

## ECONOMICALLY DEPRIVED FEMALE STUDENTS AND THEIR ASPIRATION

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### Abstract

*This study is descriptive survey type of research, aiming at a comparative study of aspirations, of the more emotional deprived and the less emotional deprived adolescents at the secondary level of Varanasi region with size of sample 500, 9<sup>th</sup> class students selected randomly. For measuring deprivation the standardized tools (D-Scale) by Kalplta (1984) and for aspiration level measured by Inventory which was developed by Dewadi (1973). After obtaining it is clear that the non-deprived Female students are highly on their aspirations than their counterparts.*

**Keywords:** Aspiration, Economically Deprived

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 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. Deprivation is the overall condition showing insufficient satisfaction of basic, psychological and social needs. It can be used interchangeably for cultural deprivation social and cultural disadvantaged and under-privileged. It also refers to the deficient environmental conditions, impoverished experiences and psychological, physical, social, economic as well as other deficiencies as perceived by students.

In the existing hierarchies of our society where educational facilities range 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 schools, 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 to 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 and answer 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 disadvantaged for schooling have argued that the entire school system is heavily biased in favour of continuation of the power of the privileged one. Wilbur (1973) defined economic deprivation in terms of those who are below or above specific threshold. Having restricted poverty to those with low incomes, a multiple of correlates, such as housing, education, employment, health, fertility, mortality etc. are assembled. Galbraith (1958) observes economic deprivation as "...People are poverty stricken when their income, even if it is adequate for survival, falls markedly below that of the community. Then they

can not have what the larger community regards as the minimum necessary for decency. They are degraded, for, in the literal sense, they live outside the grades or categories which the community regards as acceptable. Economic deprivation usually refers to bad housing conditions, a lack of suitable and adequate nutrition, low standard of hygiene in home and also stress and strain in the family. Here economic deprivation refers to bad housing conditions, economic insufficiency and insufficiency in food and clothing.

Frank (1935) defined level of aspiration as "The level of future performance in a familiar task which an individual, knowing his level of past performance in that task, explicitly undertakes to reach." Drever (1952) defined level of aspiration as "A term which is best explained as a frame of reference involving self-esteem, or alternatively as a standard with reference to which an individual experiences, i.e., has the feeling of success or failure." Good (1973) defined aspiration levels as "the goal or quality of performance desired by an individual (or group) in a specific activity. Level of aspiration as defined here is a form of self motivation involving competition with one's own past performance. Here the level of aspiration has been measured by the tool standardized and developed by Dwivedi (1973). A lot of work has been done to find out the impact of deprivation on the aspiration levels. Walter & Marzolf (1951) worked on "The relation of sex, age and school achievement to levels of aspiration." The purpose of the study was to discuss to what extent there are sex differences in the levels of aspiration. Ten boys and ten girls were selected at random from fourth, sixth, eighth and twelfth grades. All were pupils in the laboratory school at Illinois state normal university. The following conclusions were found: (i) in general the goal discrepancy scores of boys were found to be higher than those made by girls (one percent level), (ii) girls goal discrepancy scores cover a wider range than do those of boys (one percentage level), (iii) through the mean goal discrepancy score varies from grade to grade, the variance due to grade level is not significant at the five percent level. Sharma & Mathew (1971) compared the scores of two groups of 25 Indian 14 years old from deprived and privileged socio-economic backgrounds on the Minnesota

manipulation board (a measure of aspiration level). Joshi's humanities test of general mental ability and standardized school achievement tests. Results so that deprived attained lower scores on all measures. Mohanty (1972) studied "level of aspiration on as a function of sex, socio-economic factors and class performance." This consisted of 114 male and 144 female students of the second year class of some colleges of Orissa. The findings were: (i) in goal discrepancy, goal tenacity and average performance scores the males scored significantly higher than the female in both the level of aspiration board and the symbol digits tests. (ii) In their aspiration and performance scores the male showed significant difference in both the tests of aspiration while the difference was significant only in the level of aspiration difference in their aspiration scores before and after performing the task only in the case of the level aspiration board test, but the trend was observed in the case of the families in both the tests. (iii) Socio-economic status as a variable did not influence the level of aspiration behaviour of the subjects, (iv) In their average performance scores in the level of aspiration tests, the high middle and low achiever groups showed significant difference (v) A negative but not significant relationship was observed between pupils from the deprived community in the school of Tamilnadu." The major objectives of the study were: (i) to estimate the level of aspiration for education of the deprived community pupils, (ii) to estimate the differences in the level of aspiration for education of the backward deprived and forward community pupils in respect of sex, class, urban, rural backward and forward community pupils in respect of chosen background, cognitive and personality factors influenced the levels of aspiration for education of the pupils. The sample constituted of 152 high schools and 102 higher secondary schools from all the 15 districts in Tamilnadu. The major findings of the study were: (i) backward community pupils had higher level of aspiration which was significant as compared to forward and deprived community pupils, (ii) of the three communities, standard IX pupils belonging to the backward community were having highest level of aspiration, (iii) Deprived community rural pupils were having higher level of aspiration (iv) there was a highly significant relationship between the level of

scholastic achievement and socio-economic status and the level of aspiration for education, and (v) achievement anxiety, self concept, values system, intelligence achievement motivation and scholastic aptitude were significant predictors of the level of aspiration for education. Researcher has tried out to explore the relation between economic deprivation and aspiration level of female students at secondary level in present study.

