

Impact of Socio Economic Deprivation on Self Concept, Academic Motivation and Intelligence

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ABSTRACT

Four hundred Urban based male college freshmen (age range: 14-19 years) were administered general intelligence test (Mohsin, 1968) and Academic Inventory (Singh, 1965) to examine the impact of socio-economic deprivation on intelligence, self-concept of academic ability and academic motivation. The findings revealed that the non-deprived group had higher level of intelligence than deprived group. Self concept and academic motivation variables failed to discriminate between the deprived and non-deprived groups.

INTRODUCTION

In every society we find that some of the families are more capable of providing necessary facilities to their children. In sharp contrast, children born in most of the families experience all sorts of deprivations-economic, Social cultural, political, psychological etc. Consequently the physical, social and psychological development of children are adversely affected (Krishna, 1996). Thus the children who get all the necessary and desirable facilities from their families as well as societies may be considered to be privileged ones. On the other hand the children who are deprived of such facilities may be considered to be unprivileged. Privileged children are also known as advantaged or non-deprived. Similarly, unprivileged children are known as disadvantaged or deprived children.

Deprived children get less chance of college education. As, the parents of such children are generally uneducated and engaged in some sort of manual work in a factory or in agriculture. They do not provide learning opportunities both inside and outside educational institutions (Bloom, 1964). Such children also aspire for an inferior job (Bardin, 1943). They remain cut off from the main streams of society. Deprived children feel more stresses and strains generated by modern complex society. Consequently they tend to develop maladjusted personality. The frequency of pathological behaviour and mental illness is greater among such adolescents and youths. The parents do not present even proper models of themselves for the children to imitate (Eriksen, 1946). They imitate the behavioural patterns of some anti-social persons in society and due to bad company they take drug, alcohol and tobacco (Khan & Krishna, 1982, Krishna and Khan 1984, Khan 1985). In this connection it would be proper to say that the deprivation will affect adversely to intellectual, perceptual as well as motivational developments of the children.

Studies delineating the role of deprivation in intelligence are more or less consistent. The findings generally reveal that individuals coming from deprived families often have low I.Q., poor language development, poor motivation and deficiencies in higher mental processes (Eysenck and Cooksen, 1907, Langmeier and Metzger 1975). There are a few studies (Ginsberg, 1972, Quay, 1974, Williams, 1974) which do not show such an effect of deprivations on intelligence. However, studies conducted in Indian cross-cultural context, reveal that socio-economic deprivation has a negative correlation with intelligence (Yadav, 1984, Prasad, 1984, Kumar 1985, Krishna 1986, Dhapola (1979) and Mishra and Tripathi (1980) have found the self concept of socially deprived to be as positive as that of non-deprived group. So far as academic motivation is concerned, Singh (1980) has not been found any significant difference between deprived and non-deprived subjects in terms of their academic motivation.

PRESENT STUDY

An attempt has been made in the present study to compare socio-economically deprived and non-deprived subjects in terms of their intelligence, self concept of academic ability and academic motivation. On the basis of existing literature and personal experiences, it has been hypothesized that non-deprived group would have:



(1) high intelligence, (11) better self concept and (111) higher level of academic motivation than the deprived group.

METHOD

SAMPLE

The study sample comprises 400 urban based male college freshmen, drawn four colleges located in the central area of Meerut (U.P.). The subjects range in age from 14 to 19 years with a mean of 16.64 years. The formation of two groups deprived and non-deprived was done on the basis of three indices of socio-economic deprivation, namely, caste, income and formal education of the respondents' father. The non-deprived group consisted of those forward castes (Bhumihar, Brahmin, Kayastha and Rajput) who had their father's education upto matriculation stage and above and income more than 1000 rupees per month. Likewise, deprived group comprised those subjects who belonged to backward and scheduled castes and had their fathers/education below matriculation and income less than rupees 1000 per month. In the light of these indices, the two groups, namely, deprived (N=166) and non-deprived (N=106) groups were formed.

