

CHAPTER - 1

INTRODUCTION

1.1 Deprivation - Its meaning :

"Man lives in complex and multifaceted environments and his adjustment largely depends upon the degree of his competence in meeting his biological and psycho-social needs within the frame work of environmental facilities and constrains" (Misra and Tripathy, 1980; p.1). Various psychological functions of human mind make good progress if these are placed in proper environment. Conversely deficiency in environmental stimulations in which a human being is exposed, causes disorganization in psychological functioning. As a result of this inadequacy, a feeling of deprivation is rooted in human mind and it hampers the development of many psychological functions which in turn dampen the person's achievement which otherwise could be accomplished.

The term deprivation has been defined in a number of ways. As the term occurs in both scientific investigations and common talk, it has to be defined unambiguously. Deprivation is a reality in modern society. Without listing different shades of meaning attached to it by different researchers, one may

define it by its general meaning, as a loss of desired things, prevention from enjoyment of normal home life involving a feeling of inadequacy etc..

Many researchers worked with deprivation and, in studies done in natural settings deprivation has come to acquire a variety of connotations (Misra, 1982; p. 152). Misra and Tripathi, (1980) defined the term from etymological point of view. According to them "'deprivation' stems from the verb 'to deprive' which means to disposses or strip (a person or an object) and it implies a 'felt loss'". It is used interchangeably with other terms such as cultural deprivation (Riessman, 1962; Wight, Gloniger and Kneene, 1970; Das, 1973), social and cultural disadvantage (Havighurst, 1964; Sinha, 1977) psychological deprivation (Langmeier, 1982) and social deprivation (Tulkin, 1972). Sinha (1982) observes that deprivation stands for certain deficiencies in the environment, which are not only there but are also experienced as such by the individual.

As there is a considerable variation in definition of deprivation, various concepts of deprivation have emerged out, which are listed here.

1.2 Types of deprivation :

According to Tripathi (1982) there are different types of deprivation on account of different criteria such as social, economical, political, educational, environmental etc., apart from various need deprivation such as food, water, sleep, sex etc.. Instead of independently considering these criteria sometimes these are clubbed together to form a particular type of deprivation. Such clubbing is done under the headings

- (a) Organismic Vs. Environmental
- (b) Objective Vs. Subjective
- (c) Absolute Vs. Relative.

(a) Organismic Vs. Environmental :

It is said that deprivation is the property of either organism or environment. When an individual lacks fulfillment of needs such as food, water, sleep, sex etc., he feels organismic deprivation. Remaining deprivations may be identified as environmental. For example, there exist some differences in economic condition and educational status etc., between the residents of rural and urban areas, slum and non slum areas. Residents of rural areas or slum dwellers are deprived of the environment enjoyed by the residents of urban areas or non-slum dwellers and this is termed as environmental deprivation.

(b) Objective Vs. subjective :

Objective deprivation creates a basic need in individual's mind which is required to satisfy the psychological functioning. The difference between objective and subjective deprivation is very slight. In the subjective deprivation the particular individual will have to know his wants and if he is not satisfied with these, he will feel deprived.

(c) Absolute Vs. relative :

When the primary needs are not satisfied one can feel absolute deprivation. Relative deprivation is something opposite to absolute deprivation i.e., deprivation of all the secondary needs fall under this category.

1.3 Effects of deprivation :

As deprivation varies in nature it is but natural to enquire about the aspects that are affected by different types of deprivation.

By studying literature it is found that Das (1973) has suggested that intellectual subnormality grows in children due to cultural deprivation. Rath (1975) has given three main

effects of deprivation; (i) In deprived child intellectual functioning will be hampered. (ii) Academic achievement will be hampered, and (iii) Drop out rate will be enhanced among students before a certain stage. According to Miller (1970) deprivation includes economic condition, court intervention, negative parental attitude to the child, inadequate and overcrowded housing, malnutrition, low parental education, poor household management and social deprivation.

