

# Academic Achievement of the Deprived Children

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**Abstracts:** India is a developing country having so many challenges. One of the greatest challenges before a socialist and democratic country is the education of its disadvantaged people because in absence of education these people become a major liability on it. It cannot be over emphasised that economic development of a country depends to a large extent on the quality and level of the education of its people. Indian society has been crushed for ages socially, economically and politically only because a large proportion of its population has been the deprived of proper education since time immemorial. Mass education has ever been non-existent phenomenon in this so called highly cultured and affluent ancient country. These deprived people lived a life characterised in poverty, ignorance and superstition. They were easily deprived of the basic human rights and treated as domestic animals by the few rich and powerful men in the feudal social system.

**Keywords:** Academic Achievement, Deprived Children.

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## 1. INTRODUCTION

It has been observed by all the scholars who have undertaken research on deprivation that in most cases an individual is not deprived of merely one aspect of life but suffers from a number of factors which cause deprivation in him. Therefore, it is an uphill task for educationists to develop an educational system which may prove to be beneficial for all sorts of deprived persons because a harmonious settlement can not be made between the family environment, the school environment and the social environment. The negative side of the deprived family is easy to see. The family may be permanently broken by divorce, desertion and death, the housing condition is not very proper for the education, the housing facilities inadequate, considerable economic insecurity prevails both parents frequently work, and thus children may be negated and typically they are irritable, tired parents use physical punishment in order to maintain discipline. Such parents, moreover, do not see any relevance in educating their children (Miller, 1971; Ramond, 1970) rather they consider providing education to be a waste of time (Morlan & Ramonda, 1968).

It is generally assumed that uneducated parents do not appreciate fully the advantages of education for their children and give appropriate time and have failed to provide them with the motivation, encouragement and support required for studying. First generation learners of the affluent family also suffer from this sort of deprivation.

In the existing hierarchies of our society where educational facilities rang from the excellent to the very mediocre, children from poor homes are almost invariably placed in school with poor performance levels. The standard at some of these are so poor that even if the children manage to survive through the primary and secondary levels at these school, they are rarely able to hold out in the open competition that is involved in school, Board and other qualifying examinations. This problem can easily be tackled by upgrading the physical facilities of the schools with serve the economically disadvantaged. Disadvantaged children are especially deficient in what might be called "school knows how". The deprived child frequently has not learned how to ask answer and questions, how to study how to relate to the teachers, these difficulties hamper the child tremendously in the school system. Many of those who are concerned with equality of opportunity for education and particularly those who are committed to equalization of opportunities for those

who are economically or culturally disadvantage for schooling have argued that the entire school system is heavily biased in favor of continuation of the power of the privileged one.

In the present economic age when both the parents are not giving proper attention to their children, the teacher's main concern should be to form a more loving and sympathetic relationship to that neglected and emotionally deficient child and encourage him to achieve his goal.

Generally parents think that they are giving full facilities to their children and inspite of giving all facilities they are not achieving what they should achieve. Perhaps they do not take pain in thinking that they are giving the economic security to their children at the cost of emotional security. In some families where both the parents are earning, the condition is worst. In metropolitan cities where the biggest problem to be solved by the parents is the upgrading of standard of living, children have to wait till a holiday to see their parent's face. This mode of life, and these kinds of irresponsible behaviour can not implement the education to the coming generations. In this way we are giving economic security at cost of emotional, cultural, behavioural, educational security, etc. therefore, the root cause of the educational deprivation is the deficiency in the environment of home, school and society which should be immediately checked and modified to avoid the wastage and stagnation in education among the deprived children.

A more reliable way of handling the problem of education is to consciously design teaching so that children are gradually led from their subculture to the wider culture. It also requires a conscious transition to the language, concept, image, etc. of the dominant culture through successively higher level of schooling. In our country some efforts have been made to deal with the problem. For instance, one major programme of active research is to prevent school dropout among children from slums in the city of Bombay was able to obtain positive results merely by changing the physical arrangements of the classroom, by changing the timetable and by changing the next books suit to the life style and the experience of these children. Scheduled caste children have a poorer school enrolment rate than those of others. Moreover, it is evidenced in the fact that at all levels of education their failure and dropout from school is conspicuously larger than that of others. Studies on the issue also indicate that the scheduled caste children are enrolled in relatively inferior institutions of educations and they are poorly represented in courses leading upto prestigious job and occupation (chitins, 1972, 1974, 1975, 1978, 1979).

