



# A STUDY OF ACTIVISM, LEVEL OF ASPIRATION AND ACADEMIC ACHIEVEMENT OF SOCIALLY AND ECONOMICALLY DEPRIVED

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## INTRODUCTION

The main basic function of education society is to develop skills, knowledge and awareness of our national and international heritage and the achievement of human people, possessing a essential technical outlook and commitment to the ideals of patriotism, democracy, secularism, socialism, peace and the principles enunciated in the Preamble to our Constitution. The education sector has to produce leaders of society in all areas of activities with a commitment to the above ideals. according to Education in traditional values with our national needs and priorities make sure that our best talents make befitting contributions on societal needs. Education is the main instrument of social change and national reconstruction. Through education we prepare the young generation of today to reconstruct the nation, the citizen of tomorrow. The schools are engaged in this important task of preparing the future nation builders. On the quality and number of persons coming out of our schools and colleges depends our success in the great enterprise of national reconstruction, whose belief objective is to raise standard of living of our people. But society of education are normally weak among many Dalits, tribals and other deprived social groups and a positive outlook is harder to build. The way the schools function, stand for and support somewhat than question, the accessible social and gender division make it more difficult to break the ferocious circle that keeps children away from school in poor families. Poverty and a defenseless life-situation add to common social practices in keeping these children in no-win situations. Poverty is widespread in India, with the nation likely to have one third of the world's poor.

Our Constitution assures us of equality in opportunity and status, giving socioeconomic justice to all the citizens of India. Very interestingly, we see that the students belonging to the families of higher status whose parents are rich and can afford their education, manage to get admissions in all these faculties by paying money, donation fee etc. Socially and economically deprived people are being neglected in almost all spheres. They are still suffering from atrocities. So far as intelligence and competence are concerned, students belonging to deprived group are equally intelligent and competent. Deprivation is the insufficiency of the basic necessities for survival of individual. The degree of deprivation may vary but deprivation is a common phenomenon which is being experienced by all human beings. Not having sources of income, assets and ownership of property are some forms of economic deprivation. Social deprivation, arising out of the ascribed status of caste, tribe or religion, is another form of deprivation, especially in highly stratified rural areas. This lack of facilities creates, in socially and economically deprived students, feeling of insecurity. They form a few images about the nature and self image gives increase to the feeling of adequacy or inadequacy in an individual. If a student perceives himself to be able, confident and adequate, and a person of worth, he has more energy available to spend on academic achievement and will inspire for higher grades and will try to achieve his goal through hard work. In many researches, Educational Achievement and Level of Aspiration is seem to be highly consistent variables and first control, nonetheless, the foundation for Academic Achievement seems to be Level of Aspiration which has to be cultivated early in life. Since high or low Level of Aspiration depend upon accessibility to resources available within the environment, lack can be assumed to shape and chanalize their Activism also in significant way.

## OBJECTIVES OF THE STUDY

1. To identify socially and economically deprived undergraduates.
2. To study the activism of socially and economically deprived under graduates.
3. To study the level of aspiration of socially and economically deprived under graduates.
4. To study the academic achievement of socially and economically deprived under graduates.
5. To study the interrelation relationship between dependent and independent variables (Deprivation, Student Activism, Level Of Aspiration and Academic Achievement.).



### Procedure of the Study

Administration of the Tools Scoring of the Tools  
 Collection of Data Editing and Coding of Data  
 Data Processing Interpretation of Data and Findings Report writing

### Statistical Analysis Descriptive Statistic

Mean • SD • Inferential Statistic C.R. Values • Coefficient of Correlation • Method of the Study 6 Colleges of kanpur City Total 1350 units of I year Graduate. Selection of Tools Sampling Design Descriptive Survey Method Probability Sampling Purposive Sampling Systematic Random Sampling Tools for Dependent Variables Sharma Student Activism Scale • Level of Aspiration Measure • CBSE Board Exam Results • Tools for Independent Variables Socio •

### VARIABLES

#### Dependent variables

1. Activism 2. Aspiration Level 3. Academic Achievement

#### Independent variables

1. Social deprivation 2. Economic deprivation

#### Controlled variables

1. CBSE Board Pass out Students 2. Students from kanpur University

**METHOD** Keeping in research objective in mind and nature of the study, the descriptive survey method was employed in this study.