INSTRUMENTS

(i) Mohsin's (1968) General Intelligence Test (GIT) was used to measure the level of verbal intelligence among subjects. GIT is a verbal group as well as individual test. It is a speed test and takes only 40 minutes total time in administration. It consisted of six sub-tests, namely, Best Answer, Classification, Analogy, Logical Reasoning, Sentence completion and Reasoning. The number of items in the six sub-tests were 20, 30, 40, 22, 26 and 18, respectively. Its test-retest and internal consistency reliabilities as reported in the manual are 89 and 95, respectively. The validity coefficients against different intelligence tests were ranged between 54 and 65.

(ii) Singh's (1965) Academic inventory (AI) was used to measure the self concept of academic ability and academic motivation among the subjects. It consisted of 16 multiple choice items, first eight items for the self concept of academic ability and the second eight items for academic motivation. The range of scores for these two variables was 8 to 40 and 8 to 33, respectively, test-retest reliabilities for self-concept and academic motivation were found to be 85 and 88 respectively.

Self-concept of academic ability indicates how an individual feels about his ability to perform in an examination in comparison to his friends and classmates. Academic motivation indicates the level of motivation of a student to perform well in examination i.e. the strength of his desire to secure high marks in examinations.

PROCEDURES

The data were collected in small group of 20 to 30 subjects in their class rooms. Standardized printed instruction accompanied the test; t-test and bi-serial correlation (RBIS) were for analysis of data.

RESULTS AND DISCUSSION

Table Ist shows the means, standard deviation and t-values on intelligence, self concept of academic ability and academic motivation for the deprived and non-deprived groups.

Insert Table I about here:

TABLE-1: Comparison of Deprived (N=166) and non-deprived (N=106) subjects in terms of their intelligence. Self concept and Academic Motivation

Variables	Deprived	Non-Deprived	t-value		df=270
	Mean	SD	Mean	SD	
Intelligence	99.52	9.59	102.93	9.42	2.86
Self concept	33.06	4.9	33.75	6.00	.99
Academic Motivation	28.49	9.44	28.06	3.90	.52

It is evident from Table I that non-deprived group has scored significantly higher on intelligence than the deprived group. The comparison of two means yields a t-value of 2.86 which is significant at .01 level of confidence. Although the non-deprived



group has scored slightly higher on self concept and lower on academic motivation than the deprived group, the mean differences have been found to be statistically insignificant.

Biserial correlation (rbis) has been used to examine the relationship between socio-economic deprivation (dichotomised variable) on the one hand and intelligence, self concept of academic ability and academic motivation (continuous variables) on the other. The findings show that socio-economic deprivation tends to bear significant association with intelligence ($rbis = .22$, $df=270$, $p < .01$) and insignificant relationships with self-concept ($rbis = .10$, $df=270$, $p > .05$) and academic motivation ($rbis = .10$, $df=270$, $p > .05$).

The findings as a whole are discouraging. Among three variables included in the present study, only intelligence contribute significantly to socio-economic deprivation. The non-deprived group has scored significantly higher on intelligence than the deprived group, supporting our hypothesis and the results obtained by Prasad (1984), Yadav (1984), Kumar (1985) Krishna (1986) and many others. Thus deprivation may hinder the intellectual development of children.

Socio-economic deprivation fails to contribute significantly to self-concept of academic ability among college freshmen. Thus our hypothesis is not upheld by the present study. However the present study supports Dhapola (1979) and Mishra and Tripathi (1980).

So far as academic motivation is concerned, this variable also fails to differentiate between deprived and non-deprived groups. Contrary to our expectation deprived subjects have scored higher on academic motivation than non-deprived subjects. However, due to insignificant t-value between two groups nothing can be said conclusively.

To conclude, it can be said that non-deprived person has higher level of intelligence than their deprived counterparts. So far as self concept as well as academic motivation variables are concerned, findings can not be generalised owing to the insignificant results and lack of the empirical support. Thus more and more researches are needed in this area.

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