Special schemes for reservation in higher education, scholarships, freeships and hostel facilities at all levels of education, for the benefit of scheduled castes have been in operation for three decades but most of these schemes are inadequate and unsatisfactorily operated. Further it is necessary to ensure that the administration of these provisions is efficient and effective. Apart from strengthening the financial and academic support now available to culturally deprived students and from providing special coaching to ensure that they are able to cope up with their academic work, it is necessary find ways and means of improving their aspiration level and self-confidence. Basically the disadvantaged operates in the form of a lack of conviction about the fact that schooling is as important for girls as it is for boys. The practice of requiring girls to do a larger share of house work than boys, the expectation that they should stay at home when needed to look after siblings or to do some domestic chores, inhibitions against Sending girls to school at a long distance and against sending girls to co-educational school, etc. These factors inhibit enrolment of girls at schools. In brief we can say that there are two main factors which are obstacles in the way of the goal of equality in education. The first factor consists of a series of obstacles in enrolment, retention and good performance of school, cultural isolation from the main stream culture of the school, sex discrimination, emotional insecurity and other such circumstances. The second is the inflexibility to adopt the needs of the children who encounter these obstacles.

Efforts have been made, both to help disadvantaged children to overcome the obstacles they face and to introduce such structural reforms and innovations in the system of education that are required to facilitate the schooling of the disadvantaged. However, progress towards the universalization of schooling and towards equalization of opportunities is slow and unsatisfactory. Government is making its efforts to cope up with problem of education for the deprived children and youth but congenial social and psychological environment are also very necessary for the upliftment of the educational status of the deprived.

A very encouraging feature found in the study of Usha shree(1980) is that the disadvantaged pupils also improved their pattern of academic adjustment towards the end of the academic year. This holds out a positive promise, which should be taken advantage of pupils acquire unworthy and inappropriate values through their informal association and with the

undesirable influences of their peer group and surroundings.” Here pupil should be helped by the teachers and the guidance workers to work for higher levels of achievement. Since the deprived pupils have problems in the areas of social and emotional adjustment, they must first be helped with their social-cultural-emotional academic development in that order.

Rosenthal and Jacobson (1968) advocate the hypothesis that the more positive the children’s perception of their teachers feeling, the better their scholastic achievement and behaviour in the class. Hence, it is the responsibility of the teacher to deal sensitively with the deprived pupils.

Reisman (1976) suggests that teacher should understand the cognition, learning styles and the positive culture of these deprived and their families. The teacher should improve the values, aspiration level and encourage them to achieve the highest possible. The other alternative solution can also be explored and examined which can give the child in the school what he lacks at home and in the broader sense in the society.

Singh NK (1993) suggested that education for deprived children can improve with attention of governments and international related authority.

Singh Harendra (2002) has completed his Ph.D work topic on “A study on learning style for deprived and non-deprived adolescent” He has done work at Varanasi district class 8<sup>th</sup> level students and findings are they are similar in learning style.

Singh Sandhya (2006) has done work on deprivation social relation and found the improper behavior about deprived children in the society.

MauryaSuresh(2009) has found the deprivation as abuse by society for this group students in my rural classes.

Singh AK(2012) has done this work on social deprivation and found the result the one of the most reason for crime it is due to deprivation.

Mishra P(2014) has done his work in Uttarakhand for weaker sections at secondary level and found the result the students of weaker sections are coming in the class slowly with the help of government facilities.

## **2. EFFECTS OF DEPRIVATION**

Analytical study relating to deprivation reveals that the deprivation is not limited to the low class and backward people only. Even children and adults belonging to affluent families have also been detected as possessing those particular characteristics which mark the peculiarly deprived persons. These deprived persons are deprived not merely economically but socially as well, because there is always a lack of social understanding among the parents, leaders of the society and other social canons which guide the whole group of family life as well as patterns of social behaviour in a particular society. Through geographical isolation may also play an important role in creating deprivation, yet undue restriction in social attitude on the part of elders in the society who want strictly to stick to ideas, conventions, and practices which have come down from generation also implements its effect on individual.

There is another aspect of deprivation which is purely psychological in nature. It may be termed as emotional deprivation, which results from lack of pleasant emotions, such as love, sympathy, generous attitude and philanthropic behavior. This sort of emotional deprivation is always due to evil nature of parents, teachers who are temperamentally short tempered or who resort to beating, scolding and abusing children. Sometime parents who quarrel among themselves or hate each other or find fault in one another on lame or false excuse before others. This sort of behavior of parents and teachers produces a revolutionary temperament among children who become either pale or mad or mentally deficient. Even among adults these various sorts of deprivations cause ill temperament, revolt against the society and a sense of slackness and carelessness in any kind of work entrusted to them. These evil effects of deprivation not merely mar the growth personal traits but also affect the natural and healthy growth of good habits, civil practices and natural good behaviour.

