CHAPTER-V

ANALYSIS OF DATA INTERPRETATION AND DISCUSSION OF RESULTS

5.1 INTRODUCTION

This chapter deals with the analysis, interpretation of data and discussion of results of the problem involving the relationship between the variables.

An attempt has been made to link the outcomes of the analysis of data to the hypotheses and findings of the previous research so as to arrive at succinct conclusions.

5.2 OBJECTIVES OF THE STUDY

The study was conducted with the following objectives in view.

1. To study the intelligence of adolescents from urban, suburb and out of school adolescents from sector area.
2. To study the locus of control of adolescents from urban, suburb and out of school adolescents from sector area.
2.1 To study internally controlled and externally controlled adolescents from urban area in respect of intelligence and well-being.
2.2 To study internally controlled and externally controlled adolescents from suburb area in respect of intelligence and well-being.
2.3. To study internally controlled and externally controlled adolescents from sector area in respect of intelligence and well-being.
3. To study well-being of adolescents from urban, suburb and out of school adolescents from sector area.

4a. To compare the school going boys and girls from urban area in respect of intelligence, locus of control and well-being.

4b. To compare the school going boys and girls from suburb area in respect of intelligence, locus-of-control and well-being.

4c. To compare the out of school boys and girls from sector area in respect of intelligence, locus-of-control and well-being.

5. To study the relationship among intelligence, locus-of-control and well-being.

5.3 HYPOTHESES

1. There will exist significant differences in level of intelligence between urban and suburb adolescents and out of school adolescents from sector area.

2. There will exist significant differences in respect of locus of control between urban and suburb adolescents and out of school adolescents from sector area.

2.1. There will exist significant differences between internally controlled and externally controlled urban area adolescents in respect of intelligence and well-being.

2.2. There will exist significant differences between internally controlled and externally controlled suburb area adolescents in respect of intelligence and well-being.

2.3. There will exist significant differences between internally controlled and externally controlled sector area adolescents in respect of intelligence and well-being.

3. There will exist significant differences in level of well-being between urban and suburb area adolescents and out of school adolescents from sector area.
4a. There will exist significant difference between school going boys and girls urban area in respect of intelligence, locus of control and well-being.

4b. There will exist significant difference between school going boys and girls from suburb area in respect of intelligence, locus of control and well-being.

4c. There will exist significant differences between out of school boys and girls from sector area in respect of intelligence, locus-of-control and well-being.

5. There will exist a positive relationship among intelligence, locus-of-control and well-being.

5.4 ABBREVIATIONS/CODES USED IN THE PRESENTATION

The presentation of results is based on the following abbreviations or codes for the variables and area’s:

<table>
<thead>
<tr>
<th>NAME</th>
<th>CODE/ABBREVIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence</td>
<td>Int. $(V_1)$</td>
</tr>
<tr>
<td>Locus-of-control</td>
<td>Loc. $(V_2)$</td>
</tr>
<tr>
<td>Well-being</td>
<td>WB $(V_3)$</td>
</tr>
<tr>
<td>Urban</td>
<td>Group A</td>
</tr>
<tr>
<td>Suburb</td>
<td>Group B</td>
</tr>
<tr>
<td>Sector</td>
<td>Group C</td>
</tr>
</tbody>
</table>

5.5 SCHEMATIC PRESENTATION OF THE RESULTS

The hypotheses were tested differently with the help of means, t-ratios and co-efficient of correlation. The data analysis along with the discussion is being presented in this chapter.
Section I: Deals with the descriptive statistics, in order to study the nature of variables and their distributions along with the normality curve.

Section II: Deals with the differential analysis to compare the differences between groups.

Section III: Deals with the correlation and discussion to find out the inter-relationship among different variables.

5.6 SECTION I DESCRIPTIVE ANALYSIS

It was found necessary to describe the nature of the variables and their distribution along the normality curve. To justify whether the condition of basic assumptions implicit in some of the statistical techniques employed.

The description of scores in respect of urban adolescents (N=300) is presented in Table 5.1 and description of scores for all suburb area adolescents (N=150) is presented in Table 5.2 and description of scores for all the sector area out of school adolescents (N=150) is presented in Table 5.3 in terms of means, standard deviations, skewness and kurtosis with a view to provide analytical and comparative picture of descriptive statistics.
Table 5.1

Showing Mean, SD, SK & Ku of Urban Area Adolescents
(Group A, N = 300) in Respect of Intelligence
Locus of Control and Well-being.

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Variables</th>
<th>Mean</th>
<th>S.D</th>
<th>S.K</th>
<th>Ku</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Intelligence</td>
<td>36.23</td>
<td>11.31</td>
<td>-.601</td>
<td>.450</td>
</tr>
<tr>
<td>2.</td>
<td>Locus of control</td>
<td>11.48</td>
<td>2.27</td>
<td>-.079</td>
<td>.102</td>
</tr>
<tr>
<td>3.</td>
<td>Well-being</td>
<td>17.12</td>
<td>3.62</td>
<td>.489</td>
<td>.762</td>
</tr>
</tbody>
</table>

Table 5.2

Showing Mean, SD, SK and Ku of Suburb Area Adolescents
(Group B, N = 150) in respect of intelligence,
locus of control and well being.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>Mean</th>
<th>S.D</th>
<th>SK</th>
<th>Ku</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Intelligence</td>
<td>30.89</td>
<td>11.27</td>
<td>-.426</td>
<td>-.912</td>
</tr>
<tr>
<td>2.</td>
<td>Locus of control</td>
<td>11.50</td>
<td>2.45</td>
<td>.021</td>
<td>-.196</td>
</tr>
<tr>
<td>3.</td>
<td>Well-being</td>
<td>17.41</td>
<td>2.71</td>
<td>.225</td>
<td>.280</td>
</tr>
</tbody>
</table>
Table 5.3

Showing Mean, SD, SK and Ku Sector Area Adolescents (Group C, N = 150) in Respect of Intelligence, Locus of Control and Well-being.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Variables</th>
<th>Mean</th>
<th>S.D</th>
<th>SK</th>
<th>Ku</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intelligence</td>
<td>26.63</td>
<td>11.08</td>
<td>0.086</td>
<td>-1.180</td>
</tr>
<tr>
<td>2</td>
<td>Locus of control</td>
<td>11.72</td>
<td>2.57</td>
<td>0.164</td>
<td>-0.436</td>
</tr>
<tr>
<td>3</td>
<td>Well-being</td>
<td>17.14</td>
<td>3.97</td>
<td>0.229</td>
<td>-0.431</td>
</tr>
</tbody>
</table>

5.6.1 Discussion Based on Means

Table 5.1, 5.2 and 5.3 represent the total means of intelligence (Int. V₁) Locus of control (Loc. V₂) and well-being (W.B.V₂) respectively.

