

## **A COMPARATIVE STUDY OF THE DEPRIVED AND NON-DEPRIVED FEMALE STUDENTS IN RELATION TO THEIR VALUES**

**Dr. Narendra Kumar Singh\***

### **Abstract**

This study has tried to explore difference between deprived and non deprived female students with respect to their values. For it descriptive survey research conducted on secondary school 250 female students of Varanasi region. It is an attempt to study the relation between deprivation and values of female students. It was found that there is a significant difference in Economic, Hedonistic and Family prestige values of deprived and non-deprived female students.

Key Words: Hedonistic, Democratic, Religious, Deprivation, Family Prestige

### **Introduction:-**

In the present scientific and progressive age, when constitution, government and various social organizations are trying hard to bridge the gap between human beings which is made by the society on the basis of caste, class race, status, sex and circumstances, it is equally important to rethink about the values and emotional aspect of the students for the all – round development of their personality. In the changing pattern of educational system, on one hand we are talking about the child-centered education and the full harmonious development of the child and our psychologists are emphasizing the role of love and affection in the education of the child, but ironically on the other hand parents do not have the time and patience to share and interact with their female children. In some families where both the parents are earning to run with the highest pace to win the economic sufficiency race the condition is worst. Female children have to wait till a holiday to see their parents face. In this manner we are providing economic security on the

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**\* Principal, RHSPG College, Singramau, Jaunpur, U.P.**

cost of emotional, cultural, educational, and behavioural security etc. Therefore, if we want to develop balanced personality in our female children, we have to check and modify our behavior at once to enhance their values. In society, the term deprivation has much broader meaning. It connotes appropriation of fruits of ones labours; the appropriation being a continuous process. Appropriation implies appropriator. These results in division of society into rich and poor, haves or have-nots, ruling and ruled, privileged and no privileged, advantaged and disadvantaged the poor, they have notes ruled etc. denoting deprivation. But such categorizations tend to over-represent actual condition of a given society because no society can be said to be composed of only two distinct classes. It means at societal level deprivation when viewed from class angles, acquires a multidimensional character. Such a consideration would lead to categorization of deprivation into absolute and relative, full and partial, short and long term, intense and mild etc. To an individual who does not have food to eat, clothes to wear, house to live, etc. deprivation is absolute. But one has something to eat, wear and live, etc. but not enough of each of it, the deprivation is relative. Such consideration would also require the examination of the mechanism of appropriation. With the dawn of independence in the country and adoption of a new constitution which guaranteed certain rights to all its citizens equally, the need of education for all was emphatically felt and the government has been making serious and sincere effort to provide education to the deprived sections of the society sense of deprivation has far reaching consequences on the development of human personality. Society cannot be healthy with large number of deprived people. This has to be remedied but before any corrective measure is taken it should be thoroughly studied. This study is an humble effort in this direction.

In fact most of the persons of both sexes and nationalities suffer from a sense of deprivation because some of the basic needs or aspirations remain unfulfilled or negated by individuals, family trends, social canons and governmental care. Though there are number of backward classes of people who never possess any sense of deprivation on account of lack mental growth or proper psychological training or being adherent to particular mode of living. Sometime this non- fulfillment of needs and aspirations plays a vital role in moulding the mental structure of an individual or a group of persons so severely that it turns them into criminals or obliges them to revolt against the society, the system, or the group which stands in their way of fulfillment of their aspirations . Lack of proper opportunities is also another factor which makes person feel

deprived. This lack of opportunities may be of various kinds and nature. Sometimes when one is not able to keep comparing with people of his choice or interest or when he is denied for which he is fit and other understanding persons are given lift, or when his desires are suppressed by undesirable elements, prejudiced officers or men in power. Sometimes it happens that a person is deprived of a certain position, service or other prospects which he rightly deserves in the society. This denial of natural justice affects his mental attitude and develops a wrong sense of deprivation. Sometimes a person is obliged to act against his wishes on account of social law or persons influence and is not allowed to act according to his own wish, belief and trend of mind. This damage of one's personal feelings, emotions and attitudes greatly contributes to deprivation. It is evident that deprivation is not the resultant of a particular channel of social or individual reaction and that; it is not the outcome of any particular situation or situation. Even physical and cultural environments may also be responsible for depriving a person or a community of its due share in social and economic growth. Hence, it can be safely concluded that deprivation is produced from a number of factors which may be temporary or permanent and may grow from family discipline, social canons, governmental laws, economic conditions, etc.