In schools where children are admitted from various economic class groups, the deprived children developed a sense of inferiority complex. This inferiority complex is caused on account of children’s sense that some children belonging to their own classes, put on good dresses, attend the school on valuable vehicles, undertake tuitions and are patronized by teacher also. This mental sense of inferiority greatly affects the children causing serious mental or emotional deprivation.

As the child grows, his values behaviour also grows simultaneously. Values can grow at a greater speed and with a wider score if proper environment is not denied to him and proper motivation is given by parents, teacher, classmates and elders of the society. If proper environment is created for children, their mental and intellectual growth can bear better and healthier fruits and their academic achievement may also considerably increase, but if proper environment is denied to them and restrictions are imposed on them on behalf of all the persons related to them, natural deprivation may be caused resulting in the poor achievement of his intellectual, moral, physical and temperamental growth.

The term cognitive processes include all such mental processes which help us in the understanding of the world where a child lives and where he handles different situations in order to adjust properly. They include perception, thinking, problem solving, intelligence, memory and reasoning abilities. Children from the deprived environment are relatively slow at cognitive tasks (Riesman, 1962) and their cognitive development is not as adequate as that of their middle class peer because of the weakness in language, limited range of experiences and restricted stimulation of an intellectual nature (Bloom et al., 1965). Siller (1957); Bernstein (1961 & 1962); Jenson (1963); Deutsch (1965); Rath (1974) and Sahu (1979) found verbal underdevelopment of the deprived children as one of the important reasons explaining the failure of the profit from classroom instruction.

Regarding the intellectual development, it was found that intelligence and deprivation are inversely related (Whiteman, Brown and Deutsch, 1967; Salpatek, 1971; Tripathi, 1970; Chopra, 1970; Pandey, 1970; Singh, 1976; Quaised Jahan, 1981; Moorjani & Dixit, 1982). Prolonged living under the condition of poverty also results in a steady lowering of I.Q. (Jordon, 1963; Jones, 1954). Deficiencies in the environment either due to physical factor of induced socio-economic disadvantages have their impact on the development of perceptual and auditory discrimination (Riesman, 1962; Deutsch, 1967; Bloom et al., 1965; Parker, 1967). Lack of efficiency in depth perception, perceptual differentiation, categorization, discrimination identification, conceptualization have been found in deprived (Bailie, 1973; Sinha & Shukla, 1974; Covington, 1967; Cox, 1969; Rath & Dash, 1973; Longly, 1972; Kohn & Rosman, 1973; Stodoloski & Lesser, 1967; Sinha, 1977; Verma & Sinha, 1977).

The deprived children are the victims of poor memory and retention power than middle class children (Glassman, 1968; Schultz, Charners & Boreman, 1973).

The above mentioned studies show the clear picture of the effect of deficient environment on values. The child who belongs to low SES and having lower level of intelligence, when enters in the boundary of school finds himself helpless in coping with the environmental stressed and interaction with the teachers and age mates. His poor language development and inability to perceive and discriminate properly hinders the achievement. Evidences for the accumulation and worsening of deficits has been proved by Deutsch, 1964; Bloom et al., 1965; Morse & Wingo, 1970; Wolff, 1970; Bee, 1970. They lack skills and habits necessary for conduct in schools for reading in groups, for disciplined group behaviour and for learning tasks in schools (Taba, 1971).

Therefore, for the betterment in achievement rates, the educationists and government should give emphasis on the improvement in environmental deficiency and their values, aspiration level and academic achievement should be sharpened. Values patterns are of considerable importance in understanding the mechanism through which deprivation exerts its influence on aspiration and intellectual performance. The empirical evidences relating social disadvantages to values variables have dealt with differences in various dimension of values, level of aspiration and academic achievement.

The disadvantaged children have low self esteem (Ausubel & Ausubel, 1963; Battle & Rotter, 1963; Goft, 1954; and Keller, 1963). Low level of aspiration and negative attitude towards school were more frequently encountered in lower class (Hieronymus, 1951; Mishra & Tripathi, 1978; Ringuess, 1967; Rath, 1974; Ausubel & Ausubel, 1963; Atkinson, 1964; Coleman et al., 1966; Autonovasky, 1967; Katz, 1970; Singh, 1977). The discrepancy between present and aspired states revealed that the highly deprived group and maximum discrepancy suggesting a state of unrealistic aspiration, Caplen and Naidu (1981) found that University students from higher income and high caste family and higher aspiration for examination marks than students from lower income and low caste families.