The mean value of intelligence vide table of urban adolescents (Int. V₁ 36.23) for which maximum score can be 60 (manual for Raven’s progressive matrices 1996) indicates that the urban area adolescents are “intellectually average” on general mental ability. The mean value on Locus of control (Loc. 11.48) shows that urban adolescents taken for the study are in between internality and externality but they lean more towards externality.

The mean value on the measure of well-being (W.B.V₂ 17.12) indicates that urban adolescents have satisfactory results as regard to their wellness.
This means that those feelings that determine their overall level of individual effectiveness, and happiness were satisfactorily fulfilled.

The mean value of intelligence vide Table 5.2 of suburb adolescents (Int. $V_1$ 30.89) fall under 25th percentile and are graded as “definitely below average in intellectual capacity.” (Manual for Raven’s progressive matrices of 1996).

With regard to locus of control the mean value in the same table shows that (Loc. $V_2$ 11.50) adolescents from Suburb area are not internally oriented nor externally oriented they fall in between, but they lean towards externality.

The mean value of well-being measure vide Table 5.2 is (W.B. 17.41). This shows that they are more concerned about their personal well-being.

The mean value of intelligence vide table 5.3 indicates that (Int. 26.63) out of school adolescents for which maximum mean score can be 60 (manual for Raven’s progressive matrices 1996).

Shows that the out of school adolescents fall under 25th percentile and are graded as “definitely below average in intellectual capacity.” With regard to locus of control (Loc.11.72) out of school adolescents are more externally oriented. Where as, the mean value on the measure of well-being (W.B. 17.14) shows that adolescents from sector area have high well-being. This shows that they are more concerned about their life style.

5.6.2 Discussion Based on Skewness

The value of skewness (SK) of urban adolescents for the three variables that is intelligence (Int.$V_1$), locus of control (Loc. $V_2$) and well-
being (W.B. V₃) as entered in Tables 5.1 revealed that in respect of intelligence (Int. V₁) there was a slight negative skewness (SK = -.601). The value of SK in the case of locus of control (Loc. V₂) vide Table 5.1 is negatively Skewed (SK = -.079) Where as in respect of well-being, (W.B. V₃) were positively Skewed (SK = .489).

The value of Skewness (SK) with regard to adolescents from suburb area as depicted in Table 5.2 for intelligence (Int. V₁) showed a slight negative Skewness (SK = -.426).

The value of SK of locus of control (loc. V₂) showed a slight positive skewness (SK = .021) respectively. The adolescents from suburb area in respect of well-being (WB. V₃) was positively skewed (SK = .225).

The value of skewness (SK) with regard to out of school adolescents from sector area vide Table 5.3 for the variable intelligence (Int. V₁) showed positive skewness (SK = .086). The variable locus of control (loc. V₂) showed a slight positive skewness (Sk = .164).

Where as the value of skewness for the measure of well-being (W.B. V₃) showed a slight negative skewness. The skewness value is (SK = .229). These values are within the acceptable limits of normality and may be accepted as having skewness of moderate degree.

All these SK values are less than ± 1. These values are within the acceptable limits of normality and may be accepted as having skewness of moderate degree. (Croxton and Cowden 1956) on the whole the distribution of scores for all the variables (V₁ to V₃) was quite symmetrical.
5.6.3 Discussion Based on Kurtosis

The value of kurtosis (Ku) as entered in table 5.1 of urban adolescents for the measures of intelligence (Int. V₁) is .450 showing distribution as platykurtic and locus of control (loc. V₂) is .102 showing the distribution as slightly leptokurtic. These values show the ‘peakedness’ or ‘flatness’ in the distribution.

Whereas the value of well-being (W.B. V₃) is .762 which is platykurtic and within limits of sampling fluctuations. For the normal curve the formula gives Ku = .263, if the Ku is greater then the distribution is platykurtic and if the Ku is less than .263, the distribution is leptokurtic (Garett, 1973). Thus, the range of Ku is within the acceptable limits of chance fluctuations.

The value of kurtosis (Ku) as entered in table 5.2 of suburb adolescents for the measure of intelligence (Int. V₁) and locus of control (loc. V₂) -.912, -.196 respectively. These values indicate that the distribution is platykurtic. Where as the value of Ku of well-being (W.B. V₃) vide table 5.2 is .280 which is platykurtic and within limits of sampling fluctuation.

The value of kurtosis (Ku) as entered in the table 5.3 for the measure of intelligence of out of school adolescents (Int. V₁) locus of control (loc. V₂) and well-being (W.B.V₃) are -1.180, -.436 and -.431 respectively, showing the distribution as slightly platykurtic.

We can at least draw some conclusion from the above results that the score distribution of different variables is closely approximated to the normal distribution. These may be accepted as normally distributed.
Table 5.6.1
Showing Mean and SD for the Measure of Intelligence of (Group A, N = 300), (Group B, N = 150) & (Group C, N = 150).

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Variable</th>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>S.D.</td>
<td>Mean</td>
</tr>
<tr>
<td>1</td>
<td>Intelligence</td>
<td>36.23</td>
<td>11.31</td>
<td>30.89</td>
</tr>
</tbody>
</table>

A comparative view of the mean scores of intelligence across three groups indicates that urban area (mean 36.23) are better on intelligence as compared to suburb area (mean 30.89) and sector area (mean 26.63). The inference that can be drawn from the above mean scores is that there is not much difference between urban adolescents (Group A, mean 36.23) and suburb area adolescents (Group B, mean 30.89) and sector area adolescents (Group C mean 26.63) which shows that urban area adolescents are “intellectually average” (Grade III) on general mental ability as compared to differences among suburb and sector area adolescents (mean 30.89 and 26.63). The suburb and sector area adolescents are intellectually ‘below average’ (Grade IV) showing comparable differences.

This is because of enriched environmental atmosphere provided to the adolescents who were living with parents where as the out of school adolescents have been found that deprivation, lone lines, fears, vocational discontent and lack of education and job opportunities are other problems for their low performance.

These results are not beyond the expectations of Himmel Weit (1971) studies that characterization of pupils attitude and behavior is more
meaningful in terms of the type of school an individual attends than in terms of the home he comes from, once assigned to types of school. The pupils learn to internalize the norms and expectations of the school and to respond to the particular type of teaching and teacher-pupil interaction.

