

“SOCIALY DISADVANTAGED CHILDREN” A STUDY OF INTELLIGENCE, NEED- ACHIEVEMENT ADJUSTMENT AND NEUROTICISM

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Education is a good measure of enlightenment in any society. and as such, these is an increasing tendency in different parts of the world to impart education to as many youths as possible. In India too, unprecedented efforts are being made to spread education by setting up schools and colleges in response to the increasing demand, never before, colleges in response to the increasing demand. Never before, has there been such an enthusiasm about education. The wide appreciation of education by the people of all section of society is evident from the fact that even the farmer and toilers in the field living in remote villages are keen about sending their children to schools and colleges. Under the circumstances it is necessary to ensure spent over education. But the academic attainments of the students have not been found commensurable with the efforts and the expenditure made in the this field. Consequently there is great educational waste in the form of student failure in examinations and this has been agitating the minds of the teachers and educationists since long. This problem is, in fact, So alarming that the teachers and educationists have been making constant efforts to find out its right solution. It is evident that the extent to which students academic achievement is predicated the educational waste or students failure may be prevented.

In an attempt to tackle the problem of educational waste, early work concentrated on mental ability as an important determinant of students academic attainments. It was presumed that a students of superior mental ability would have high academic attainments. But in many investigation it was not found true and student having superior mental ability had no corrupting superiority in their academic attainments. This led most of the investigators to look for factors other than mental ability to account for the academic attainments

Recent investigators have drawn attention to the importance of non-intellectual personality factors as the determinants of academics achievements. They hold that academic achievement can be accounted for in terms of certain personalities factors at the same time that do not reject altogether the role played in intelligence or mental ability in the field of making prediction of students academic attainments. Looking at the problem of educational waste from this point of view, it is presumed that such waste can be further prevented if we take into account the non-intellectual factors of personality in the prediction

of academic success or failure the author feels that any attempt to predict students academic achievement must take into a consideration both mental ability and personality factors because both of them taken together give the full picture of the academic work of the students.

In view of the importance of predicting students, Academic achievements, the present study attempts to unravel some of the personality variable as the determinants of academic achievement of adolescent student from tharu and non-tharu backgrounds reading both arts and science course. It may be indicated here as to why adolescent have been preferred for the study. It is a period especially marked by physical, mental and emotional change with corresponding changes in personality. It is a important stage of life being a transition period between childhood and adulthood. the present study includes both early and late adolescents with a view to find out difference, If any. Between these two stage with regard to personality characteristics and their differentials affects on academic achievement.

It is presumed in this study that different backgrounds are likely to produces deferential effects on personality as well as mental ability and thus on academic achievement of student. The academic attainments of adolescent students go both tharu and non tharu background have been compared here.

The socially disadvantaged people have been a victim of utter neglect and extreme explanation from the very inception of society life. They have yet not been able to establish a respected identify of their own. Being subjected to perpetual hatred and despise and quality and justice being constantly denied by the soci-political elite. The socially disadvantaged people could not built a personality if their own, in popular sense. Atrocities have become their fate and humiliation a part and parcel of their life. The whole Indian society seems to be dehumanised. The majority of disadvantaged children remain deprived of minimum amenities of decant lining and opportunities for self development and self actualization of their potentialities (singhA.1984).

Even after 40years of independence they are being treated a third class citizens of our socialist democratic republic. The government is kind to them in principles alone the low and order authorities are still any society has still to change its orthodox attitude toward them.

Though the political parties with their bang and wagon technique speak a loud for elevating their (SDC's) lot but this is all for serving their selfish political interests. Real sympathy for them is still a myth. The saddest part of this sordid story is that these socially deprived people are not only tortured and exploited by the so called socio-economic elite but the effluents among them, too, do not spare them.

In content of this sad state of affairs, study about their personality, which is supposed to present low profile, seemed essential and inspired the researcher which is although culturally rich but economically extremely of a social scientist quite in line with humiliation approach, adopted by psychologists like Rogens (1902), Moslow (1908), frimm (1900) and others.

Social and economic disparity is a world wide phenona. It is found in developed countries like U.S.A, U.K the stratification of society in terms of privileged and unprivileged sector is very much apparent. Even the communist countries are no exveptions. It is why the socio-psycological study of socially disadvantaged people have been done by the social scientist in western countries for a pretty long time and in our country a fit lave. The study reports of Kennedy, et. Al.(1963) : Lesser, et al.(1965) : James (1965) : Whiteman and Deulach (1988) : das et al. (1970) : Singh, et al. (1974) :Gupta (1979) : Rangori (1982) : Basavanna and Rani (1984) : karna and Panjiar (1986) : Singh R.(1986) and other have highlighted the personality deficit of socially deprived people . but the socio-cultural setting of these researchers, expecting a few quite different from the cultural setting of sitamarhi and as such the present research seemed to have its own worth and merit.

