



A COMPARATIVE STUDY OF BAL/BALIKA ASHRAM AND PARENT HOME ADOLESCENTS ON LOCUS OF CONTROL

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ABSTRACT

The present study was carried out to compare bal/balika ashram and parent home adolescent students on Locus of Control. A sample of 360 (90 male and 90 female from bal/balika ashram and 90 male and 90 female from parent home adolescent students) were selected randomly for the present study. The result of the study reveals that there is no statistical difference in the Locus of Control of bal/balika ashram and parent home adolescent students.

KEYWORDS: Bal/Balika Ashram, Parent Home, Adolescents, Locus of Control

INTRODUCTION

Children are the most precious asset of any country. It is the right of each and every child to get full opportunities for his all around development. Every child should have a happy childhood with protection and dignity and grow without any discrimination. A child gets all opportunities in a parental home to develop physically, mentally and culturally and fulfill his economic, social, religious and educational needs. He participates in the social, religious and other activities of the family resulting in the cultivation of various qualities like cooperation, good will, sacrifice etc. The interaction and emotional relationship between child and parents shapes his expectancies and responses in the subsequent social relationships. In addition to this, the beliefs, values and attitudes of the societies are filtered through the parents and transmitted to the child in a highly personalized selective fashion. The education, attitude, socio-economic status, personality and gender of the parent influence his presentation of cultural values. When the child grows into adolescence and moves from family world to the peer world, he carries with him the culture of the family into which he has been inducted. His attitude towards his future life is to a great extent conditioned by family culture in which he was nurtured throughout his prolonged childhood.

Some of the children unfortunately lose their parents during their early years and face the problems of their guardianship, care and upbringing. In addition to this, children born out of wedlock and branded as illegitimate children are abandoned by the unwed mother, denied parental love and wholesome family environment. They start and continue life with a great social disadvantage. Being deprived of parental care

and familial protection, all such children are kept in destitute homes or bal/balika ashrams and suffer from environmental deficiencies in many ways. They lack immediate surroundings, locality and neighbourhood. They also lack the love and affection to be given by the parents and other privileges like income, assets and pocket money. They are deprived of social climate within the destitute home or bal/balika ashram, where they spend most of the impressionable years of their life, leading to unhealthy mental, moral and social growth.

Geneva Declaration of the Rights of the Child (1924) and the Universal Declaration of Human Rights adopted by the United Nations in 1948 highlighted the importance of the child and maintained that motherhood and childhood were entitled to special care and assistance and that children, whether born in or out of the wedlock should enjoy the same special protection. It was further elaborated that the child must be fed, nourished and protected against every form of exploitation and must be given the requisite means for its normal development so as to enable it to devote itself to the services of its fellow beings.

The Indian Council for Child Welfare established in 1952 is the single largest agency engaged in promoting development services for the child. SOS (Save Our Souls) children villages of India provides support to orphaned and abandoned children by providing them with a close alternative to natural family, a permanent home, education and a strong foundation for an independent and secure family. In 1974, the Government of India adopted the National Policy Resolution for children which spelt out the various measures to be taken and the priorities assigned to the children's programmes. The resolution further explained that children who are socially handicapped, who become delinquent or had been forced to take to begging or are otherwise in distress, should be provided facilities for education, training and rehabilitation so that they could become useful citizens in the years to come. The year 1979 was celebrated as the 'International Year of the Child'. Several problems that confront children mostly in developing countries suddenly acquired international attention and attracted global interests.

The Integrated Child Protection Scheme (ICPS) was proposed in 2006 and implemented in 2009. It is based on the cardinal principle of 'protection of child rights' and 'best interests of the child'. It aims to create a protective environment for children by improving regulatory frameworks, strengthening structures and professional capacities at national, state and district levels so as to cover all child protection issues and provide child friendly services at all levels.