Further more, Walosynona (1990) is of the view that good school adjustment is vital for children's subsequent favourable development.

The mean scores showing differences among school going adolescents from urban and suburb and out of school adolescents from sector area in respect of intelligence have been presented in graph 5.1.

Table 5.6.2

Showing the Mean and S.D for the measure of intelligence of Boys and Girls (Group A N = 300) Group B N = 150) & (Group C, N = 150)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variable</th>
<th>Group A</th>
<th></th>
<th>Group B</th>
<th></th>
<th>Group C</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>1.</td>
<td>Intelligence.</td>
<td>Mean</td>
<td>37.34</td>
<td>35.11</td>
<td>32.49</td>
<td>26.63</td>
<td>26.62</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S.D</td>
<td>11.32</td>
<td>11.32</td>
<td>11.40</td>
<td>11.23</td>
<td>10.96</td>
</tr>
</tbody>
</table>

The distribution of intelligence sex wise shows that boys out score girls in group A (urban area adolescents) and Group B (suburb area adolescents) and Group C (sector area adolescents).
GRAPH 5.1
COMPARISON OF INTELLIGENCE AMONG URBAN, SUBURBAN, AND SECTOR AREA ADOLESCENTS.
Intellectually school going adolescents from urban area (Group A) (mean 37.34 and 35.11 respectively) are sound as most of them are average in their mental ability. Moreover, boys have fared better than girls in general mental ability. The suburb area adolescents (mean 32.49 and 29.29) and sector area adolescents (mean 26.63 and 26.62) are not on a very sound footing as most of them are below average in their mental ability. But girls are slightly inferior to boys in their performance on test of general mental ability.

The higher mental ability of the boys in all the groups could be discussed by indicating the fact that generally in most developing countries and in particular in Ethiopia girls are limited to shoulder the hard unpaid household responsibilities such as child rearing and feeding the family, farming and taking care of domestic animals.

Unfortunately both culture and religion played significant roles in limiting the positive roles that women, could have played. Backward tradition such as forcing girls to marry early and bodily tattoos to beautify themselves as sex objects. Girls have been oppressed in many respects in their capacity as being girls.

Generally girls face problems in all aspects of life including education and neither parents nor the curriculum encourage. Girls parents themselves prefer to send boys to school (The rate of girls participation in suburb area are less than urban area) than girls they are expected to help with household activities before and after school, while boys are free, and have time for their studies.
On top of this, children's literature and of the stories included in basal readers and literature at school for example, have shown that male characters are much more likely than females characters to play a major role in stories to be depicted within career roles, and to be active and decisive rather than passive or in effectual (Garrett, Schav and Scott, 1984, Stewing and Kinpfel, 1975).

Thus, these factors play a great role in their mental ability performance for example, Halpern, 1986, Hgue and Linon 1986; Maccoby and Jacklin, 1974) asserts that intellectual and personal attributes reveal surprisingly little support for our still powerful cultural tendencies to expect sizable gender differences and thus to treat boys and girls differently. In conformity with the above results, Denniss (1973) concluded that boys have higher intellectual ability as compared to girls.

The mean scores showing differences between boys and girls from urban, suburb and sector areas in respect of intelligence have been presented in Graph 5.2.

Table 5.6.3

Show the Mean and SD's for the Measure of Locus of Control of (Group A, N = 300), (Group B, N = 150) and (Group C, N = 150) Adolescents.

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Variable</th>
<th>Group A Mean</th>
<th>Group A S.D</th>
<th>Group B Mean</th>
<th>Group B S.D</th>
<th>Group C Mean</th>
<th>Group C S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Locus of Control</td>
<td>11.42</td>
<td>2.32</td>
<td>11.50</td>
<td>2.45</td>
<td>11.72</td>
<td>2.56</td>
</tr>
</tbody>
</table>
GRAPH 5.2
COMPARISON OF INTELLIGENCE BETWEEN BOYS & GIRLS FROM URBAN, SUBURB & SECTOR AREA

BAR CHART

<table>
<thead>
<tr>
<th>Region</th>
<th>Sector (C)</th>
<th>Suburb (B)</th>
<th>Urban (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scores</td>
<td>26.69</td>
<td>26.29</td>
<td>37.34</td>
</tr>
</tbody>
</table>

& GIRLS FROM URBAN, SUBURB & SECTOR AREA
COMPARISON OF INTELLIGENCE BETWEEN BOYS
GRAPH 5.2
The mean and S.D of school going adolescents (Group A 11.42, 2.32 respectively) shows that Group A scores indicate between internality and externality. Area wise these adolescents tend to show more leaning towards internality as compared to the suburb and sector area adolescents.

This is because these adolescents reside with their parents and get more time to their own work by themselves and help the family members in their work and in addition to this they will have a hired tutor.

The mean scores of Group B adolescents (11.50, 2.45 respectively) shows a greater trend towards internality as compared to Group C adolescents.

In general these adolescents did not differ much in respect of locus of control because they were living with their parents where they were given full support, love and affection.

Where as Group C out of school adolescents, mean scores entered in the same table revealed that (11.72, 2.56 respectively) the adolescents mean score lean on externality as compared to urban and suburb area adolescents.

This is because in Ethiopian traditional society the adolescents depended for guidance in behaviour and personal relationship on some member of the family. This guidance was gradual and continued until the child was an adult. To day much of the responsibility of guiding the adolescents has been left to school education and to chance.
The breaking of this traditional guidance has been caused mainly by growing urbanization, migration and industrialization. This situation is not getting better rather it is getting worse.

On the whole, adolescents were living in a stressful and deprived environment attempt to cope with difficulties of life.

In the light of this, (Anderson, 1997, Benasal, Sweeney and Dufour, 1988) were of the view that, in a variety of traumatic life situation, internality is linked to active constructive attempts to cope with the difficulties in hand and externality to passivity and depressive emotional reactions.

The results of urban area (Group A) and suburb area (Group B) adolescents and sector area (Group C) out of school adolescents have been graphically presented under graph 5.3.

