

## Effect of Socio-Economic Deprivation on Intelligence, Self-Concept and Academic Motivation

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### **Abstract:**

272 undergraduate male college students were administered Mohsin's General Intelligence Test along with Singh's Academic Inventory to examine whether the deprived and non-deprived college students differ in terms of their intelligence, self concept and academic motivation. The findings reveal that the non-deprived group has scored significantly higher on intelligence than the deprived group. Although the non-deprived group has scored slightly higher on self-concept and lower on academic motivation than deprived group, the mean differences have been found statistically insignificant.

**Key words:** Socio-economic deprivation, self concept, academic motivation, Privileged and unprivileged.

### I. 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 deprivation—economic, social, cultural, political, psychological etc. Consequently, the physical, social and psychological development of children is adversely affected (Miya & 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 unprivileged. Privileged children are also known as advantaged and non-deprived. Similarly, unprivileged children are known as disadvantaged or deprived children. Consequently they tend to develop maladjustment personality. The frequency of pathological behavior and mental illness is greater among such adolescents and youth.

Studies delineating the role of deprivation in intelligence are more or less consistent. The findings reveal that individuals coming from deprived families often have low I.Q., poor language development, poor motivation and deficiencies in higher mental processes (Eysenck & Cookson, 1970; Langmeier and Metzack, 1975). There are a few studies (Ginsberg, 1972; Quay, 1974; Williams, 1974) which do not show such an effect of deprivation on intelligence. However, studies conducted in Indian cross-cultural context reveal that socio-economic deprivation bears negative association with intelligence (Prasad, 1984, Kumar, 1985; Krishna, 1986). Dhapola (1979) and Mishra & Tripathi (1980) have found self-concept of socially deprived persons to be as positive as that of non-deprived group. So far as academic motivation is concerned, significant difference between deprived and non-deprived groups has not been reported (Singh, 1980).

In the present study an attempt has been made 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, it has been hypothesized that non-deprived group would have (i) high intelligence, (ii) better self-concept, and (iii) higher level of academic motivation than the deprived group.

### II. METHOD

#### Sample:

The sample comprises 272 urban based male college freshmen, drawn from

four colleges of district Hapur and Ghaziabad (U.P.). The subjects range in age from 14-19 years with a mean of 16.64 years. The formation of the two groups (deprived & non-deprived) was done on the basis of three indices of socio-economic deprivation, namely, caste, income and formal education of respondents' father. The non-deprived group consisted of those forwarded castes ( Tyagi , Brahmin, Vaishya and Rajput ) who had their fathers' education up to matriculation stage and above and income more than Rs. 10000/- per month. In the light of these indices, the two groups, namely, deprived ( N=166 ) and non-deprived (N=106) groups were formed.

#### Instrument:

( i ) Mohsin's (1968) General Intelligence Test (GIT) was used to measure the level of verbal intelligence among the subjects. It consisted of six sub-tests, namely, Best answer, Classification, Analogy, Logical reasoning, Sentence completion and Reasoning. The numbers 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. (ii) Singh's (1965) Academic Inventory (AI) was used to measure self-concept of academic ability and academic motivation among the subjects. It consisted of 16 multiple choice items, first eight items for 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.

#### Procedure:

The data were collected in small group of 20 to 30 subjects in their classrooms. Standardized printed instructions accompanied both the tests. T-test was used for analysis of data.

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### III. RESULTS AND DISCUSSION

Table-1 presents statistical comparison of deprived and non-Deprived groups in terms of their scores on intelligence, self-concept and academic motivation.

**Table-1:** Comparison among Deprived and Non-deprived Subjects in Terms of Their Scores on Intelligence, Self-concept and Academic Motivation:

Variable	Deprived Group N=166		Non-deprived Group N=106		t-ratio
	Mean	SD	Mean	SD	
Intelligence	99.52	9.59	102.93	9.42	2.86*
Self-concept	33.06	4.99	33.75	6.00	.99
Academic-Motivation	28.49	9.44	28.06	3.90	.52

\*p<.01

It is evident from Table-1 that non-deprived group has scored significantly higher on intelligence than the deprived group. The comparison of the 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.

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

Socio-economic derivation 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 the two groups, nothing can be said conclusively.

To conclude, non-deprived persons have higher level of intelligence than their deprived counterparts. So far as self-concept and academic motivation are concerned, findings cannot be generalized owing to insignificant results and lack of empirical support. Thus more and more researches are needed in this area.

### IV. REFERENCES

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