It is found that people coming from the deficient environment have high degree of anxiety (Sharma, 1978; Nizhvan, 1972; Murlidharan & Sharma, 1971). On the other hand, some environment (Durett, 1965; Mohanty, 1967; Gokulnath 1971; Mishra & Tripathi, 1978).

Deprived have been found to be post-oriented also. They had no future planning and they are not eager to utilize the opportunities given to them (Agrawal&Tripathi, 1980). They are found to be less future oriented. Those who are excessively concerned with the past. It is clear from the finding that an achievement excessively depends on the time orientation and future orientation and deprived students lack it.

Ushashree (1980) ascertained that socially disadvantaged students do not internalize the motivation to achieve academically and have not learned to work for development gratification of needs.

Another ill effect of the deficiency reared environment is the effect on values. The child from the deficient environment has low values. Disadvantages children have found to possess negative values. The high deprived children have showed the low intensity of favorableness of values.

Younglesson (1973) hypothesized that the institutionalized children have less self esteem and had a greater need to affiliate in comparison to their counterparts, the non institutionalized children. In India, Hassan (1977) found negative self image among scheduled castes and scheduled tribes. Mishra &Tripathi (1980) found negative correlation between self concept and deprivation. Brahmin children have more positive self-concept than Harizans and scheduled class children from impoverished environment have inadequate personality. Feeling of insecurity, alienation, less extroversion, fear from challenges, dependence feeling of guilt and shame, lower self image, rigidity are the main in adequacy exist in their personalities ( Singh, 1977 ). Aggression and strong competitive feeling among children from lower socio-economic background proved to be fearful and more passive frequently suspicious of talk and new ideas. They feel that they are not fully a part of society in which they live . They feel left out, frustrated, hold the world, rather than selves, responsible for their misfortunes. They want security and they do not have the risk- taking attitudes. They respond to condition in irrational ways by over- reacting, misjudging, blaming and projecting. Their self esteem are low and are easily discouraged. They also develop negative attitude towards society and associate themselves with undesirable and criminal elements (Tuckman& O. Brien, 1969). Social disapproval make them unhappy and rebellious and often drive them to behave in a society in unacceptable way.

These deficiencies can be wiped off by paying them proper attention, love, sympathy and proper positive motivation.

Though values may contribute to the healthy growth of personal traits and personality yet mere values are not as important as personal regard to the personality of the child, social licence to move in the society and healthy environment, both intellectual and social. Values may be of various patterns but their use can be narrowed if proper environment is not allowed to them if the child is not economically suppressed. Thus values do not merely include economic help but also comprises of healthy, pleasant and lovely atmosphere and environment at home school and in the society.

#### **Determinant:**

The final determinant was academic achievement of the present study and it was assumed that deprivation influences of student's achievement.

A person's knowledge includes everything that he has experienced as a result of his perception of his external environment or as a result of his internal reflections or thought processes. In the same manner feeling is as real and as important part of our human nature as in knowing. How a person feels is almost always more important to others than what he knows.

The logic behind selecting the determinant academic achievement was based on the assumptions that facilities play an important role in achieving the goal.

### **3. ACADEMIC ACHIEVEMENT**

In "dictionary of education" good (1973) has defined academic achievement as "knowledge, attained or skills developed in the school subjects, usually designated by the test scores or by marks assigned by teachers, or by both."

Lastly, we can say that in college situation, academic achievement generally means the quality and quantity of mastery of the curriculum by students.

Here it was conceived in terms of the aggregate marks obtained by the students in the 8<sup>th</sup> class annual examination.

#### 4. METHODOLOGY

The present study has done on population of Varanasi region at ninth class students with five hundred sample size. Measuring for deprivation as used standardized tool D.scale developed by Dr. K. Pandey which reliability above 0.72 and validity was 0.78. Present research is descriptive type of research.

#### 5. ANALYSIS AND DESCRIPTIONS

The main objective of the study was “To compare the academic achievement of the deprived and non-deprived high school students.”

The following null-hypothesis was formulated to realize the above objective.

“There is no significant difference in the academic achievement of the deprived and the non-deprived high school students.”

The above hypothesis was tested against the significance of difference between the means of given “Academic achievement” scores of the deprived and the non-deprived students. For this, C.R. value was computed.