Table 5.6.4

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variable</th>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>1.</td>
<td>Locus of Control</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>11.51</td>
<td>11.38</td>
<td>11.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S.D</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.31</td>
<td>2.15</td>
<td>2.32</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean and SD’s of urban school going boys and girls (boys loc. 11.51, 2.31 girls, 11.38, 2.15 respectively) shows that boys are externally oriented while girls are internally oriented, but the difference being very minimal.
URBAN, SUBURB & SECTOR AREA ADOLESCENTS
COMPARISON OF LOCUS OF CONTROL AMONG
GRAPH 6.3
This is because girls were always getting a continuous advice and guidance through the family members and close relatives. They get a continuous supportive conducive atmosphere as being girls.

Traditionally the girls can more often share their feelings and problems with their mothers as compared to the boys, that is why at the early stage the parents in general and in particular mothers play their role effectively, towards meeting the social, emotional, psychological, physical and such other needs of their children as a whole and in particular to girls. They need to understand and prepare them for real life, rather than fate or luck.

Hunter and Vounises, 1982 were of the opinion that daughters report more intimacy and openness of communication with mothers (Von and Losenkov, 1978; Riven Bark, 1971) and seek advice and guidance (Kandal and Lesser, 1972) more often from mothers than from fathers.

The mean and S.D's of (Group B) and (Group C) boys and girls from suburb and sector area (boys loc. 11.75, 2.32, and 12.16, 2.94 and girls 11.18, 2.59 and 11.53, 2.44 respectively) shows that boys and girls are in between internality and externality with a slight difference girls lean towards internality as compared to boys.

In conformity with the above result earlier study suggested that sex differences on I.E. scale appear to be minimal (Rotter 1966) Dunham (1973) Procuik and Breen (1974). Hong and Bartenstein (1992) found no difference between males and females on locus of control.

The result showing gender difference in respect of locus of control of urban, suburb and sector area of adolescents have been presented in Graph 5.4
Table 5.6.5
Showing the Mean and S.D. for the Measure of Well-being of (Group-A, N = 300), (Group-B, N = 150) And (Group-C, N = 150).

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variable</th>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D</td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td>1.</td>
<td>Well-being</td>
<td>17.11</td>
<td>3.61</td>
<td>17.13</td>
</tr>
</tbody>
</table>

The total mean and S.D’s values of adolescents who have high and low well-being as entered in the Table 5.6.5 shows that (Group-A 17.11, 3.61), (Group-B, 17.13, 3.97) and (Group-C 16.61, 4.10).

Moreover, all groups have a high well being with a slight difference of group A as compared to Group C and group B as compared to group A.

This is because of the environmental differences brought about an abrupt change in family life. Adolescents feel lost in the new environment and this effect results a high and lower-well-being of the adolescent in area wise. Health education has always been central in every family life and essential in the upbringing of the adolescents, before formal schools were known through out childhood, guidance was carried out to enable the adolescence to realize that he belongs to the family that he has a part to play in that family and community health. However, to a certain extent these traditional guidance services still exist in some areas but the break down is apparent and accelerating rather fast. Thus the adolescents have felt the gaps, being created by the breaking up of some of these valuable cultural and traditional practices and have devised their own ways of filling them up.
Therefore, some of these ways have led the adolescents to some misleading or distorted information and this in turn may contribute a lot to their well-being.

The most serious consequencess are experienced by the adolescents themselves in terms of serious adverse effect on their health and their educational and employment opportunities.

Further more, adolescents brought up by broken families without sufficient resources are often neglected and more prone to poor well-being.

The above findings go in line with a survey conducted by the California department of mental health (1979) those who had high self-esteem reported having better mental and physical health. Low self-esteem also went along with more self-reported physical illness and with disturbances, such as Insomnia, anxiety and depression.

The mean scores showing differences in well-being of urban adolescents (Group A), suburb adolescents (Group B) and sector area adolescents (Group C) have been graphically presented under Graph 5.5.

Table 5.6.6

Showing the Mean and S.D for the Measures of Well-being of Boys and Girls (Group A, N = 300), (Group B, N = 150) and (Group C, N = 150)

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Variable</th>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>1.</td>
<td>Well-being</td>
<td>17.45</td>
<td>16.78</td>
<td>16.93</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.82</td>
<td>3.36</td>
<td>2.66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17.38</td>
<td>16.89</td>
<td>3.87</td>
</tr>
</tbody>
</table>
Graph 5.5
Comparison of well-being among urban, suburb and sector area adolescents.
The mean scores of well-being of boys and girls (boys 17.45, 3.82 and girls 16.78, 3.36 respectively) shows that comparable difference among them. However girls were slightly low in their well-being as compared to boys. This shows that girls in urban area are less concerned about their personal well-being.

The mean and S.D’s of boys and girls from suburb area (Group B) (boys, 16.93, 2.66 and girls 17.89, 2.69 respectively) Girls score is high on well-being as compared to boys. This shows that girls from suburb area are more concerned for their personal well-being. Generally, boys and girls have an equal opportunity at all levels of health responsibility. However, the enhancement of the status of girls has been found to have very positive results towards improvement of health in the family welfare.

Where as the mean and S.D of boys and girls from sector area (Group C) (boys, 17.38, 3.87 and girls 16.89, 4.06 respectively). This shows that out of school girls are less concerned in their personal well-being as compared to boys.

In respect of well-being measure boys and girls who have high well-being are more satisfied in life than boys and girls who have low well-being.

There are a number of factors contributing to the enhancement of well-being of boys and girls. These include the financial support they get from their parents have impact to make a positive contribution to the ability of boys and girls to take full control over and improve the quality of their life.

The above discussion is supported by the findings of Campbell (1971) that a positive relationship between financial status and well-being (Brown,
1977; Campbell, et.al. 1976) shares the same view that economic security is also related to well-being.

The result showing gender differences in respect of well-being of urban adolescents (Group A), suburb adolescents (Group B) and sector area adolescents (Group C) have been graphically presented under Graph 5.6.

5.7 SECTION II: DIFFERENTIAL ANALYSIS

In this section efforts have been made to compare various groups through differential analysis. To test the following hypotheses.

HYPOTHESES

1. There will exist significant differences in level of intelligence between urban and suburb adolescents and out of school adolescents from sector area.

2. There will exist significant differences in respect of locus-of-control between urban and suburb adolescents and out of school adolescents from sector area.

2.1 There will exist significant differences between internally controlled and externally controlled adolescents from urban area, in respect of intelligence and well-being.

2.2 There will exist significant differences between internally controlled and externally controlled suburb area adolescents in respect of intelligence and well-being.

2.3 There will exist significant differences between internally controlled and externally controlled out of school adolescents from sector area in respect of intelligent and well-being.
Graph 5.6

Comparison of Well-Being Between Boys and Girls from Urban, Suburb, and Sector Areas

Mean Scores
3. There will exist significant differences in level of well-being between urban and suburb area adolescents and out of school adolescents from sector area.