**STATISTICAL TECHNIQUES** To analyze and interpret the data, Mean, S.D., C.R. values and Coefficient of Correlation were used. all statically technique compute by the SPSS 16 version.

### FINDINGS OF THE STUDY

#### *Nature and Distribution of Socio Economic Status Scores.*

In order to observe the nature of SES scores in the selected Sample of under graduates students, the scores obtained by R.L. Bhardwaj's SES Scale were tabulated. A frequency table of the scores was prepared which is shown in table given below. The observation of the above table reveals that the scores are normally distributed with slight deviation, most of the frequencies being concentrated at the center and gradually decreasing towards both the ends of distribution. To ensure representativeness of the sample, frequency polygon curve of the obtained scores was prepared (The pictorial presentation of the obtained scores on socio economic status scale also confirmed the normal distribution of the sample with slight positive skewness. Further to see the diversions in distribution the values of mean, median, SD, skewness and Kurtosis were computed, which is shown in table given below

#### *Statistical Values for the Scores of SES.*

Variable	N	Mean	SD	SK	KU
SES	1281	44.04	13.95	.762	.274

#### **To Study Social and Economic Deprivation of Undergraduates**

To determine the deprivation of undergraduates, the tool of socio economic status by R.L. Bhardwaj was applied. This tool divided the sample into 5 categories upper class, upper middle class, middle class upper lower class and lower class according to the scores obtained by the sample.



SN	CATEGORIES	SCORE
1	Upper Class	60 and above
2	Middle class	40-59
3	Lower class	30 and below

**Table from the Manual of Socio Economic Status Scale by R.L.Bhardwaj.**

The students who scored below 39 on this tool was considered as deprived undergraduates and students who scored 60 or above 60 was considered as non deprived undergraduates as socio economic status is a set of facilities, opportunities, privileges,prestige and recognition one enjoys. High socio economic status means the achievement 133 of such mentioned sets, while low socio economic status is the deprivation from these. Middle socio economic status is the condition between the twos extremes. So the undergraduates, who scored between 40-59 on SES scale were eliminated from the sample.

Sex	Gen	OBC	SC,	ST
Male	208	159	268	635
Female	244	198	204	646
Total	452	357	472	1281

**Category Wise Distribution of Sample.**

The table reveals the number of males and females from different categories in the sample. it is clear from the table that number of male and female units are almost equal, where girls and boys constitute 51% and 49% of the total sample respectively. When we see the sample distribution category wise, we find that SC,ST category contributes 37% followed by General and OBC with 35% and 28% respectively.

**Category Wise Distribution of Deprived Undergraduates.**

**Socially and Economically Deprived**

Sex	General	OBC	SC	,ST
Boys	99	58	130	287
Girls	128	86	111	325
Total	1 227	144	241	612

In this table observed that number of deprived girls are more than the deprived boys. The girls are 53% of the total sample while and the boys are 47%. Most of the deprived students are found from SC/ST category and least number of deprived students are found from OBC category. In SC.ST category number of deprived boys is more than deprived girls. In total group 39% are SC/ST, 37% are general category and 24% are OBC students. The findings are systematically arranged and presented here in accordance with the objectives as follows:

**FINDINGS RELATED TO REPRESENTATIVENESS OF SAMPLE**

The distribution of SES scores in the total sample was found normal with→ slight positive skewness and leptokurtosis.

**FINDINGS RELATED TO DEPRIVATION OF UNDERGRADUATES.**

49% undergraduates students of the total sample were socially and economically→ deprived. While 17% undergraduates were non deprived. Socially and economically deprived group consisted 53% of girls students and→ 47% of Boys students. In socially and economically deprived group 39% were SC/ST, 37% were→ from general category and 24% were from OBC category.