The research was conducted on children or most disadvantaged section of society in order to have a extreme group analysis and for this the harijan children were selected ,at lowest end of caste hierarchy which is very much they are most disadvantaged group as most of the harijan families stand below the disadvantaged groups most of the harijan families stand below the poverty line.

As poverty and deprivation produce several deficiencies, researcher tried to explore some dimensions of the personality of the sample through empirical investigations in consonance with the objective of psychology as an applied social science.

A summary of the research strategy and findings are given below:-

Objectives:-

The specific of the research was to assess the personality make up of disadvantaged children and to prepare their personality profile.

The secondary objective of the study was to draw a comparative profile of disadvantaged and advantaged children so as to have a clear picture about the differences in personality traits of two contrast groups.

Hypothesis:-

The research started with the following hypothesis :

1. The SDC (Harijans) shall be found to be low in I.B. scores.
2. As compared to SAC, the SDC (harijans) shall be found to be significantly lower in I.B. scores.
3. significant difference shall be found amongst different sub-caste group of SDC (Harijans) in I.B. Scores.
4. The n-achievement level of SDC (Harijans) shall be found to be low.

5. The different sub-caste groups of SDC (Harijans) shall be found to differ in their n-achievement levels.
6. The SAC shall be found to have higher n- achievement scores as compared to SDC (Harijans).
7. The SDC (Harijans) shall show poor over all adjustment.
8. The different sub-caste groups of SDC (Harijans) shall be found to differ in adjustment levels themselves.
9. The SDC (Harijans) shall show poor adjustment in over all adjustment as well as in all dimensions of adjustment as compared to SAC.
 - (a) SAC will have better adjustment in social dimensions of adjust than SDA (Harijans).
 - (b) SAC will have better emotional adjustment as compared to SDC (Harijans).
 - (c) SAC will have better health adjustment as compared to SDC (Harijans).
 - (d)SAC will have better home adjustment as compared to SDC (Harijans).
10. The SDC (Harijans) shall be found to be low in neuroticism.
11. sub-caste differences shall be found in neuroticism scores of SDC (Harijans).
12. The SDC (Harijans) and SAC shall differ in neuroticism scores significantly.

Methodology:

The methodology employed for the research was following :

Sample :

The sample comprised of 300 children reading in class vii and VIIT in harijan schools who were selected through the technique of satisfied random sampling. The age group of a sample was 12-14 years

Test :

For the study of different dimensions of personality the following tests were required:

Intelligence:

Intelligence was assessed through mohsin test of intelligence

Adjustment:

Adjustment was assessed through mohsin-shamshad adjustment inventory.

Neuroticism:

Neuroticism was assessed through MPJ(short form) as adopted by jalota and Kapoor.

Procedure:

The tests used for measuring different types of personality were administered mostly in groups and in some cases they were also administered individually. Before administering the tests proper rapport with the respondents who established by personal contacts and some incentives were also offered to them for making them interested in responding to the tests.

Results:

The data obtained through application of different tests were subjected to only t-test were applied to test the significance of difference between mean scores of contrast groups as well as sub-groups.

The results obtained are in the following:-

1. The SDC (harijans) were found to be low in I.B. scores.
2. As compared to SAC, the SDC (harijans) were found to be significantly lower in I.B. scores
3. The mean I.B. scores of the different sub-castes groups of SDC (Harijans) were not found to differ significantly.

- 4. The N-Achievement level of SDC (harijans) were found to be low.**
5. The different sub-caste groups of SDC (harijans) were found to differ in their n-Achievement level.
6. The sac were found to have higher n-achievement scores as compared to SDC (harijans)
7. The sdc (harijans) were found to have higher n-achievement scores as compared to SDC(harijans).
9. The SDC (Harijans) , as groups, was found to be inferior in adjustment as compared to SAC but the mean difference was found to be statistically significant on some dimensions of adjustment only.
- (a) SAC were found to be better adjusted in social dimensions of adjustment than SDC (harijans).
- (b) SAC were found to be better emotionally adjusted than SDC.
- (C) SAC showed better health adjustment as compared to SDC(Harijans).
- (d) SAC were not found to be low in home adjustment as compared to SDC (harijans).
10. The SDC (Harijans) were not found to be low in neuroticism.
11. The mean difference of neuroticism scores of sub-groups were not found to be better significantly different.
12. The SDC (harijans) and SAC were found to differ significantly in neuroticism scores.

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