

## Personality Correlates of Academically Deprived Children

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### ABSTRACT

The purpose of the present investigation was to study the personal and personality factors, associated with the academically deprived children. In India larger number of students particularly those who belong to low socio economic status either does not go to school or dropout in between their initial stages of academic carrier. A sample of 50 students was selected from govt. school of Jodhpur (this group was academically non-deprived, used as control group). Results showed that parent's income and education were significantly lower for Academically Deprived (AD) children, than the parents of academically non deprived students. The AD group has considerably more middle born among them, than Non AD group.

**Keywords:** *Personality, Academically Deprived Children*

It is observed that there is a large difference between the personalities of academically deprived individuals as compared to academically non deprived students. Previous researches have persistently shown similar associations between socioeconomic status and academic outcomes, as in case of International Reading Literacy Study (PIRLS) *Ferguson et al (2007)* assessed the comprehensive literacy skills of grade 4 students in 35 countries. The Programme for International Student Assessment (PISA) assessed math, science and reading, scores of children of 43 countries *Adoms and Pisa (2000)* reported a significant relationship between academic achievement and socio economic status. An another research *Brownell et al. (2006)* completed by the Institute of Research and Public Policy demonstrated only few differences between low and high socioeconomic children, when results were compared for children who should have attempted the examination, the differences between two socioeconomic status i.e. children from low and high socioeconomic status were staggering, due to those children who left school early in the low socioeconomic group.

Differences of the academic achievement curves of students during the school year and over the academic session showed that much of the achievement gap between low and high SES students could be related to their family, community and school environment. Findings strongly support

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the notion that schools play a critical compensatory role; however, it also reveals the importance of continued support for disadvantaged students outside of the school environment among their families and within their communities *Alexander et al (2001)*.

Previous studies have also demonstrated the relationship between low-income households and decreased school readiness. *Thomas (2007)* reported that economically poor children score significantly lower on measures of communication and vocabulary skills, knowledge of numbers, copying and ability to concentrate, symbol use, and cooperative play with other children than children from higher income of family. *Willms et al (2007)* evaluated that kids from lower socioeconomic status, family scored less on a receptive vocabulary test than higher socioeconomic status children. They concluded that poor children arrives school at a cognitive and behavioural deprivation opportunity to acquire social skills. Schools are not in a situation *Janus et al (2007)* found that schools with the big proportion of children with less school readiness were from surrounding of high social risk, including poverty and deprivation.

In development countries socioeconomic disadvantage and other risk factors are associated with poverty high family stress and lower parental education have a negative effect on thinking feeling and academic achievement, *Brooks and Duncan (2007)*. Living in extreme and persistent poverty has specific negative effects *McLoyd (1998)* though the implication of not being defined below the poverty line but still suffering from material hardship should not be underestimated *Gershoff et al (2007)*. Many researchers found significant interaction effects between socioeconomic status and risk exposure to risk factor. Parents from low socioeconomic background were not only more likely to have their babies born prematurely, but these prematurely born children were not proportionately at high level of risk for school unsuccessfulness than children with a similar neonatal record from higher level of total family income *McLoyd (1998)*.

### **Objectives**

On the basis of above view an attempt was made to find out pattern personality factors among academically deprived adulthood.

The following objectives were taken:

1. To find out the pattern of personality factors among academically deprived and academically none deprived adulthood.
2. To find out the personal factors like income, parental education, residential area and birth order of academically deprived group.

### **Hypothesis**

1. It was hypothesized that both the groups will differ significantly on some of the personality traits.

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2. It was also hypothesized that on personal factors like income, parental education, residential area and birth order of academically non deprived group will differ from academically deprived individuals.

### **METHODOLOGY**

#### *Research Design*

The present study is not possible experimentally because of nature of investigation. It is a survey quantitative research in which the events have already occurred and the effects of variables were studied by the quantitative analysis of the work. In this research, academically deprivation is taken as independent variable whereas personality and personal factors selected as dependent variables.

#### *Sample*

With the help of purposive sampling technique subjects were selected for the present research. Investigator approached to parents of rural and urban area, explained the purpose of research and request is made for data collection. After permission, 50 academically deprived individual were selected. The purpose of research was explained to each individual. A sample of 50 students was selected from govt. school of Jodhpur (this group was academically non-deprived, used as control group). While selection of the sample care was taken that only those students from rural area were selected who dropped out at the early stages of their schooling due to economic problem. Care was also taken in to account that none of the subject of both the groups has any bad habit or mal-adjusted behavior.