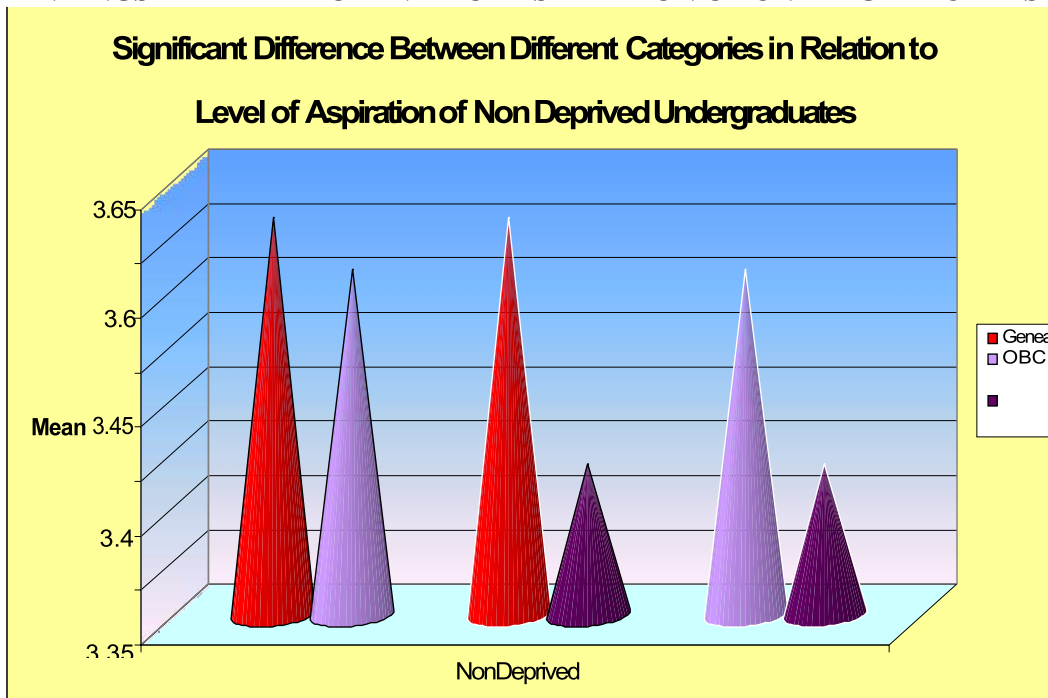
**FINDINGS RELATED TO THE STUDENT ACTIVISM OF UNDERGRADUATES**

The mean values of student Activism of undergraduate were 44.658 and→ 48.773 for socially and economically deprived and non deprived group respectively. It shows that though the activism of non deprived group is more than the deprived group but youth from both the groups are average activists. Findings related to the student activism of deprived and non deprived undergraduates There was significant difference between deprived and non deprived male in→ relation to their activism. Deprived male were more activists in nature. Non deprived females were found more activist in nature in comparison to→ deprived female undergraduates. The C.R. value for deprived and non deprived female was found significant at 0.01 level. As far as the total group of deprived and non



deprived was concerned, non-deprived undergraduates displayed more activism in comparison to deprived undergraduates. The results of the study by Baird, Leonord L (2010) support these findings, who through his study concluded that the identifiable activists came from middle-class homes where educational experiences had stimulated their mental curiosity. Findings related to the student activism of male and female undergraduates. In deprived group, male students were found more activists. In non-deprived group the female students showed higher activism. Findings related to the student activism of deprived and non-deprived undergraduates from different categories. In general and OBC category non-deprived undergraduates were found more activist in nature. In SC/ST category no significant difference was found between deprived and non-deprived group. Findings related to the significant difference between student activism of deprived and non-deprived undergraduates from different categories. The statistical facts indicated that in deprived group- General category undergraduates were found highly activists followed by SC/ST undergraduate. OBC category undergraduates were found least activists. General category students were found more activists than OBC category students. General category student were found more activists than SC/ST category students. Students from SC/ST category had more activism in comparison to students from OBC category. In Non-deprived group- General category students were found most activist followed by OBC. Students from SC/ST category were found least activists. No significant difference was found between general and OBC category students in relation to student activism. Significant difference was found between SC/ST and General category. General category students were found more activists. OBC category undergraduates were found having more activism in comparison to SC/ST students.

