp.17-18.  
Kovach, Heddy, Rae, (2003). Dissertation Abstracts, International, Section B:The Science and Engineering. Vol. 63(7-8): 3477.  
Langmier, J. (1972) Personality of Deprived Children. In Monks, F.J. (Ed) Determinants of Behavioral Development, New York;Academic press.  
Michi F., Flachan, M. and Bray,D. (2001), Educational Psychology, Vol. 21(4), 455-472.  
Muma, J.R. (1966) "Peer evaluation and academic performance", Personal Guidance Journal, pp. 44, 405-409.  
Nurcombe. B. (1970) Deprivation. An Essay in Definition with special consideration of the Australian-Aboriginals. In Misra and L.B. Tripathi (Ed) Psychological Consequences of Prolonged Deprivation (1980).  
Riesman F. (1962) The Cultural Deprived Child. New York. Harper and Row.  
RTulkin S.R. (1972) An Analysis of the Concept of Cultural Deprivation. Qtd. In Misra and Tripathi (1980) Psychological Consequence of Prolonged Deprivations, National Psychological Corporation. Agra.  
Shaffers L.F. and Shoben, E.S.(1936), The psychology of adjustment, 2nd Edition, Boston.  
William Coe (1972), Challenges of personal adjustment, New York, Holt, Rine Heart and Wiston, pp.10.

# Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished research paper.Summary of Research Project,Theses,Books and Books Review of publication,you will be pleased to know that our journals are

## Associated and Indexed,India

- ★ International Scientific Journal Consortium    Scientific
- ★ OPEN J-GATE

## Associated and Indexed,USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Databse
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Golden Research Thoughts  
258/34 Raviwar Peth Solapur-413005,Maharashtra  
Contact-9595359435  
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com  
Website : www.isrj.net