DESTITUTE HOMES BAL/BALIKA ASHRAM Destitute homes are the institutions established by the government or voluntary agencies as the habitation for the children i.e. orphan, single-parent and two-parent whose guardians/parents are not in a position to afford for their care and development. They are given shelter, food, clothing and education by the institution. Steps for the rehabilitation are also taken by these institutions. These homes are also called bal/balika ashrams.

Locus of Control

Locus of control is considered to be an important aspect of personality. The concept was developed by Julian Rotter in 1954. It considers the tendency of people to believe that control resides internally with them, or externally with others or the situation. Locus of control, as derived from social learning theory (Rotter, 1966), provides a useful means for measuring individual differences in the extent to which reinforcement is viewed as a consequence of one's own behaviour or a consequence of such forces as 'chance', 'fate', or powerful others. Since its introduction, the concept of internal-external control has proved to be highly useful personality dimension for understanding the role of reinforcement in a wide variety of behaviour situations.

Beck (1979) opined that locus of control plays a major role in many aspects of human behavior such as achievement motivation, success-orientation, self-control, social adjustment, independence and expectancy. Students with an internal locus of control may be more likely to do well in independent learning situations. Students with an external locus of control will need more encouragement and guidance from the instructor. Lefcourt (1984) opined that locus of control refers to a personality construct, deriving from social learning theory, which focuses upon person's expectancies that they can help to determine the outcomes of experience in which they are engaged. Rotter (1990) described the internal locus of control as, "The degree to which person expect that a reinforcement or an outcome of their behaviour is contingent on their own behaviour or personal characteristics" and external locus of control as, "The degree to which person expect that the reinforcement or outcome is a function of chance, luck or fate, is under the control of powerful others, or in simply unpredictable".

Marsh and Weary (1995) defined locus of control as an individual's generalized expectancies regarding the forces that determine rewards and punishments. Wise (2005) said that locus of control may also determine one's perceptions and expectances of success. According to Sardogan, et al. (2006), locus of control is defined as one's thoughts of his/her belief that his/her own power or forces out of his/her control are influential in any positive or negative situation occurring during his/her life.

From the above definitions it is clear that internals tend to attribute outcomes of events to their own control. People who have internal locus of control believe that the outcomes of their actions are results of their own abilities. Internals believe that their hard work would lead them to obtain positive outcomes. They also believe that every action has its consequence, which makes them accept the fact that things happen and it depends on them if they want to have control over it or not. Externals attribute outcomes of events to external circumstances. People with an external locus of control tend to believe that the things which happen in their lives are out of their control, and even that their own actions are a result of external factors, such as fate, luck, the influence of powerful others. Such people tend to blame others rather than themselves for their lives' outcomes. It should not be thought, however, that internality is linked exclusively with attribution to effort and externality with attribution to luck. This has obvious implications for differences between internals and externals in terms of their achievement motivation, suggesting that internal locus is linked with higher levels of need for achievement. Due to their locating control outside themselves, externals tend to feel

they have less control over their fate. People with an external locus of control tend to be more stressed and prone to clinical depression.

Locus of control is not inborn it can be learned and acquired. A child starts learning the laws from early months of life. Hence, mother is much responsible for locus of control of children. Family is the basic unit of society to impart social learning to child through (i) warm accepting and non-rejecting home; (ii) protection and approval; (iii) independence; (iv) consistency in standards; (v) father's interest in child's activity and (vi) awareness of behaviour reinforcement and contingency.

SIGNIFICANCE OF THE STUDY

Every child has certain needs such as (i) the need of security and backing of two-parents; (ii) need of love and understanding; (iii) opportunities to express hostilities, antagonisms and aggressiveness so that he may learn what these feelings are like and how to deal with them effectively. Being deprived of satisfying these needs during childhood, the even developmental progress of the child, particularly the emotional and social life is severely affected. Those who are rejected by their parents and who remain in institutions rather than with their real parents are likely to experience deprivation of adequate emotional experiences (Casler, 1961; Provence, 1965; Yarrow, 1961). The kind of deprivation is one emerging out of a feeling of being unwanted, uncared and unattended. They even lack in Locus of Control.