### FINDINGS RELATED TO LEVEL OF ASPIRATION OF UNDERGRADUATES



Keeping in view the research objective in mind. Findings related to Level of Aspiration of deprived and non-deprived undergraduates students. By the SPSS Software The C.R. value between the deprived and non-deprived groups revealed:

1. Deprived and non-deprived male undergraduate have equal level of aspiration.
2. Deprived and non-deprived female have equal level of aspiration.
3. Non-deprived undergraduates have higher aspirations in comparison to deprived undergraduates students.

Most of the Researches also analysis that parents with fewer financial resources tend to hold lower aspirations for their children, and young people from socially disadvantaged backgrounds tend to have lower aspirations than their more advantaged peers. (Schoon, 2006) Findings related to level of aspiration of male and female undergraduates. The C.R. value between the scores of level of aspiration of male and female undergraduates indicated: 1. Deprived male students have higher aspirations in comparison to deprived female students. 2. Non-deprived female students have higher aspirations in comparison to non-deprived male students. Research results also support the findings that: Girls consistently have higher aspirations than do boys (Schoon, Martin and Ross, 2007) girls have 'consistently higher' aspirations than boys, and parents have higher aspirations for their daughters than their sons -



contrary to trends in previous generations. (DAILY MALE REPORTER, Last updated at 12:25 PM on 16th December 2008, Vidyavati Mukandlal and Sharma Prerna, 2008)

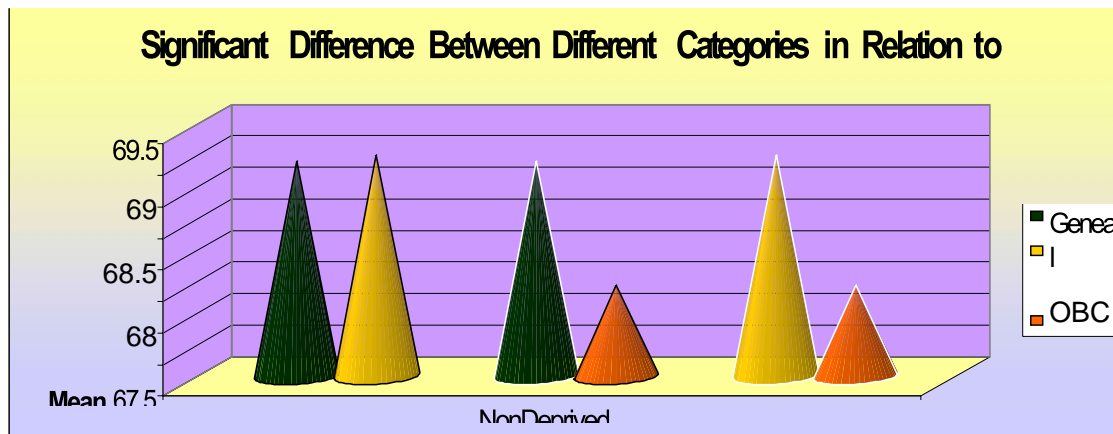
### Findings Related to level of Aspiration of deprived and non deprived undergraduates from different categories

The C.R. values between deprived and non deprived undergraduates from different categories revealed the following facts:

1. Deprived and non deprived students from general category have equal level of aspirations. Both are equal level of aspirations.
2. Deprived and non deprived students from SC and ST have equal level of aspirations Both are equal level of aspirations.
3. Non deprived students from OBC category students have higher aspirations in comparison to deprived students.