It is apparent from the aforesaid effects of different types of deprivation that a great deal of emphasis should be assigned on socio-economic deprivation for understanding and for predicting many aspects of an individual's life. In many extensive studies involving after effects of socio-economic deprivation, it has been seen that when there are incidences of loss of privileges, opportunities and basic needs, there is impediment in the growth of cognition, intelligence and achievement. Considering the importance of socio-economic deprivation it is thought desirable to study it in detail.

1.4 Impact of socio-economic deprivation :

There are several studies which have shown that the individual's psychological processes function and interact in

accordance to his culture, class, caste and socio-economic status. From the dawn of the civilization amongst the innumerable factors, socio-economic conditions have been playing the most dominating role in determining the individual's behavioural pattern and other interactions; these two conditions again are interdependent. Developed social conditions bring about better economic condition and vice-versa. A developed social condition is strong platform of development of various cultures which ultimately produce a congenial social atmosphere. However, it should be remembered that the impacts of socio-economic deprivation are many and it is obviously impossible to touch upon all the phases of the effects by a single person. Researchers usually take up one particular area and particular group and carry on investigation. For example, Davis (1968) observed the relationship between social deprivation and cognitive functioning in lower class children only. Gokulnathan (1970) studied the relationship between socio-economic factors and achievement and intelligence.

Now a question may crop up at this point. Which of the two factors i.e., social deprivation or economical deprivation is more damaging to an individual development? The controversy over the importance of the two main areas of deprivation has been highlighted by Misra and Tripathi. They say "Economic

growth is essential, but if not more, at least equally essential is experiential enrichment for fullest psychological growth" (Misra and Tripathi, 1980). Tannenbaum (1969) has noted that "social deprivation may be characterized as a condition in which particular external and internal factors merge to narrow a person's behavioural alternative for achieving self fulfillment" (p. 28).

The effect of socio-economic deprivation on the development of a human being is a vast field. Each aspect of human development might be studied and the effect of socio-economic deprivation can be investigated. In this particular study the frame of investigation is restricted so that an individual with his/her limited resources can fully explore the area and achieve the results which are yet to be established.

In nutshell this study aims at finding out the consequences of social and economical deprivations on the academic achievement of children belonging to adolescent period.

1.5 Concept of prolonged deprivation :

The significance of social and economical deprivation is very great. In course of this study, many evidences from literature of different countries have been obtained. It has its importance in an individual's life by way of controlling his behaviour pattern.

Now the deprivation may be a temporary factor or it may be present in an individual's life for a long period of time. Langmeier (1972) defined deprivation as "insufficient satisfaction of basic needs for a prolonged period" (p. 332). Similarly Misra and Tripathi (1977) attempted to study prolonged deprivation and say "that accumulation of experiential variety and extent is the outcome of relatively longer period in a natural setting, it has been considered advisable to add an epithet to the term deprivation and call it 'prolonged deprivation'" (p. 2).

From the very definition of prolonged deprivation it may be said that prolonged deprivation emphasises mainly on organismic and environmental factors.

Scientific study of prolonged deprivation of adolescents assumes special significance in the contemporary world as the

prolonged deprivation ascribed for school going pupils ~~are~~ one of the important conditions for socio-economic development of the country.

It has been proposed to study the economical, sociological psychological or some other aspects of prolonged deprivation with a notion that it will provide an index for devising a new criterion for differentiating the deprived boys and girls from the non-deprived boys and girls in rural as well as in urban areas. The range and variety of cognitive function of an individual are determined by his social class, race, ethnic group, caste and socio-economic status.

As already stated prolonged deprivation and academic achievement are the two aspects to be investigated in this study. Academic achievement depends upon many factors but the most important one is intelligence. Next comes achievement motivation. All these related factors should be taken into account if one intends to study the effects of socio-economical deprivation on academic achievement. Now the relations between these aspects as observed in different studies would be discussed here in detail.