In a home, children living with parents and a few brothers/sisters, who have affectionate understanding of each other, natural regard and good will and who are ready to share with each other duties, responsibilities, hardships and privileges, grow up in an atmosphere of security and happiness and look upon the world as a safe and joyful place to live and its people as friends and sources of gratification. Destitute home children cannot have these numerous experiences. Destituteness itself becomes an anathema to them. As a result, according to Riessman (1962), these children develop a style and learning which runs counter to the life style of other children. They grow in a culturally and educationally non-stimulating home, handicapped by environmental deprivation; the presence of a non-caring and a non-loving mother, tending for maternal deprivation. The child is unloved and rejected by the parents and suffers emotional and social deprivation.

Singh (1986) reported that general condition of the destitute children was not very satisfactory. They fall prey to health hazards on account of meager facilities for prevention, treatment and care of diseases available in destitute homes. Food provided to them does not cater to their needs. Clothes supplied to them are not of their liking. Living conditions are not congenial. Many children have to share the same bed. They are haunted by the idea of failure in life. Curricular and co-curricular programmes are not suited to their needs. They become sad by the behaviour of their teachers. They have to bear harsh treatment, strict discipline, neglect in classroom decision and boring class-work. Need of vocational guidance is extremely felt by a large majority of destitute home children. Hiwot, et al. (2011) concluded that orphan-hood is frequently accompanied with multidimensional problems including prejudice, school services, inadequate food, sexual abuse and others that can further expose children's prospects of completing school. Moreover, the death of one or both parents has a profound and lifelong impact on the psychological well being of

children. Children and adolescents in particular are at increased risk for unresolved or complicated bereavement because of their developmental vulnerability and emotional dependency. Padmaj, et al. (2013) found that institutional care has an adverse impact on children leading to poor health outcomes.

Goldfarb (1943, 1949) reported that institutionalized children continue to show social deficiencies in the form of heightened aggression, impulsivity and antisocial behaviour. Casler (1961) suggested that "the physical, intellectual and emotional defects were often observed in individuals deprived of 'mothering' during early infancy". Murlidharan (1961) found that parent-deprived children manifest more problems than the non-deprived ones. Hetherington (1966) found that the boys whose fathers were absent because of divorce, desertion or death were more emotionally dependent on their peers than the other boys. Walters and Stinnett (1971) concluded that parental acceptance, warmth and support were positively related to favourable emotional, social and intellectual development of the children. On the other hand, extreme strictness without acceptance, warmth and love tended to be negatively related to the child's positive self concept, emotional and social development. Kumar and Mehta (1983) showed that the socially deprived children tends to be aggressive, socially withdrawn, depressive and emotionally unstable. Hiremani et al. (1994), Chaudhary and Bajaj (1995) and Chaudhary and Uppal (1996) reported that institutional children were emotionally insecure, immature and unstable. Kaur (2003) found that there exist a positive relationship between home environment and emotional maturity. Zeanah, et al. (2005), Ford, et al. (2007) and Erol, et al. (2010) found that children in institutional care have greater emotional problems. Palacios, et al. (2013) revealed that the institutionalised children have more social problems than other children.

A cursory look at the number of studies conducted reveals that this area has attracted the attention of researchers. The researches have made clear that institutionalised children are considered as highly deprived class of society. Deprivation of parental care, love, affection, warmth, security, acceptance and discipline during childhood disrupts their normal socio-emotional development. These children are aggressive, impulsive, emotionally unstable, socially withdrawn, depressive, insecure and immature. They have poor locus of Control. Hence, it becomes necessary to study whether institutionalized children who are devoid of family life with the emotional warmth adjust to the demands of the environment/society around them. Further, the variable locus of control plays an important part in the development of a child. Therefore it was thought worthwhile to undertake the present problem for investigation.

STUDIES RELATED TO LOCUS OF CONTROL

Overmier and Seligman (1967) opined that perceived lack of control produces a feeling of helplessness, loss of hope and diminishes an individual's will power.