In the present economic age when both the parents are not giving proper attention to their Female children, the teacher's main concern should be to form a more loving and sympathetic relationship to that neglected and emotionally deficient child and encourage him to achieve his goal. Present study reveals about female children's are affected with value in own behavior. majordeterment of the present study is deficiency in the values which affects the proper development of female children becomes deprived.

### **Deprivation:-**

Deprivation is the overall conditions showing insufficient satisfaction of basic, psychological and social needs. It can be used interchangeably for cultural deprivation, social and cultural disadvantage and underprivileged. It also refers so the deficient environmental conditions, impoverished experiences and psychological, physical, social economic as well as other deficiencies as perceived by students.

### **Value:-**

Value is the underlying motivation for most of the behavior of an individual. In other words, values serve to meet one's needs. Values are the belief or approach behaviors that help in individual to fix up a goal and try to achieve it.

### **Objective of the Study:-**

The present study is undertaken with the following objective in view:

- To compare the values of the deprived and the non-deprived secondary school Female students.

### **Hypothesis of the Study:-**

Following null-hypothesis was formulated in accordance with the objective of the study.

- There is no significant difference in the values (Religious , Socio, Democratic , Asthetic , Economic , Knowledge Hedonistic , Power, family-prestige and Health )of the deprived and non-deprived secondary school Female students.

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### **Methodology of the study:-**

A research design is an arrangement of conditions for collection and analysis of data in manner that aims to combine relevance to the research purpose with economy in procedure.

### **Method:-**

This study is descriptive survey type of research aiming at a comparative study of values, aspiration levels and academic achievement of the deprived and the non-deprived students at the high school level.

### **Population:-**

All the students pursuing high school courses in various schools of Varanasi region constitute the population of the study.

**Sample:-**

It is impossible to approach all the students individually to know about their values, therefore, 250 secondary school Female students taken from different schools of Varanasi region using random sampling method.

**Tools:-**

In order to collect the data the following three tools were used for the study:

1. Deprivation scale (Kalplata Pandey)
2. Personal value questionnaire (PVQ) (G.P.Sherry & R.P.Verma).

**Use of the Statistical Techniques:-**

For the analysis of obtained data and drawing inferences the following statistics were used in the present study. Mean, S.D. and C.R.values of deprived and non deprived female students for different values.

**Analysis & Interpretation:-**

Objective of the study was “to compare the values of the deprived and the non-deprived high school female students”. To meet this objective the null hypothesis was formulated. “High school female deprived and the non-deprived students do not differ significantly on ten dimensions of values”. For analysis following table is framed.

***Comparison of the value scores obtained by the deprived and the non-deprived female students***

Values	Deprived female Students N=63		Non-Deprived female Students N=58		M <sub>1</sub> -M <sub>2</sub>	CR Values	P Value
	M <sub>1</sub>	SD <sub>1</sub>	M <sub>2</sub>	SD <sub>2</sub>			
Religious	6.17	3.92	6.66	2.92	0.49	0.78	Not Significant
Social	6.39	1.99	6.06	2.70	0.33	0.76	-Do-
Democratic	6.31	3.30	6.90	2.73	0.59	1.59	-Do-
Aesthetic	6.07	3.61	6.94	3.34	0.87	1.38	-Do-
Economic	6.15	3.36	7.65	2.95	1.50	2.62	Significant .01
Knowledge	6.00	3.63	5.73	2.64	0.27	0.47	Not