Strand (2007) in his study found that aspirations help mitigate the effects of low socioeconomic background for certain minority groups, such as Indian and Chinese students; however, the effects are less strong for Pakistani and Bangladeshi students and least strong for Black Caribbean young people.<sup>34</sup> [ 16 ] Finding related to the significant difference between level of aspiration of deprived and non deprived undergraduates from different categories The C.R. values related to level of aspiration of undergraduates from deprived and non deprived group revealed that Undergraduates, whether they are from any category, general OBC or SC/ST, or any group deprived or non deprived, they all have equal aspirations. Category does not affect level of aspiration. So level of aspiration of under graduates is hardly effected by their category. Studies have shown that ethnic minority families have high aspirations for their children, yet not all parents have the skills and resources to help them achieve those goals (Steinberg, 1996).

### FINDINGS RELATED TO ACADEMIC ACHIEVEMENT



Findings related to Academic Achievement of deprived and non deprived undergraduates. Non deprived students had a better academic achievement in comparison to deprived students. Non deprived male students' academic achievement is better than deprived male students' achievement. Non deprived female students had higher academic achievement than deprived female students. Blanden and Gregg (2004) reviewed a wide range of literature and quantitative information about the relationship between family income and levels of educational attainment. The academic support teachers provide within the classroom is also related to their expectations of students and often differentiated based on beliefs and expectations related to race, ethnicity, and socioeconomic class. In the classroom, teachers tend to call on those students whom they perceive to be from high status family. They are more likely to provide extra time and help to these students, because they expect them to learn, grow, and succeed. On the other hand, teachers tend to become impatient and ignore poor students whom they believe are unable to achieve to the level of the others in the classroom (Brophy & Good, 1974; Gandara, 1999). Often, these lower expectations – and differentiated learning opportunities – are related to cultural beliefs and socio economic status of the students. Findings related to Academic Achievement of male and female undergraduates from deprived and non deprived group The statistical figures for deprived group showed that there existed no significant difference between deprived boys and girls students in relation to their academic achievement. Significant difference was found between boys and girls students from socially and economically non deprived group of undergraduates. It means academic achievement of boys is greater than girl students in this group. Sara Mead(2009) in her research article found that It troubles not only parents of boys, who fear their sons are falling behind, but also parents of girls, who fear boys' academic deficits will undermine their daughters' chances of finding suitable mates. But the truth is far different from what these accounts suggest. The real story is not bad news about boys doing worse; it's good news about girls doing better. In fact, with a few exceptions, boys are scoring higher and achieving more than they ever have before. But girls have just improved their performance on some measures even faster. As a result, girls have narrowed or even closed some academic gaps that previously favored boys, while other long-standing gaps that favored girls have widened, leading to the belief that boys are falling behind. Findings related to Academic achievement of deprived and non deprived undergraduates from different categories In every category general, OBC and SC/ST, non deprived group showed a higher



academic achievement than deprived group. In general category there existed significant difference between deprived and non deprived undergraduates in relation to their academic achievement. Non [ 18 ] deprived undergraduates from general category had better academic achievement. In OBC category, non deprived undergraduate showed better academic achievement. In SC/ST category, non deprived SC/ ST students had a better academic achievement in comparison to deprived undergraduates. Overall, findings suggest that deprivation effect academic achievement. Delpit(2001) also found links between academic failure and socio economic status. A recent study by Annie E. Casey Foundation found that children who both live in poverty and read below grade level by 3rd grade are three times as likely to not graduate from high school as students who have never been poor (Hernandez, 2011). Findings related to the significant difference between academic achievement of deprived and non deprived undergraduates from different categories The calculated C.R. Values on academic achievement of undergraduates from different categories exposed that As far as the category wise academic achievement of deprived undergraduates was concerned, no significant difference was found between general & OBC, OBC & SC/ST and General & SC/ST in relation to their academic achievement. It can be inferred that there exists no significant difference among different categories in relation to their academic achievement. Many experts have since asserted that achievement gaps are the result of more subtle environmental factors and —opportunity gaps| in the resources available to poor versus wealthy children. Being raised in a low-income family, for example, often means having fewer educational resources at home, in addition to poor health care and nutrition. At the same time, studies have also found that children in poverty whose parents provide engaging learning environments at home do not start school with the same academic readiness [ 19 ] gaps seen among poor children generally (U.S. Department of Education, 2000; Viadero, 2000, Sparks, 2011). In non deprived group, the difference of mean values of academic achievement scores of undergraduates, between general Vs. OBC, OBC Vs. SC/ST and General Vs. SC/ST were found insignificant, it revealed that there exists no significant difference among different categories in relation to their academic achievement. Above observations about deprived and non deprived group indicate that category does not effect academic achievement.