Lefcourt (1976) concluded that most orphans are at a risk of being confronted by powerful cumulative and often negative social changes in their lives over which they have no personal control.

Kumar and Tripathi (1986) conducted a study to ascertain variations among locus of control of socially advantaged and disadvantaged adolescents. The sample included 200 disadvantaged (100 boys and 100 girls) and 200 advantaged (100 boys and 100 girls) students of various educational institution of Utter Pradesh. The subjects' age ranged from 14 to 18 years. Hindi version of Rotter's Locus of Control scale was

administered. They found that disadvantaged adolescents had significantly higher external scores than the advantaged adolescents. Girls had significantly higher external scores than boys.

Lester (1992) revealed that there is a no significant difference between gender and locus of control of middle school learners.

Adrian, et al. (1997) suggested that both males and females are becoming more external. Females, however, tend to be more external than males on most locus of control measures. There are also gender differences in perceptions of control across behavioural domains. Factor analyses of locus of control measures indicate that males and females are relatively similar in primary factors but may differ substantially in some secondary factors. Two areas in which males and females appear to differ are perception of control over interpersonal relationships and perception of control over essentially uncontrollable life events. Gender differences also emerge in how locus of control relates to comparison variables. Internality, for example, appears to be more related to achievement for males than females and a better predictor of social adaptation for females than for males.

Cilliers (1998) reported that most orphans are at a risk of being confronted by powerful cumulative and often negative social changes in their lives over which they have no personal control.

McClun and Merrell (1998) in their study indicated that the parenting styles under which children are raised affect their locus of control. **Taris and Bok (1997)** pointed out that children whose family environment is characterized by warmth, protection and nurturance are more likely to lead to an internal locus of control while those with limited social power or material resources are more likely to develop external locus of control styles.

Kedija (2006) found that orphans often show lack of hope for future and have low self-esteem.

Alzoghoul (2011) in his research found that the children classified within the internal locus of control were raised in family whose upbringing styles emphasized responsibility and independence. The children of authoritarian parents tended to be obedient and did not possess self-control. They were dependent, irresponsible and had low self-concept.

Khazer and Almajali (2012) found clear relationship between locus of control and parent's upbringing style. Similarly, significant and positive relationship was reported by Saleh (2012) in a study conducted on middle school learners of Jordan.

Aaliya and Shailbala (2014) conducted a study where the gender difference in locus of control was examined on a sample of 281 adolescents (152 from favourable home environment and 129 from unfavourable home environment) within the age range of 14-18 years. The results of the study revealed that there are significant gender differences in locus of control. Boys were found to be more internal as compared to girls.

OPERATIONAL DEFINITIONS OF THE TERMS USED

- 1 **Bal/balika Ashram:** The institutions established by the government or voluntary agencies as the habitation for the children i.e. orphan, single-parent and two-parent whose guardians/parents are not in a position to afford for their care and development.
- 2 **Parental Home:** The habitat of the parents where the students stay.
- 3 **Adolescent:** Children between the age of 12-18 years are called adolescents.
- 4 **Locus of Control:** It considers the tendency of people to believe that control resides internally with them, or externally with others or the situation.

OBJECTIVES OF THE STUDY

To study the main and interactional effects of gender and parental status of adolescent students of bal/balika ashrams on locus of control.

HYPOTHESIS OF THE STUDY

There will be significant main and interactional effects of gender and parental status of adolescent students of bal/balika ashrams on locus of control.

SAMPLE OF THE STUDY

A sample of 360 adolescents (90 male and 90 female from the bal/balika ashram and 90 male and 90 female from parent home adolescents students) were selected randomly from the state of Himachal Pradesh for the present study.

TOOL USED

Rotter's Locus of Control Scale (Hindi) by Dr. Anand Kumar and Dr. S.N. Srivastava (1985).

