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**Impact of deprivation on children's academic achievement and adjustment.****Dr. Randhir Kumar****M.A., Ph.D. (Psychology)****L.N.M.U. Darbhanga****ABSTRACT**

*The research was conducted to see the impact of parental deprivation on children's academic achievement and adjustment. For this purpose, 300 high school students were purposively selected as a research sample. The location of sample selection was different high schools situated in Samastipur district area of Bihar state. Hindi version of Bells Adjustment Inventory by M.Shamshad and K.Jehan (1987) was administered upon research sample. The academic records of sample taken from respected schools as a academic achievement collected data were analyzed with t-test method. The findings revealed that deprive children were found poor in their academic achievement and adjustment comparison to their counterpart normal children.*

**Keywords:** *Impact, Deprivation, Children's, Academic, Achievement, Adjustment.*

**INTRODUCTION :**

Today in global circumstances science has proven that children develop best within a family environment where they will get all the affection and support they need to survive and thrive. It's the biological family is not able to take care of the child to be placed within a family type environment like to their biological family adoption.

For children, the family is the primary source of learning before school. When maximum part of human cognitive, social and emotional capacity were formed. The family is also a source of security of identity, for belonging and ultimately of love.

Deprivation can be defined as the consequence of a lack of income and other resources, which can be seen as living in poverty.

Deprive child means a child who is deprived of parental support or care because one or both parents are deceased, incapacitated, disabled, aged or maintains and resides in a separate verified residence for reasons other than employment, education, training, medical care or uniformed source.

The academic achievement refers to the average marks obtained by an individual in the final examination. It has long been recognized as one of the important goals of education. Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional

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environments, specifically in school, college and university. School systems mostly define cognitive goals that either apply across multiple subject areas or include the acquisition of knowledge and understanding in a specific intellectual domain. Therefore academic achievement very wide ranging and covers a broad variety of educational outcomes.

Adjustment is a process of that helps a person to lead a happy and contented life while maintaining a balance between his needs and his capacity to fulfill them. Adjustment is a continuous and two-way process that helps oneself to fit into available circumstances. According to Shaffer, "Adjustment is the process by which a living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs."

According to Gates and others, "The term adjustment has two meanings. In one sense, it is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and environment."

Thus, adjustment is a state i.e., the condition of harmony arrived at by the person when we call adjusted.

Several researches has been conducted related to deprivation.

Sinha and Sinha (1991) concluded from their study that socially disadvantaged students differed significantly from the socially advantaged students in home, health, social, emotional and overall total adjustment.

Pandey (1985) noticed that non-deprived subjects perceived themselves as more controlled compared to deprived subjects. Middle class parents tend to deprive to their children emotionally and use the deprivation of privileges as a disciplinary measure.

Lohanu *et.al.* (1990) studies the link between selected family demographic factors, Home environment and academic performance and found exist between variables such as education of the mother and education of the father with academic performance.

Aswathy Bina (1992) conducted a study of prolonged deprivation, self concept and scholastic achievement and found that the students coming from low parental education non-deprive and high intellectual ability and high parental education non-deprive and high intellectual group were found have higher self concept showing the degree of deprivation and intellectual ability as the most influential factor.

#### **OBJECTIVES OF THE STUDY :**

The purpose of the study was to see the impact of deprivation on children's academic achievement and adjustment

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**HYPOTHESES OF THE STUDY :**

- (i) Deprive children would have poor academic achievement than those of respondents of normal children.
- (ii) Deprive children would have poor adjustment than their counterpart normal children.
- (iii) The academic achievement of financially deprive children and normal children would be significantly differed.
- (iv) There would be significant difference between financially deprive and normal children in terms of their adjustment measures.

**METHODOLOGY :****(i) Sample :**

Total 300 high school students were purposively selected from different high schools located in Samastipur (both rural and urban) district area of Bihar state.