4a. There will exist significant differences between school going boys and girls from urban area in respect of intelligence, locus-of-control and well-being.

4b. There will exist significant differences between school going boys and girls from suburb area in respect of intelligence, locus-of-control and well-being.

4c. There will exist significant differences between out of school boys and girls from sector area in respect of intelligence, locus-of-control and well-being.

5. There will exist a positive relationship among intelligence, locus-of-control and well-being.

These hypotheses were tested with the help of t-ratios and total ratings of all the measure have been taken for comparison.

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Variables</th>
<th>Area</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Intelligence</td>
<td>Urban</td>
<td>35.75</td>
<td>11.32</td>
<td>2.26*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vs Suburb</td>
<td>32.49</td>
<td>11.39</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vs Urban</td>
<td>35.75</td>
<td>11.32</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vs Sector</td>
<td>26.63</td>
<td>10.26</td>
<td>6.36**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vs Suburb</td>
<td>32.49</td>
<td>11.39</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vs Sector</td>
<td>26.63</td>
<td>10.26</td>
<td>-4.46**</td>
</tr>
</tbody>
</table>

** Significant at .01 level
* Significant at .05 level
5.7.1 Discussion based on comparison between urban and suburb area school going adolescents and out of school adolescents from sector area on the bases of total scores of intelligence.

The t-values as entered in Table 5.7.1 for intelligence of (Group A Vs Group B) adolescents is 2.26 which is significant at .05 level. The value of means are 35.75 and 32.49 respectively. The reported t-value for group A vs. group C) adolescents is 6.36 which is statistically significant at .01 level. Result of mean values are 35.75 and 26.63 respectively. For group B Vs group C adolescents. The t-value is -4.46 which is significant at .01 level with mean values of 32.49 and 26.63 respectively.

This reveals that the suburb adolescents are slightly inferior in their mental ability performance result as compared to urban adolescents but better than the sector area out of school adolescents. The urban area adolescents are average (Grade III) in their intellectual capacity. Where as the sector area out of school adolescents are below average (Grade IV) in intellectual capacity.

The results are in line with the findings that early deprivation affects the intellectual development adversely (Wind Field, 1928, Gold Frab 1943, Martin 1947, Khatri, 1965, Kafiluddin, 1978).

Inconformity with the above findings. The sixty sixth year book (N.S.S.E) puts it as follow research of the past decade has convinced psychologists that a substantial number of children suffer from a family environment which inhibits their mental development during their pre-school years. Intelligence grows out of experience with objects and people. Assuming that each person inherits potential ability for learning which is in his germ plasm, this potential determines the upper limit or the ceiling of his mental development. But his environment; through its supply of stimulation and through the kind of stimulation it gives him, determines how close he shall come to his ceiling. Therefore a “good environment helps him reach up to almost his inherited limit”, while a “poor environment prevents him from approximating to that limit”.

There could be ample reasons for in adequate level of intelligence of adolescents. One of them could be reported by the findings of McCandless (1952) that the general intellectual process of socially disadvantaged children is primarily concrete and inflexible and really distinct from that of the normal child. School going adolescents are supervised by parents who take care of in and out of school activities. They have the access of enquiring the progress of the adolescents. Where as the out of school adolescents are left alone with no one to supervise or look after their daily activities. They have feelings of inferiority from the school going adolescents which affects their intellectual capacity.

Thus, hypothesis 1 “there will exist significant difference in level of intelligence between urban and suburb adolescents and out of school adolescents from sector area.” Stands accepted.
Table 5.7.2

Mean's, S.D and t-values for Measure of Locus of Control of Urban (Group A, N=300) and Suburb (Group B, N=150) & Sector Area (Group C, N=150) Adolescents.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variable Areas</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Locus of control Urban vs. Suburb</td>
<td>11.46</td>
<td>2.32</td>
<td>-0.271</td>
</tr>
<tr>
<td></td>
<td>Urban vs. Sector</td>
<td>11.46</td>
<td>2.32</td>
<td>-1.77</td>
</tr>
<tr>
<td></td>
<td>Suburb vs. Sector</td>
<td>11.50</td>
<td>2.30</td>
<td>-1.46</td>
</tr>
</tbody>
</table>

5.7.2 Discussion based on comparison between urban and suburb adolescents and out of school adolescents from sector area on the basis of total scores of locus of control.

The t-value as entered in Table 5.7.2 in respect of locus of control of urban Vs Suburb adolescents is -0.271. Which is not significant. The value of means are (11.46, 2.32, and 11.50, 2.30 respectively). The t-value for urban vs sector area adolescents is -1.77 which is not significant. The mean values are (11.46, 2.32 and 11.71, 2.31 respectively).

The t-value for suburb Vs. Sector area adolescents is -1.46 which is not significant. The mean value are (11.50, 2.30 and 11.71, 2.31 respectively).

These reveal that all the group scores indicate in between internality and externality showing no significant differences. As there is no appreciable difference between the three groups can be explained i.e. adolescents from
urban and suburb area were studying in government owned high school. More or less they are being supported by their parents. The urban adolescents lean more towards internality as compared to group B and C. However, the suburb adolescents tend to show internality to the out of school adolescents from sector area.

This shows that the rapid social change has resulted in breaking up of the joint family system and large scale migration of rural people to urban area, exposing the adolescents more to the emotional upheavals and disorderly development patterns. And it has an impact to prepare them to face the hard ship of life at the very beginning.

In support of the present findings Cooper (1987) reported that low stress level leads to internal locus of control. Whereas, externally controlled adolescents are anxiety ridden Krishna (1981), Hirss (1983) have poor health behavior patterns.

Thus, hypothesis 2 “There will exist significant difference in respect of locus of control between urban and suburb adolescents and out of school adolescents from sector area” is not accepted.

Table 5.7.3

Mean’s S.D’s and t-values for Measures of Intelligence and Well-being of the Internally Controlled and Externally Controlled School going Adolescents from Urban Area.

N = 300 Internally Controlled = 195
    Externally Controlled = 105

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variable</th>
<th>Internally Controlled</th>
<th>Externally Controlled</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>S.D.</td>
<td>Mean</td>
</tr>
<tr>
<td>1.</td>
<td>Intelligence</td>
<td>41.31</td>
<td>4.82</td>
<td>39.18</td>
</tr>
<tr>
<td>2.</td>
<td>Well-being</td>
<td>17.41</td>
<td>3.68</td>
<td>16.61</td>
</tr>
</tbody>
</table>

** Significant at .01 level.
5.7.3 Discussion based on comparison between internally controlled and externally controlled urban area school going adolescents (Group A) on intelligence and well-being.