#### **FINDINGS RELATED TO INTERACTION RELATIONSHIP BETWEEN DEPENDENT AND INDEPENDENT VARIABLES**

S.	VariablesNO.	Mean	S.D.	'r' value for thevariables	'r' value
A	SES	38.56	8.20	SES & Student Activism	0.074**
B	Student Activism	45.73	16.77	SES & Level of Aspiration	0.066
C	Level of Aspiration	3.08	2.79	SES & Academic Achievement	0.332*
D	Academic Achievement	63.80	7.76	Student & Level of Aspiration	0.112*
				Student & Academic Achievement	0.062
				Level of Aspiration & Academic Achievement	0.031

The findings indicated that correlation between deprivation and student activism was negligible but positively correlated and value was significant at 0.05 level. The findings of the study, by WILLIAM S. ARON,(2002) suggest that there is very little direct effect on activism by social background, indicating that past studies of student political activism have overemphasized the influence of social background factors. SES also showed negligible but positive correlation with level of aspiration which was found insignificant at 0.05 level. Trusty (1998) in his study also found socio economic status as predictor of low aspiration. Coefficient of correlation between SES and academic achievement was 0.332 which was low but positively correlated. The 'r' value was also found significant at 0.01 level. Analyses by The Education Trust, a Washingtonbased research and advocacy organization, and others have



found that students in poverty and those who are members of racial minority groups are overwhelmingly concentrated in the lowest-achieving schools. One study of 46 industrialized countries found the United States ranked 42nd in providing equitable distribution of teachers to different groups of students: For example, while 68 percent of upper-income 8th graders in the U.S. study sample had [ 20 ] math teachers deemed to be of high-quality, that was true for only 53 percent of low-income students (Braeden, 2008). Interrelationship between student activism and level of aspiration showed— positive but very low correlation but the 'r' value was found significant at 0.01 level. Student activism with academic achievement and Student activism with level— of aspiration, were having negligible but positive correlation. Both 'r' values were found insignificant at 0.05 level of significance. Findings also indicated that activists were found to be intellectual but not academically inclined and therefore not outstanding students. They tended to be talented in nonacademic areas such as art, speech, drama and writing (Baired Leonard L)

## CONCLUSION

The major facts which have emerged out from the detailed description of the findings of the study, are that socially and economically deprived undergraduates are less activists than non deprived undergraduates whereas deprived male are more activists than non deprived male undergraduates, non deprived female undergraduates are more activists than deprived female students. Male students from deprived families are more activists than female students and female students from non deprived families are more activists than male students. Non deprived undergraduates from general, OBC and SC,ST category showed higher student activism than non

deprived students. General category undergraduates whether from deprived or non deprived group were found more activists than any other category. As far as the level of aspiration of deprived students is concerned, non deprived undergraduates had higher level of aspiration. In deprived group, male students had higher aspirations and in non deprived group female had higher aspirations. Undergraduates from all the categories have equal level of aspiration. 230 Category does not affect level of aspiration. Non deprived students had a better academic achievement in comparison to deprived students. There existed no significant difference between deprive boys and girls students in relation to their academic achievement. In socially and economically non deprived group, academic achievement of boys was greater than girl students. There existed no significant difference among different categories in relation to their academic achievement. Above observations about deprived and non deprived group indicated that category does not effect academic achievement.