The distribution of sample were as under :

- (i) Total numbers of sample - 300
- (ii) Deprive sample - 150 (Parental deprive-75 and Financially deprive-75)
- (iii) Normal sample - 150

**(ii) Measures used :****(a) Academic achievement :**

The academic achievement of sample were taken annual examination result from their respected school authority.

**(b) Adjustment Inventory :**

Hindi version of Bell's Adjustment Inventory by M. Shamshad and K. Jehan (1987) was used to measure the adjustment level of respondents.

**(c) Self Prepared Personal Data Sheet :**

Self Prepared Personal Data Sheet was administered upon research sample to collect the background information.

**ANALYSIS OF DATA :**

The collected data were analyzed with t-test method and prepared results in the light of current context.

**FINDINGS :**

Table - i

Comparison of academic achievement between deprivate and normal children:

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>	<b>p-value</b>	<b>df</b>
<b>Deprivate children</b>	<b>150</b>	<b>82.19</b>	<b>8.39</b>	<b>4.22</b>	<b>&lt;.01</b>	<b>298</b>
<b>Normal children</b>	<b>150</b>	<b>86.74</b>	<b>8.89</b>			

Table - ii

Comparison of adjustment between deprivate and normal children :

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>	<b>p-value</b>	<b>df</b>
<b>Deprivate children</b>	<b>150</b>	<b>50.63</b>	<b>6.15</b>	<b>4.01</b>	<b>&lt;.01</b>	<b>298</b>
<b>Normal children</b>	<b>150</b>	<b>47.51</b>	<b>5.22</b>			

Table - iii

Comparison of academic achievement between financial deprivate children and normal children :

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>	<b>p-value</b>	<b>df</b>
<b>Normal children</b>	<b>150</b>	<b>43.51</b>	<b>9.62</b>	<b>4.34</b>	<b>&lt;.01</b>	<b>223</b>
<b>Financially deprivate children</b>	<b>75</b>	<b>36.24</b>	<b>8.51</b>			

Table - iv

Comparison of adjustment between financial deprivate children and normal children :

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>	<b>p-value</b>	<b>df</b>
<b>Normal Children</b>	<b>150</b>	<b>45.35</b>	<b>5.21</b>	<b>4.16</b>	<b>&lt;.01</b>	<b>223</b>
<b>Financially deprivate children</b>	<b>75</b>	<b>49.20</b>	<b>6.14</b>			

## DISCUSSION :

An inspection of table no. i revealed that deprivate children were found poor in their academic achievement while normal children were found comparatively better in their academic achievement. This result clears that deprivation related factor adversely affect children's academic achievement. The computed t-value (4.22) was found less than .01 level of confidence. Thus, this result confirm our hypothesis no. i that "Deprivate children would have poor academic achievement than those of respondents of normal children," formulated earlier for empirical verification.

An observation of table no. ii clears that adjustment was significantly differed between deprivate and normal children. In this context, deprivate children were found maladjusted that those normal children. According to this result, we can say that due to deprivation, children feel more problem regarding their adjustment. The computed t-value

(4.01) was found significant at less than .01 level of confidence. Thus this result confirms our hypothesis no. ii that "Deprived children would have poor adjustment than their counterpart normal children," formulated earlier for empirical verification.

An observation of above table no. - iii, revealed that financially deprived children were shown poor status in this academic achievement while normal children were found better in their academic achievement. In this context, we can say that, due to financial deprivation, respondent's academic achievement adversely impacted. Thus, this result confirms our hypothesis no. - iii that "The academic achievement of financially deprived children and normal children would be significantly different," formulated for further verification.

An observation of above table no. - iv, revealed that financially deprived children were shown poor academic adjustment while normal children were shown better in their adjustment. In this context, we can say that, due to financial deprivation, respondent's adjustment negatively affected. Thus, this result confirms our hypothesis no. - iv that "There would be significant difference between financially deprived and normal children in terms of their adjustment measures," formulated for further verification.

#### CONCLUSION:

To conclude, it is clear that, academic achievement and adjustment of deprived children significantly and definitely affected by their deprivational factor. In this result, deprived children were found poor in their academic achievement and adjustment.

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