Observation based on Table 5.7.3 indicates that internally controlled group of subjects and externally controlled group of subjects differ significantly on intelligence and ‘t’ value is 2.69. Which is significant at 0.1 level. No significant difference were found between internally controlled and externally controlled urban area adolescents on the variable of well being.

On observing the mean values, it was further obtained that internally controlled group of subjects showed higher level of intelligence than externally controlled group. The well-being of internals was also higher as compared to externals. Internal - external refers to whether the causes are inside or outside of an individual.

Further more, Petterson (1987) reported that Internal locus of control refers as the perception that an individual has of being able to influence the occurrence of reinforcements around him by his behavior. Where as, the external locus of control express the perception of an individual who believes that influencing reinforcement around him is not within his control.

Urban adolescents are internally oriented in their environment and therefore, school going adolescents who are internally oriented show better results on intelligence and well-being. This results are in line with the studies done by Bar-Zohar and Chen (1980) who found significant relationship between internal locus of control and high academic achievement.

The findings of Procuik, Breen and Lussi (1976) supported the predictions that hopelessness would be positively related to external locus of control and to depression. Whereas, research on locus of control indicates that internal locus of control orientation is correlated with some positive
mental health components (Mullins Siegal and Hodges, 1985; Clayson and Frost, 1985; Krause and Stryker, 1984; Federer, 1984; Carter, 1984)

Therefore, “hypothesis 2.1” There will exist significant differences between internally controlled and externally controlled urban school going adolescents in respect of intelligence and well-being” stands partially accepted. It is accepted only in respect of intelligence which showed significant difference between internally controlled and externally controlled urban adolescents at .01 level of significance.

Table 5.7.4
Mean’s S.D’s and t-values for Measures of Intelligence & Well-Being of Internally Controlled and Externally Controlled School Going Adolescents from Suburb Area.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variable</th>
<th>Internally Controlled</th>
<th>Externally Controlled</th>
<th>t-values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>S.D.</td>
<td>Mean</td>
</tr>
<tr>
<td>1.</td>
<td>Intelligence</td>
<td>43.69</td>
<td>4.04</td>
<td>41.16</td>
</tr>
<tr>
<td>2.</td>
<td>Well-being</td>
<td>18.21</td>
<td>2.89</td>
<td>16.96</td>
</tr>
</tbody>
</table>

** Significant at .01 level.
* Significant at .05 level.

5.7.4 Discussion based on comparison between internally controlled and externally controlled school going adolescents from suburb area (Group B) on intelligence and well-being.

Table 5.7.4 reveals that Intelligence (Int. V₁) and well-being (WB. V₃) that the ‘t’ value for intelligence is 2.46 which shows that internally controlled group of subjects differ significantly at .05 level of significance on intelligence. Whereas, the t-value for the total measure of well-being is 2.69 showing significant difference at .01 level of significance. However, the
mean values of externally controlled group of subjects showed lower intelligence, and low level of well-being as compared to the internally controlled adolescents. Difference in mean score being minimal.

Thus, many research studies have indicated the positive aspects of internality and the negative aspects of externality.

According to (Lefcourt, 1982). In the course of life one must accept the fact that there are things over which one has little or no control, and absence of such acceptance is likely to be associated.

Therefore, internally controlled adolescents show better results on intelligence and well-being.

These results are inline with the studies done by Bar-Zohar and Chen (1980) Mosqud (1980) and Carter (1984).

Furthermore, as Palys and Little 1983 asserted that subjects who indicated different levels of life satisfaction also showed marked differences in the appraisal of personal projects.

Thus, the above discussion proves the hypothesis 2.2 “There will exist significant differences between internally controlled and externally controlled suburb area school going adolescents in respect of intelligence and well-being.” Stands verified for both group.
Table 5.7.5
Mean's S.D's and t-values for Measures of Intelligence & Well-being of the Internally Controlled and Externally Controlled out of School Adolescent from Sector Area.

N = 150  
Internally Controlled = 102  
Externally Controlled = 48

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variable</th>
<th>Internally Controlled Mean</th>
<th>Internally Controlled S.D.</th>
<th>Externally Controlled Mean</th>
<th>Externally Controlled S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intelligence</td>
<td>38.05</td>
<td>9.40</td>
<td>36.15</td>
<td>5.85</td>
<td>1.62</td>
</tr>
<tr>
<td>2</td>
<td>Well-being</td>
<td>18.12</td>
<td>2.10</td>
<td>16.10</td>
<td>2.06</td>
<td>4.27**</td>
</tr>
</tbody>
</table>

** Significant at .01 level.

5.7.5 Discussion based on comparison between internally controlled and externally controlled out of school adolescents from sector area on intelligence and well-being.

The t-values as entered in Table 5.7.5 for well-being of sector area adolescents is 4.27 which is significant at .01 level.

This reveals that internally and externally controlled group of adolescents differ significantly on their well-being. No significant difference was found between internally controlled and externally controlled adolescents on intelligence.

On reviewing the mean values it was further obtained that internally controlled group of subjects showed higher level of well-being. The intelligence of internals was also higher as compared to the externals.
It may be concluded that many adolescents drop out of school before completing their education and hence lose the opportunity to be observed in the formal employment sector. Such adolescents are not able to adjust easily while in school, most adolescents develop expectations ambitions and motivation to participate in the formal employment sector. Failure to achieve this makes it difficult for the adolescent to adjust to their environment which does not offer many opportunities.

Thus, inconformity with the above findings Coleman (1966), indicated that black children, believed that success was caused by luck (an external factors) rather than by effort (an internal factor).

This kind of attribution process an external locus of control-appears to affect academic performance. Black students who believed that success was due to hard work had higher reading scores than did students who believed in luck. the mean verbal achievement of believers in the importance of hard work was higher than the mean of all children who believed in luck as the cause of success, regardless of race or geographic region of the country.