							Significant
Hedonistic	5.83	3.56	7.44	2.99	1.61	2.71	Significant .01
Power	7.47	3.35	6.63	2.63	0.16	0.29	Not Significant
Family Prestige	6.07	3.61	7.75	3.83	1.68	2.86	Significant .01
Health	5.75	3.47	6.83	3.24	1.08	1.77	Not Significant

### Religious Value:-

From Table it is apparent that on “religious value” the mean score of the deprived female students was lower than that of the non-deprived female students. The difference between the two means was found to be 0.49. This difference between the two means was found to be 0.49. This difference is not significant because the obtained C.R. value (0.78) is not significant at any level. Thus the null hypothesis stated above stands retained for “Religious value.” There is no significant difference between the deprived and non-deprived female students on “Religious value”. It means that being more reserved and forth right helps the deprived girls to develop their “Religious value”. In other words the more reserved or detached the deprived girls may have greater applications for the Religious value”. The probable reason for this may be because such persons tend to be cool, stiff, aloof and like working alone avoiding compromises of viewpoints. They may also be afraid and criticism from others. In such conditions they are likely to hesitate in co-operating with others. However, in order to overcome their personality deficiencies and to get emotional satisfaction these girls may prefer activities loaded with same “Religious value”. Both the groups being more forthright helps them to have same “Religious value”. The probable reason for such relationship may be found in their deficient environment and because of the availability of narrow world of experiences. They have limited scope for social interactions, and exchange of thoughts and learning experiences. These situations limit their worldly experiences. Belief in religion and “Religious value” can help them to reduce their tensions. Therefore, they may adopt the same religious life style.

**Social Value:-**

On the “Social value”. The mean score of the non-deprived female students was lower than that of the deprived female students. The difference between the two means found to be (0.33). this difference is not significant because the obtained C.R. values (0.76) is not significant at any level. Thus the hypothesis stated above stands retained. A comparison of non-deprived and the deprived female students shows that both the groups come from deficient environments conditions. Both the groups of the students, that is, the deprived and the non-deprived girls, live in almost similar social situation. They use the same play ground and classrooms. It may be due to this reason that they develop similar “Social value”. The non-deprived girls are likely to develop individualistic value but their social acceptance balances in favour of “Social value”. In the same way, in the deprived groups of the girls dependent on their other breeds for higher “Social value.” Thus it was found that there is no significant difference between the deprived and the non-deprived girls.

**Democratic value:-**

On “Democratic value,” the mean score of the non-deprived female students was higher than that of the deprived female students was higher than that of the deprived female students. The difference between the two means was found to be (0.59). This different is not significant because the obtained C.R. value (1.07) is not significant at any level. Thus the null hypothesis stated above stands retained. Both the groups have a feeling that they are destined to fail because of low level environmental stimulation. They may feel helpless due to lack of facilities and support. They do not get sufficient support by parents, by teachers for their academic development. Both the groups want free life but they do not get sufficient support by parents, by teachers for their academic development. Both the groups want free life but they do not get the environmental support for it.

**Aesthetic value:-**

From table it is apparent that on “Aesthetic value” the mean score of the deprived female students was lower than that of the non-deprived female students. The difference between the two means was found to be (0.87) and C.R. value was (1.38) which is not significant. Thus the

null hypothesis stated above stands retained the result that the deprived student score was lower than that of the non-deprived female students on “Aesthetic value” may be caused because of certain realities of life facing them. The finding indicates that both the groups have more tender minded and imaginative traits of personality and are responsible for developing “Aesthetic value”. It may be because both the groups of girls are day-dreaming, artistic, fastidious and sensitive. At the same time due to imaginative trait their inner-directed interests lead to unrealistic situations accompanied by expressive outbursts. These traits trend to cause them to be rejected in practical activities; therefore, they value beauty and harmony and prefer to spend most of the time in imaginary world.