ANALYSIS AND INTERPRETATION OF DATA

COMPARISON OF EFFECTS OF GENDER AND PARENTAL STATUS OF ADOLESCENT STUDENTS OF BAL/BALIKA ASHRAMS ON LOCUS OF CONTROL

To compare the effects of gender and parental status of adolescent students of bal/balika ashrams on locus of control, 2x3 analysis of variance with two levels of gender i.e. male and female and three levels of parental status i.e. orphan, single-parent and two-parent, was used.

The mean scores of adolescent students on locus of control at various levels in 2x3 factorial design are given in Table 1

Table 1

Means (M) at Various Levels for Locus of Control

A (Gender)	B (Parental Status)			Mean
	B ₁ (Orphan)	B ₂ (Single- Parent)	B ₃ (Two- Parent)	
A ₁ (Male)	8.23	9.43	9.13	8.93
A ₂ (Female)	8.57	8.40	8.43	8.47
Mean	8.40	8.92	8.78	

The summary of the results of analysis of variance for comparing the main and interactional effects of A (gender) and B (parental status) on locus of control is given in Table 2.

Table 2

Summary of Results of Analysis of Variance for Locus of Control

Source of Variance	Sum of Squares	df	Mean Square	F
A	9.80	1	9.80	2.42
B	8.63	2	4.32	1.07
AxB	15.23	2	7.62	1.88
Within	704.13	174	4.05	
Total	737.79	179		

Main Effects

A (Gender)

It is evident from Table 2 that the calculated value of F for the main effect of A (gender) on locus of control is 2.42 which is not significant at 0.05 level of confidence for 1/174 df. Hence, the hypothesis stated as "Gender of adolescent students of bal/balika ashrams will have significant effect on locus of control", was rejected.

From this, it may be interpreted that male and female adolescent students of bal/balika ashrams, irrespective of the levels of parental status, do not differ significantly from each other on locus of control.

B (Parental Status)

From Table 2, it can be observed that the F value for the main effect of B (parental status) on locus of control is 1.07 which is not significant at 0.05 level of confidence for 2/174 df. In view of this, the hypothesis stated as "Parental status of adolescent students of bal/balika ashrams will have significant effect on locus of control", was rejected.

This means that orphan, single-parent and two-parent adolescent students of bal/balika ashrams, regardless of the levels of gender, do not differ significantly from each other on locus of control.

Interactional Effect

AxB (Gender x Parental Status)

Table 2 elicits that the computed value of F for the interaction AxB i.e. (gender x parental status) on locus of control has come out to be 1.88 which is not significant at 0.05 level of confidence for df 2/174. Therefore, the hypothesis stated as "Gender and parental status of adolescent students of bal/balika ashrams will have significant interaction effect on locus of control", was rejected.

Hence, it may be inferred that gender and parental status do not interact significantly to affect locus of control of adolescent students of bal/balika ashrams. In other words the effect of gender on locus of control is the same for the three levels of parental status and vice versa.

DISCUSSION OF RESULTS

1Bal/balika ashram male and female adolescent students (orphan, single-parent and two-parent) exhibit no significant differences on locus of control.

2For both gender groups, the adolescent students of bal/balika ashrams i.e. orphan, single-parent and two-parent do not exhibit significant differences on locus of control.

3Locus of control of bal/balika ashram adolescent students is not found to be significantly affected by the interaction of gender and parental status i.e. the effect of gender on locus of control is the same for the three levels of parental status and vice versa.

Thus to conclude one can say that male and female adolescent students do not differ significantly from each other on locus of control. This finding is in line with the findings of Lester (1992) and Saleh (2012) who found that there exists no difference between male and female adolescent students on locus of control. However, this finding of the present study is contrary to the findings of Adrian, et al. (1997) and Aaliya and Shailbala (2014) who reported that females tend to be more external than males on locus of control.

Bal/balika ashram adolescent students tended to be more externally controlled as compared to their parental home counterparts. The findings of Taris and Bok (1997), Alzoghoul (2011) and Khazer and Almajali (2012) also support the present finding.

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