Hence, hypothesis 2.3 “There will exist significant differences between internally controlled and externally controlled sector area out of school adolescents in respect of intelligence and well-being” stands partially accepted. It is accepted only in respect of well-being which showed significant difference between out of school adolescents at .01 level of significance.
### Table 5.7.6

Mean’s, S.D’s and t-values for Measure of Well-being of Urban (Group A, N=300) and Suburb (Group B, N=150) and Sector Area (Group C, N=150) Adolescents

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variable</th>
<th>Areas</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Well-being</td>
<td>Urban</td>
<td>17.44</td>
<td>9.82</td>
<td>.12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vs. Suburb</td>
<td>17.41</td>
<td>3.87</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban</td>
<td>17.44</td>
<td>3.82</td>
<td>.94</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vs. Sector</td>
<td>17.13</td>
<td>3.61</td>
<td>.86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suburb</td>
<td>17.41</td>
<td>3.87</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vs. Sector</td>
<td>17.13</td>
<td>3.61</td>
<td></td>
</tr>
</tbody>
</table>

5.7.6 Discussion based on comparison between urban and suburb area adolescents and sector area out of school adolescents on the basis of total scores of well-being.

The obtained t-value as depicted in Table 5.7.6 for well-being of (Group A) Vs. (Group B) is .12 which is not significant at any level.

The value of means are 17.44 and 17.41 respectively. In case of (Group A) Versus (Group C) the t-value is .94.

Thus, no significant differences, were observed. The value of means are 17.44 and 17.13 respectively.

The t-value as entered in Table 5.7.6 show that there is no significant difference between Group B Vs. Group C. The value of means are 17.41 and 17.13 respectively.

The mean values further indicated that the school going adolescents residing in urban area differ slightly in their mean value from the suburb and
sector adolescents. The suburb adolescents are also slightly superior to the sector area adolescents. Difference in mean score being minimal.

This in turn is an additive factor to the total positive mental health of the adolescents in their respective area. This comparison further finds a strong substantiation in the studies of Paly and Little (1983), these studies reported that subjects who indicated different levels of life satisfaction also showed marked differences in the appraisal of personal projects. In brief, high life satisfaction was associated with striving for important, enjoyable and challenging goals.

Summing up the results of the above findings adolescents in the three area yielded a non significant results in all the area investigated. However, their mean scores show a high well-being. It may further be added that the generality of the obtained is valid for application within the confines of the present study.

Hence, hypothesis 3 "There will exist significant difference in level of well-being between urban and suburb area adolescents and out of school adolescents from sector area," is not accepted.

Table 5.7.7
Mean's S.D's and t-values for Measures of Intelligence, Locus of Control and Well-being of Urban School Going Boys and Girls (Group A, N=300)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Variable</th>
<th>Boys Mean</th>
<th>S.D.</th>
<th>Girls Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Intelligence</td>
<td>37.34</td>
<td>11.21</td>
<td>35.11</td>
<td>11.31</td>
<td>2.47*</td>
</tr>
<tr>
<td>2.</td>
<td>Locus of Control</td>
<td>11.42</td>
<td>2.32</td>
<td>11.51</td>
<td>2.30</td>
<td>-.33</td>
</tr>
<tr>
<td>3.</td>
<td>Well-being</td>
<td>17.44</td>
<td>3.82</td>
<td>16.78</td>
<td>3.36</td>
<td>2.53*</td>
</tr>
</tbody>
</table>

* Significant at .05 level.
5.7.7 Discussion based on comparison between urban school going boys and girls on the basis of intelligence, locus of control and well-being.

The t-values as entered in tables 5.7.7, show that there is a significant difference between boys and girls on the variables intelligence and well-being ($t = 2.47$ and $2.53$ respectively) at .05 level of significance. No significant difference were found between boys and girls on locus of control.

On observing the mean values it is further obtained that boys are more intelligent and are internally oriented and show better well-being as compared to the girls. However, the difference being minimal.

Thus, the above findings are in line with the studies indicated by Ahluwalia (1990), Reddy (1994) that open and controlled school climates seem to be more conducive and favorable for the students to secure high percentage of marks.

The studies indicated by Hong and Bartenstein (1982) found no significant sex difference in respect of locus of control.

Furthermore, Palys and Little (1983) studies were of the opinion that high life satisfaction was associated with striving for important, enjoyable and challenging goals.

Hence, hypothesis 4a “There will exist significant difference between school going boys and girls from urban area in respect of intelligence, locus of control and well-being” stands partially accepted. It is accepted in respect of Intelligence and well-being which showed significant difference between boys and girls at .05 level of significance.
Table 5.7.8
Mean’s S.D’s and t-values for Measures of Intelligence, Locus of Control and Well-being of Suburb area School going Boys and Girls (Group B, N=150)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Variable</th>
<th>Boys Mean</th>
<th>S.D.</th>
<th>Girls Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intelligence</td>
<td>32.48</td>
<td>11.39</td>
<td>29.29</td>
<td>10.95</td>
<td>2.57*</td>
</tr>
<tr>
<td>2</td>
<td>Locus of Control</td>
<td>11.76</td>
<td>2.31</td>
<td>11.75</td>
<td>2.54</td>
<td>0.04</td>
</tr>
<tr>
<td>3</td>
<td>Well-being</td>
<td>16.93</td>
<td>2.66</td>
<td>17.89</td>
<td>2.69</td>
<td>-2.74**</td>
</tr>
</tbody>
</table>

** Significant at .01 level.
* Significant at .05 level.

5.7.8 Discussion based on comparison between suburb area school going boys and girls on the basis of intelligence, locus of control and well-being.

Table 5.7.8 contains the means, S.D’s of the boys as well as girls residing in suburb area (Group - B) on the variable intelligence (Int.), locus-of-control (loc.) and well-being (W-B). The t-values as entered in Table show that there is a significant difference between boys and girls on intelligence. (t = 2.57) which is significant at .05 level. In respect of well-being of boys and girls the t-value is (-2.74) which is significant at .01 level. There is no significance difference between boys and girls on the variable locus of control.

On reviewing the mean values it is further obtained that boys are more intelligent and girls are internally oriented as compared to the boys. In respect of well-being girls show satisfactory results than their male counterpart. difference in mean score is very minimal.
These results are in line with the findings of Even Dennis (1993) who found that boys to have higher intellectual ability as compared to girls.

Bartenstein (1982) also concluded that no significant sex difference is found in respect of locus of control.

Furthermore, Peter Warr (1978) findings asserted that positive affect was associated with higher levels of Social Control and more exposure to new experiences, whereas, negative affect was not correlated with these. On the other hand negative affect was found to be associated with various indices of anxiety, fears of a nervous breakdown and physical symptoms of ill-health but positive affect was not related to these.