### OBJECTIVE

To compare the aspiration levels of the deprived and the non-deprived high school female students.

### METHOD

This study is descriptive survey type of research, aiming at a comparative study of values, of the deprived and the non-deprived students at the secondary level. OF Varanasi region with size of sample 500, 9<sup>th</sup> class students selected randomly.

### MEASURES

For measuring deprivation the standardized tools (D-Scale) by Pandey Kalplata (1984) and for aspiration level measured by Inventory which was developed by C.B. Dewadi (1973). Deprivation scale was developed by Pandey Kalplata. This scale measures the deficiencies in the environment as perceived by the students. The scale consists of items measuring deprivation in the five areas viz. social, Emotional, Economic, Parental and education. There are 14 items for deprivation in each at the five areas. The total scores obtained by the obtained by the individual on this scale provides deprivation in each at the five areas. The scale was standardized on 460 students of viii class studying in Varanasi city. The

split half reliability coefficients ranged from 0.57 to 0.75. Validity of the scale was determined by comparing scores of the naturally existing and acknowledged deprived group on this scale. C.R. value was significant at .01 levels.

Scale for "level of aspiration" was developed by Dwivedi (1973). The booklet contains 15 worksheets, each sheet having 20 very simple arithmetical problem of multiplication. First five sheets are purported to be the preliminary tasks and the subject to introduce on these about the later tasks to be undertaken by him. The subjects have to perform on these without estimating their future goals. The next five sheets require the subjects to estimate about their future performance, prior to starting on it. The specific emphasis to be given in these sheets should be on encouraging the subjects to estimate before they took to problem even, and they should note their levels of each sheet in advance, lest they have second thoughts in the light of their past performances. They should not be praised or blamed for either reaching or failing to reach the goals.

The final five sheets, which follow furnish to the subjects the performance level of other group of subjects, matched in experience, schooling and other things. Their average performance per sheets are expected to raise the levels of aspiration of subject working on the present booklet. This booklet has been put in the appendix also.

The test has been standardized and is widely used for measuring the level of aspiration, especially of college students.

### Results and discussion

*Table 1: Comparison of the aspiration level scores obtained by the deprived and the non-deprived female students.*

Group	Numbers	Mean	S.D.	S.E.M	C.R. Value	P
Deprived Female students	63	-0.49	2.84	0.51	5.66	0.01
Non-deprived Female students	58	2.34	2.70			

Df (119)=2.63 at 0.01 level of significance

Table show that C.R. value is significant at 0.01 level of significance. It means there is significant difference between the deprived and the non-deprived female students for the "Level of

aspiration". The mean score of the non-deprived female students is higher than that of the deprived female students. Thus the hypothesis stated above stands rejected. The present result is in agreement

with the results reported in the studies by Mohanty (1970), Mishra & Tripathi (1978), tara (1980), Prince (1981), Jain & Saxena (1985), Gossian & Dwivedi (1986) and they reported low "Aspiration level" among the deprived girls.

Regarding the aspirational aspects, the finding indicates that the non-deprived female students excel the deprived female students on the "Level of aspiration." The probable reason of this finding may lie in the nature of home environment. The aspiration of parents exerts influence when the girls get encouragement from their parents to plan their future. In the deficient families where the future of the child is undecided and they are struggling hard to fulfil their primary needs. They are not even in a position to plan for their future. The non-deprived girls, on the other hand, have high "Aspiration level" sufficient encouragement. Because of the poor situation and maladjustment the "Aspiration level" of the deprived girls have negative value and they face more aggressive or negatively reinforcing behavior from their parents, teachers and society, because of their wider range of interaction in comparison to the non-deprived girls. Thus the deprived girls may develop negative aspirations in them in comparison to the non-deprived girls who do not have such problem due to their limited range of interaction. Thus there are many reasons for low "level of aspiration" among the deprived girls.

#### IMPLICATIONS

The study deals with the factors which are responsible for the low Aspiration among the deprived students. The high school students' courses being the begiing of the secondary education should inculcate such values 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 values 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 are made aware of equality of status. No particular value should be considered

privilege of students of a particular group. Regarding aspiration levels the deprived groups should be given genuine facilities so as to develop similar preferences to every type of facility. To achieve this target they should be given similar education programmes. Some additional educational programme be supplemented to boost-up the academic achievement should be given some enrichment programme.

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