1.6 Relation between academic achievement and prolonged socio-economic deprivation :

Essentially the review of literature presents an almost exclusive picture which depicts that academic achievement is conceived to be a function of intelligence. For a long period of time educationists and psychologists were keenly interested in the importance of other non-intellectual functions for predicting to the academic achievement. Socio-economic deprivation is one such non-cognitive factors which was found to be inversely related to academic achievement (Sinha, 1982a).

Barger and others (1965) studied the drop out cases and suggested that any one studying the relation between socio-economic variables and drop out cases must use some method of controlling ability. He found that there was a strong relationship between some socio-economic factors and ability in the general population.

Heilburn (1954), Astin (1965), May (1965) and Lunneborg (1966) etc. all studied the effect of non-intellectual factors on scholastic achievement as well as on drop out rate. They found positive relation between academic achievement and parental education, family income, parents occupation, study habits, family size, rural - urban origin etc..

Nichols (1966) while studying characteristics of achievers and non-achievers stated that achievers were generally alert, aggressive, ambitious, helpful, independent, persistent, responsible, un-conventional etc., while the non-achievers were lazy, shy, slow and unambitious.

Das (1973) had studied that the pre-school and elementary grade children who came from enriched and stimulating environment showed invariably better performance in cognitive tasks than children coming from impoverished environment.

Rath, Dash and Dash (1979) have given a definition of disadvantaged children. According to them disadvantaged children suffer from a continuing inadequacy of material, affectional and educational provisions; and as a result of this inadequacy they are to develop their own rates. Generally these children perform poorly on cognitive and linguistic tasks, show learning difficulties and progressive achievement deficits and finally fail, stagnate and drop out.

So the obtained results confirm that the experiential vastness which one can gather from his surrounding environment is one of the most influential determinant of an individual's performance.

1.7 Relation between intelligence and prolonged socio-economic deprivation :

The man - environment relationship makes a most crucial area for generating cognitive functioning. The relationship of genetic and environmental factors are extremely relevant for causing cognitive performances for emerging out. There have been some studies related to the area. Curry (1962) investigated the effect of socio-economic status and academic achievement; he found that "when a child has average intellectual ability he will probably overcome the effects of a deprived home environment - as the intellectual ability decreases the effect of deprived social and economic conditions of the home begins to have a more serious effect on scholastic achievement."

In school education, stress has been laid on intellectual development, on the acquisition of knowledge, skill and creative abilities. Skeels (1966) have studied and documented the fact that development of cognitive abilities of children brought up in an enriched environment is much faster compared to children brought up in an non-stimulating environment.

1.8 Relation between prolonged socio-economic deprivation and motivation :

Motivational theories states that when an individual interact with his social environment (Hunt, 1960), his psycho-sociogenic motives are generated, so it can be assumed that there should be some relation between prolonged deprivation and human need. According to Maslow's (1954) need theory it can be stated that human motivation can be idealized as a hierarchy of motives which begins from physiological needs, then safety needs, love and belongingness, esteem needs and ends in actualization needs. At first, deprivational conditions fit into the predominate needs. Misra and Tripathi (1978) stated in their study that "since satisfaction of motives depends upon environmental facilities and restrains it can be easily assumed that environment shapes and channels our motives in important ways" (p. 171). There has been few studies dealing with motivation and deprivation. From these studies it can be found that class differences, ecological variations, and consequences of the various aspects of social, psychological and physical environment provide some evidences to this effect.

Lott and Lott (1963) have found stronger n-achievement in whites than the negros. DeBoard (1969) found that "n-achievement is directly influenced by home environment in negro as well as white culturally disadvantaged boys. The cause for low achievement

is the absence of one or both parents." Hundal and Singh (1975) have found that farmers of high and middle socio-economic status are dominantly achievement motivated. From the above studies it can be said that achievement motivation has its own significance in understanding human behaviour. According to Narang (1981) it dominates and directs the behaviour until the organism responds in such a way as to remove them.