#### *Tool*

To measure personality traits Jr. Sr. High School Personality Questionnaire (HSPQ) Hindi Version by Kapoor and Srivastava (1980) was used. The HSPQ measures fourteen distinct dimensions or traits of personality which have been found by psychologists to come near to covering the total personality. By working with these fourteen scores, the psychologist can obtain predictions of school achievement of vocational fitness, of danger of delinquency, of likelihood of leadership qualities, of need for clinical help in avoiding neurotic conditions etc. The reading level of the test is adapted to ages 11 to 12 through 18 years, and the scoring can be done rapidly by a stencil key. Each dimension is defined by two poles, or extremes. The left hand one is descriptions is a score at the low end of the stens (1, 2 or 3) and the right hand, at the high end (8, 9 or 10). However, one should guard against assuming that high score (10) are necessarily “good” and low scores, “bad”. This may be true of abilities, but in personality each type of temperament usually has both its good and its bad points. For example, in dimension A the high scoring warmhearted person is rated as good-natured attentive to people, and trustful, but his easygoingness means that his promises do not always mean as much as those of a person at the low score pole on A. The latter is precise and dependable in his work, but his aloofness

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and stiffness is not so attractive socially (or in any contact work). This is but one example; both good and bad are typically found at either pole on most of the HSPQ personality factors.

### RESULTS AND DISCUSSION

*Table -1: Comparison between Academically Deprived and Non- Deprived Adulthood on the HSPQ Factors.*

Factors of HSPQ	academically non deprived		academically deprived		“t” values
	Mean	SD	Mean	SD	
A	11.10	3.13	10.15	4.24	1.75 NS
B	5.95	1.46	4.55	2.32	3.51**
C	10.50	2.64	9.10	2.26	1.01 NS
D	9.10	2.17	8.46	1.99	1.02 NS
E	7.10	2.14	8.56	2.05	2.36*
F	9.10	2.20	10.70	3.01	0.52 NS
G	12.35	3.71	11.85	3.17	0.78 NS
H	11.50	2.87	10.50	2.26	1.32 NS
I	7.20	1.96	9.30	1.98	3.79**
J	8.50	2.15	8.70	1.69	0.38 NS
O	7.10	2.51	8.05	1.42	5.05**
Q <sub>2</sub>	8.90	2.52	8.45	1.71	0.72 NS
Q <sub>3</sub>	10.90	2.61	11.42	2.05	0.74 NS
Q <sub>4</sub>	7.10	3.00	9.10	1.66	3.01**

\*=  $p$  less than .01

\*\*  $p$  less than .05,

NS- Non significant

Results showed that parents income and education were significantly lower for Academically Deprived (AD) children, than the parents of academically non deprived children, ( $p < .01$ ). The AD group has considerably more middle born among them, than Non AD group ( $P < .05$ ), Rothbart, 1971 had found in their studies that first born and last born children get a special kind of attention from their parent and middle born was ignored, this may lead to academically deprived circumstances. Like- wise, lower income or poverty could be interpreted as hindrance in one’s academic needs. The poor parents could not fulfill all the requirements of their children so the lack of satisfaction of needs might also produce frustration and may result in delinquent behavior like aggression, stealing etc.

Comparing the personality factors of the academically deprived and the academically non-deprived as shown in tables the academically deprived appeared to be less intelligent, more assertive, more worrying depressed and guilt prone. They also showed more tension and frustration and are more dependent. Their behavior seems to be related with lower intelligence. Lack of intelligence makes the behavior less adjective and less efficient. The academically deprived appeared more obedient (Table-I). The assertive behavior of academically deprived might be result of the feeling of inadequacy in him, i.e. a compensatory mechanism. The academically deprived significantly differs from non-academically deprived on anxiety factor

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(Table-I). Sources of anxiety may be many e.g. the non-satisfaction of their needs, the behavior of the parents of some other factors.

School prepares a child's skills to succeed both socially and academically in a class room situation. It needs physical well-being and adequate emotional health, motor development and a favourable approach to new experiences, age-adequate social knowledge and competence, age-suitable language skills, and age-appropriate general knowledge and cognitive skills. It is adequate recorded that poverty reduces a child's readiness for school through aspects of neighbourhoods, health and home life, and schooling. Poverty-related factors are known to influence child development in general and school readiness in particular. They are factors characteristics, duration, timing, depth and poverty and the effect poverty has on the child's psycho-social network. A child's family members have a strong influence on school surroundings. Children from deprived families some time do not get the stimulation and do not learn the social abilities required to prepare them for school. Psycho-social problems like are parental irregularity, income, with regard to daily activities and parenting, regular changes of primary caregivers, lack of direction and importance role modeling. Oftenly, the parents of these children do not receive any support. Present findings are in support of Adams (2007), Willms (2007), Brooks and Duncan (2007) and Thomas (2007).

### CONCLUSION

It may be concluded that academically deprived and academically non deprived adulthood differ in personal factors, as academically deprived come from poor, less educated families and more of them were middle born. They also show themselves less intelligent, more assertive, more worrying and depressed as compared to academically non deprived group on H.S.P.Q. Questionnaire

### Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

### Conflict of Interests

The author declared no conflict of interests.

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