**Table: Comparison of the “Academic achievement” scores obtained by the deprived and the non-deprived students**

Variables	Deprived students			Non-deprived students			M1-M2	C. R value	.P
	M <sub>1</sub>	S.D. <sub>1</sub>	N <sub>1</sub>	M <sub>2</sub>	S.D. <sub>2</sub>	N <sub>2</sub>			
Academic Achievement	41.7	8.12	130	56.68	7.07	122	14.98	15.64	.01

Table shows that C.R. value (15.64) is significant at 0.01 level. It means there is significant difference between the deprived and the non-deprived students. The mean score (56.68) of the non-deprived students is higher than the mean score (41.7) of the deprived students. This difference indicates that the non- deprived students are superior on “Academic achievement.” Thus the hypothesis stated above stands rejected.

The result may be due to the following reasons: The deprived students are below average students of the class. When their teachers were asked about them they said they were very poor in the studies. Behavior- wise they are good and disciplined but they were not good in study because of their low intelligence and deficient learning capacity. The deprived boys seen to be good natured. They are a bit quiet in nature and they help others by doing their works. They are not very much assertive and argumentative. They feel that their family are economically very poor and they are not able to continue their study due to those unavoidable factors. There is no one to teach them in the home because nobody is educated in their family. They want to study but circumstances are totally unfavourable for them. These tendencies are the cause of low “Academic achievement” of the deprived students. The findings of Hilman (1982), Satyanandam(1969), Parikh(1977), Rav(1976) also studied low “Academic achievement” among the deprived. Marjoribank (1981) has also established that achievement depends on the home environment of an individual and the socially, emotionally and educationally deficient home environment might hamper achievement among the deprived.

#### 6. CONCLUSIONS

From the above mentioned data and discussion it can be concluded that for the deprived students: proper economic support, education of the parents, mild psychological punishment and proper teacher behavior can provide favourable environment for enhancing their achievement in different subjects whereas proper aspiration levels, proper reinforcement, home environment and loving care can faster achievement among the non- deprived where they are boys or girls.

#### Teacher’s Irresponsible Behaviour:-

Teachers are said to be the nation builders and they are expected to produce the perfect future citizens of the country. In the present context the definition of the teacher has totally changed. They do not seem to impart knowledge to their students. The deprived children experience the same physical punishment and humiliations in the school, which they are already facing in the family. They feel themselves helpless and this helplessness creates low aspiration level and pessimism in the children. All these things hamper the values, aspiration and academic achievement of the deprived children.

**Punishment:-**

This also is one of the major causes of the low achievement. Unfortunately, this is frequently and necessarily being practised in our homes and in schools. In the deprived families where the parents do not know, the other types of remedies they frequently use it without knowing the fact that this practice is spoiling the genius in the child. In schools, teachers are also using it without thinking of its after-effects. This physical punishment may have the proper effect at once but in the long run this creates aggression, avoidance, delinquency among the adolescents. Achievement can be increased among the adolescents by giving them mild punishment to control their behaviour. The parents and teachers should always remember that physical punishment lowers the interest and aspiration level of the child regarding his study and future. It hampers improper behaviour of the teachers can adversely affect the academic achievement of the child.

**Atmosphere of Home and School:-**

Atmosphere of the home affects the thinking of the individual. This is affecting their values, aspiration and achievement. With high aspiration level and with having values ability they are not performing as better as they can perform. This low achievement is due to the psychological effect of giving less importance to education. Thus the negative atmosphere in the family lowers the achievement of the students. Similarly the atmosphere of the school has an effect on the performance of the children. Improper caring of the children, absence of proper teacher-pupil interaction, lack of motivation on the part of teachers and teacher's improper behavior, all severely affect the achievement of the student.

**7. IMPLICATIONS OF THE STUDY**

The study deals with the factors which are responsible low achievement among the deprived students. The high school students' courses being the beginning of the secondary education should inculcate such behaviors which may be instrumental for the proper adjustment of the students. In the present Indian social context there is a trust on equality. But the principles of equality cannot be realized if there is much imbalance in the academic achievement of the deprived and the non-deprived students. As admitted earlier that this study does not claim strong generalization. Students at every stage of education be made aware of equality of status. No particular value should be considered privilege of students of a particular group.

This study will motivate teachers to think of strategies designed to maximize achievement of educational objectives among the deprived and for providing better environment for studies through motivating the students for high achievement and developing adequate amount of different values among them. Good relationship between parents and teachers can developed to understand the child better which will help the parents and teachers to provide motivation.

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