Hence, hypothesis 4b “There will exist significant difference between school going boys and girls from Suburb area in respect of intelligence, locus of control and well-being”. Stands partially accepted. It is accepted in respect of Intelligence and well-being which showed significant difference between suburb area boys and girls at .05 and .01 level of significance respectively.

Table 5.7.9
Mean’s S.D’s and t-values for Measures of Intelligence, Locus of Control and Well-being of Sector Area Out of School Boys and Girls
(Group C, N=150)

Boys = 75
Girls = 75

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variable</th>
<th>Boys Mean</th>
<th>S.D.</th>
<th>Girls Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Intelligence</td>
<td>26.63</td>
<td>10.95</td>
<td>26.92</td>
<td>11.22</td>
<td>0.00</td>
</tr>
<tr>
<td>2.</td>
<td>Locus of Control</td>
<td>11.52</td>
<td>2.44</td>
<td>11.65</td>
<td>2.30</td>
<td>-0.48</td>
</tr>
<tr>
<td>3.</td>
<td>Well-being</td>
<td>17.38</td>
<td>3.87</td>
<td>16.89</td>
<td>4.06</td>
<td>1.11</td>
</tr>
</tbody>
</table>

5.7.9 Discussion based on comparison between sector area out of school boys and girls on the basis of intelligence, locus of control and well-being.
Table 5.7.9 shows the means and standard deviations of boys and girls from sector area (Group C) in respect of the variables intelligence (Int. $V_1$) locus-of-control (loc. $V_2$), and well-being (W.B $V_3$).

The ‘t’ values as entered in table shows that there is no significant difference between boys and girls in respect of all the variables.

On examining the mean values it is further obtained that boys are more intelligent and internally oriented as compared to the girls and more concerned about their personal well-being than girls. The difference in mean value being minimal.

Thus, from the results obtained in the present investigation one can safely say that factors like, traditional customs limit education status, and local needs prevent parents from educating their children these are some of the serious causes that could be accountable for the low achievement of girls in all the variables.

Apart from these causes there are also some factors like, society is responsible for the lag of education as the result of early marriage and poor status of education is due to parental apathy.

The above findings go in line with the studies by Singh and Kumar (1979) who found no difference in intelligence between males and females. Further, Weiner (1978); Dunham (1978).

Furthermore, Dunham’s (1973) study on 459 Secondary school students exhibited no differences in internal-external locus of control for boys and girls.
In short, Emmons (1986, 1989) has pointed out that differences in subjective well-being arise from specific characteristics of individuals personal strivings.

Hence, hypothesis 4C “There will exist significant difference between out of school boys and girls from sector area in respect of intelligence, locus of control and well-being” stands rejected.

5.8 SECTION - III

Correlational Approach Results of Inter-variable Correlation

Introduction

In the previous section, descriptive and analytic picture of intelligence, locus of control and well-being of adolescents was examined. This, section deals with the inter correlation matrix for the variables of Intelligence (Int.) locus of Control (loc.) and well-being (W.B.).

The product-moment co-efficient of correlation were worked out in order to justify the strength and degree of relationship between the variables. This has been done with a view to test the following hypotheses.

Hypothesis “There will exist a positive relationship among the variables of intelligence, locus of control and well-being.”

The results of the Correlation among the variables of intelligence locus of control and well-being under study are presented and discussed in this section.

The intervariable correlation matrix is presented vide Table 5.8.
Table 5.8

3 x 3 Inter-Correlation Matrix for Variables of intelligence, Locus of Control and Well-being of Adolescents for the total sample (N=600).

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Variable Code</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Int.</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Loc.</td>
<td>.201</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>W.B</td>
<td>.033</td>
<td>.026</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Note: Decimals have been omitted.
Values have been rounded up to three decimal places.
Value significant at .05 level.

5.8.1 Discussion Based on Inter-correlation Between Intelligence and Locus of Control.

On the basis of the results of the co-efficients of correlation presented in the table 5.8 of inter-relationships between intelligence and locus of control, the following picture emerges.

The co-efficient of correlation is .201 which is positively and significantly related at .05 level. Thus, it implies that intelligence of adolescents is positively and significantly related with locus of control. These relationship tend to show a positive influential factor between the two variables. Thus, from the results obtained in the present investigation one can clearly say that high scores in locus of control show externality oriented and low scores show internality results. Hence, externally oriented adolescents are found to have higher level of intelligence.
Further more, adolescents with a high intelligence and internality being able to motivate themselves, feeling resourceful enough to find ways to accomplish their tasks, reassuring themselves when in a problem situation that things will get better.

However, the above results do not go with the findings of Allen et.al. (1974) who found internals earn higher grades Bar-Zohar and Chen (1980) who found a significant relationship between internal locus of control and high academic achievement.

5.8.2 Discussion Based On Inter-Correlation Between Locus Of Control And Well-Being.

Table 5.8 shows that the locus of control (loc.) and well-being (W.B.). The co-efficients of correlation is .026 which is positive and non-significant relationship. Although an internal would have a more positive well-being than would an external. The relationship is probably natural.

A positive well-being may foster that an individuals filling responsible for himself, his deeds and goal is naturally expected to be in good health. The mental strength of the individual enables him to be independent and self reliant.

The correlation obtained between locus of control and well-being in this study, however, was not significant, but it must be noted that it is a positive correlation.

Thus, the trend of the relationship implies that low scores in respect of locus of control leads to internal orientation and hence, internally oriented adolescents show low well-being.
The above results are in disagreement with the findings of the studies mentioned below that internal locus of control orientation was correlated with some positive mental health components (Kravs and Stryker 1984) Federer (1984), Carter (1984); Mullins, Sigel and Hidges (1985) Clays on and Frost (1985).

5.8.3 Discussion Based On Inter-Correlation Between Intelligence And Well-Being.

The result based on t-value (vide table 5.8) reveals that the measure of intelligence (Int.) correlates positively with well-being (W.B.).

The value of ‘r’ being .033 which is not significant. Thus, it is clear that intelligence and well-being is also in the expected direction that higher level of intelligence of adolescents is correlated positively with higher well-being of adolescents. Hence, the trends of the relationship tend to show that well-being is concerned with how and why people experience their lives in positive ways, including cognitive and affective reaction and efficiency in problem solving.

The findings of the studies mentioned below support the present study that academic achievement and motivation are positively correlated Singhal (1991) indirectly.

Further more, French and Mensh (1948) revealed that the students who were highly accepted were rated high on punctuality, sociability, fair-mindedness, intelligence, self-concept and a sense of humor in comparison to other members of a particular group.