#### **Economic value:-**

According to Table it is clear that the deprived female students was lower than that of the non-deprived female students for the mean scores of “Economic value.” The actual value difference the two means was (1.50) and C.R. value was 2.62, which is significant at 0.01 levels. Thus the null hypothesis stated above is rejected for “Economic Value”. The result that the deprived girls come from deficient homes who do not have the facilities for their upbringing. It is clear that the deprived girls are likely to suffer financial hardships which generate tension in them. Tensions may force the economically deprived girls to try to adopt those ways which would liberate them from the bound of economic deprivation. Whereas the non-deprived girls do not suffer from the above mentioned situations. Hence they possess high “Economic value.”

#### **Knowledge value:-**

From Table it is apparent that in “Knowledge value” the mean score of the deprived female students was higher than that of the non-deprived female students. The difference between the two means was found to be (0.27). The difference is not significant because the obtained C.R. value (0.47) is not significant. Thus hypothesis stated above is retained. Both the groups come from deficient families and environmental conditions. They do not have cultural difference and other academic facilities. Therefore, they might be holding similar views for “Knowledge.”



**Hedonistic value:-**

According to Table it is clear that on “hedonistic value” the mean score of the deprived female students is lower than that of the non-deprived female students. The difference between the two means was found to be (1.61). This difference is significant because the obtained C.R. value (2.71) is significant at 0.01 levels. Thus the hypothesis stated above stands rejected. The non-deprived and the deprived girls want to have comfort, facilities and pleasure, to avoid labour, pains, troubles and hardwork, to care much for the present to find satisfaction in sensual pleasure. Both the groups want to develop well environmental condition, but situation is not allowed. Hence the non-deprived girls have more “hedonistic value.”

**Power value:-**

From table it is obvious that the mean score of the deprived female students was lower than that of the non-deprived female students. The difference between the two means was found to be (0.16), and C.R. value was (0.29), which is not significant at any level of confidence. Thus the null hypothesis stated above stands retained. There is no significant difference between the deprived and the non-deprived girls. It may be due to the reasons that both the groups come from the similar physical environmental conditions. They have similar desire for more powers, right and privileges and try to gain the position of authority, rule and command to gain and maintain prestige to expect respect, obedience and co-operation from other breeds. But the deprived female and non-deprived female students do not have the sufficient facilities for “Power value.” So they are similar for “Power value” dimension of values.

**Family Prestige Value:-**

From Table it is clear that the mean score of the deprived female students was lower than that of the non-deprived female students for “Family prestige” value. The difference between the two means was found to be 1.68. The C.R. value was (2.89), which is statically significant at 0.01 level. Thus the hypothesis stated above is rejected for “Family prestige” value. There is significant difference between the deprived and non-deprived female students, which may be the reasons for “Family prestige value”, different character of the deprived and the non deprived girls. Both the groups believe in family position and traditions. They have faith in pedigree,

establish relations with famous persons and maintenance of high prestige and purity of family blood.

They go by tradition. But the deprived girls do not suffer from these feelings because they do not have facilities. Hence the non-deprived girls are significantly higher on “Family prestige value.”

### **Health value:-**

From Table it is apparent that on “Health value,” the mean score of the deprived female students was lower than that of the non-deprived female students. The difference between the two means was found to be 1.08. the difference is not significant at any level. Thus the hypothesis stated above stands retained. The result may be due to the following reasons: as it has been seen that both the groups come from similar family situations. Both the groups have the same position because they carry out physical activities. Hence both the groups are similar on “Health value.”

### **Conclusion:-**

On the basis of above analysis it is clear that there is significant difference between Economic, Hedonistic and Family prestige values of deprived and non deprived female students. This finding suggests that deprivation can be a reason for deteriorating values in society. Hence it is the responsibility of home, school, society and government that they all should make collective efforts to remove the problem of deprivation of every type for female students.

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