1.9 Relation between intelligence and academic achievement :

Innumerable studies have been conducted by many researchers regarding the relationship between intelligence and academic achievement. According to Kogan and Kogan (1970) cognition stands for hypothetical psychological processes involved in explanation of overt verbal as well as motor behaviour along with certain psychological reactions. It is a super-ordinate term subsuming the more familiar representational processes like imagery, perception, free association through mediation, reasoning and problem solving. Spearman (1987) in a paper came to the conclusion that cognitive performance in various mental tests reflected a general mental ability i.e., 'g' which operated all the mental operations. So these processes cover all procedures involved in meeting environmental sources.

Now the academic achievement and its related factors are considered. As in case of 'g' factor, environment has some effect on academic achievement. Earlier along with the development of intelligence tests, it was generally felt that perhaps intelligence alone could predict the academic achievement of a child completely. Naturally, research on prediction of academic success in earlier days focussed mostly on intelligence and ability factors. But, soon it was realised that the relation between intelligence and academic achievement is not as high as it was supposed to be. The search into the cause of the observed low value of correlations led first to the consideration of the non-intellectual factors. It was found that interest, motivation and various socio-economic factors etc., all are related to academic achievement to some extent.

1.10 Formulation of the problem and importance of the study :

It has already been stated that the aim of this study is to find out the effect of prolonged deprivation on the academic achievement of the school-going adolescents of our country.

It has been observed through survey of literatures that a large number of studies have already been conducted in foreign countries with the aim of investigating the effects of deprivation on different psychological aspects. Some researches in this area

have also been done in our country. But it has been observed that most of these studies have considered one or two aspects of deprivation or prolonged deprivation, and its/their effects on development of intelligence, academic achievement motivation etc. with reference to a particular group of subjects. Sometimes intelligence levels of slum children are compared with that of ordinary school going children. Sometimes a group of elementary school children is taken as subjects and effects of socio-economic status on memory, verbal expressiveness, attractive appearance etc. are studied.

Some researchers even extended the horizon of their subjects to different countries and found that the subjects who attended primary school in countries with low per capita income learned substantially less than the subjects from high per capita income countries. In our country also such studies may be cited. Krishnan (1982), Pathy (1982), Ojha (1982), Das (1973), Tripathi (1970) and Das, Jackuck and Panda (1970) conducted similar studies sometime considering rural and urban students, sometime comparing performance of boys and girls, scheduled caste, tribal and non tribal subjects. From all these studies some general conclusions about the effects of socio-economic status on different psychological aspects may be drawn. But none of these studies take into account prolonged deprivation or

consider different areas of deprivation viz., economical, social, emotional, cultural deprivation and study their differential effects on academic achievement.

In summary it may be said that this study would consider different aspects of prolonged deprivation, and systematically study their effects on academic achievement of students at the adolescent stage keeping intelligence, achievement motivation etc. under control. It also would investigate the differential effects of prolonged deprivation across different groups of students varying with respect to sex i.e., boys and girls and with respect to sector i.e., rural and urban. Hence data would be collected from boys and girls belonging to both rural and urban areas.

This study will be different from all other studies done in the past in the sense that it will be planned to take an over all view of the existing conditions of our country. Not only that, by establishing the differential effects of different types of deprivations, if it is proved that different types of deprivation affects academic achievement of rural and urban students differentially, some remedial measure may be suggested to eliminate the discrepancy.

1.11 Hypotheses :

The following hypotheses were desired to be tested in course of the present investigation.

- (a) Prolonged deprivation both emotional and economical adversely effect the academic achievement.
- (b) Economical deprivation is more harmful than the emotional deprivation so far as academic achievement is concerned.
- (c) Prolonged deprivation differentially affects the academic achievement of the urban and rural students or boys and girls students.
- (d) Academic achievement, prolonged deprivation, sector and sex interact significantly between themselves.
- (e) Intelligence is the most determinant factor of academic achievement.

In the next chapter the review of literature relevant in the area would be presented.