

A Comparative Study of the Deprived and Non-Deprived Male Students in Relation to their Values

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Values are the socially accepted code of conduct in general and it affects the behavior of an individual in many ways. The present study is a descriptive survey research conducted on secondary school 250 male students of Varanasi region. It is an attempt to study deprived and non-deprived male students in relation to their values. It was found that there is a significant difference in democratic and health values of deprived and non-deprived male students.

Keywords: Hedonistic, Democratic, Religious, Deprivation, Family Prestige

Deprivation is the overall condition showing insufficient satisfaction of basic, psychological and social needs. It can be used interchangeably for cultural deprivation social and cultural disadvantaged and under-privileged. It also refers to the deficient environmental conditions, impoverished experiences and psychological, physical, social, economic as well as other deficiencies as perceived by students. In the present study five areas of deprivation were taken which are as follows.

Social deprivation

Social deprivation is a general term used to describe impoverished environments in which a child or adult is prevented from having the contact with other members of his species that he would ordinarily have. In a socially-deprived environment there is no one for the infant to make contact with the from an attachment for. Here social deprivation refers to availability of meager opportunities for associating with people.

Emotional deprivation:

The term "Emotional-deprivation" refers to lack in the child's experience, of a positive reciprocal relationship with another person. It refers either to the rather precipitous loss of an accustomed relationship with a nurturing person in which his need for warm, loving care, has been regularly gratified or to the absence from the belonging of conditions that permit the formation of such a relationship. Available evidences

suggest that both these types of deprivation can have profound effects upon the developing of the capacity to function in the reciprocal love relationship. Emotional deprivation does not mean that the child is deprived of all emotional experiences, instead, it means that he is deprived as a reasonable share of pleasant emotional experiences, especially curiosity, Joy, happiness and affection. Most children grow up in environments that provide an abundance of unpleasant emotional experiences, anger, fear, jealousy and envy. In this study emotional deprivation refers to the condition where a reasonable share of pleasant emotional experiences especially, curiosity, joy, happiness and affection is not available.

Economic deprivation:

Wilbur (1973) defined economic deprivation in terms of those who are below or above specific threshold. Having restricted poverty to those with low incomes, a multiple of correlates, such as housing, educations, employment, health, fertility, mortality etc. are assembled. Galbraith (1958) observes economic deprivation as "People are poverty stricken when their income, even if it is adequate for survival, falls markedly below that of the community. Then they can not have what the larger community regards as the minimum necessary for decency. They are degraded, for, in the literal sense, they live outside the grades or categories which the community regards as acceptable. Economic deprivation

usually refers to bad housing conditions, a lack of suitable and adequate nutrition, low standard of hygiene in home and also stress and strain in the family. Here economic deprivation refers to bad housing conditions, economic insufficiency and insufficiency in food and clothing.

Educational deprivation :

It indicates to that children who are being deprived of the facilities for education such as books, schooling etc. Generally it is found That the condition of municipality schools and other government aided schools is not satisfactory. Due to free schooling, the children from low economic status prefer to study in that type of schools. The another important cause of educational deprivation is scarcity of good teachers in primary and higher secondary levels. There is also one of the causes of educational deprivation is dearth of educational knowledge among the parents. They are not able to help their children in the completion of their home work because they are illiterates and they don't give more importance to that type of education. Economic condition also hampers the performance of the children. Generally it is seen that poor housing condition, lack of physical facilities, lack of proper room for studying, crowded home condition and non availability of books due to deficiency of money affect the child's performance and hamper his capacity to achieve positively. Here, educational deprivation refers to children's inability to get proper education, books and schooling

Parental Deprivation

Parental deprivation may take a variety of form but in particular, children may be regarded as parentally deprived when they lack a consistent mother figure, when the family is fatherless, and when warmth and affection are missing in the family, even when both parents are presents. Bowlby 's early work (1952) drew attention into the possible long term effects of separation from the mother in early childhood, suggesting that such separation could lead to emotional maladjustment, delinquency, educational problems and even psychopathic behavior . Even without separation, a child can be greatly affected by the mother's failure to accept him, or if she shows the attitude of hostility. Over

indulgence, or repressive control. Rejection by the mother ,which can be show in a variety of way, is the form of severe deprivation for the child , who is likely to react by showing emotional or behavioral disturbance. The effects of the absence of the father from the home are also very serious .Both the status and self image of the child depend to the very large extent on the father's occupational and social status , and the child in the fatherless family can be considered as severely deprived , both in the sense of often lacking a masculine model with which to identify and in the sense of often living in conditions of severe long term material hardship, insecurity and emotional strain (wynn,1964) , Parental deprivation can also be felt by the child when the mother or father is absent from the home for long periods because of the nature of their employment. Even in homes where there is no lack of emotional warmth, the child can suffer because of a lack of parental encouragement and interest in education, Lack of parental encouragement is particularly evident in the case of children from large families, especially those in the manual working classes.

Here in this study the parental deprivation refers to the state of being rejected or separated from their parents or suffering permanent loss of their parents through natural or circumstantial means. The global effect of the above mentioned deprivations have been measured by deprivation scale developed by Kalplata Pandey.

Values

Pepper (1958) defined values as "the 'values' may refer to interests, pleasures, likes preferences, duties, moral obligations, desires, wants, needs, aversions and attractions, and may other modalities of selective orientation." Good (1973) has defined values as "any characteristic deemed important because of psychological, social, moral or aesthetic considerations commonly used in the plural, as in counseling, to refer to built in inner systems beliefs from which one can gain security or support. Harriman (1947) defined values as " (1) brilliance of a colour: (2) judgment about the worth of an entity or concept. Judgments of values are axiological propositions; statements of fact are existential propositions." According

to Williams (1968) 'values', in other words, are found in the large and diverse universe of selective behaviour. Presumably sheer reflex behaviour does not manifest values or valuing neither an involuntary eyelink or knee, jerk nor any one of numerous biochemical processes in the human body constitutes value behaviour." In the end, we can say that value is the underlying motivation for most of the behaviour of an individual. In other words, values serve to meet one's need's. values are the beliefs or approach behaviours that help an individual to fix up a goal and try to achieve it.

In this study ten dimensions of values were taken which are as follows:

Religious value:

To have faith in god, to fear Divine wrath, to make attempts to know god, to speak the truth, to worship god, to behave according to ethical code prescribed in religious books, and so on.

Social Value:

To love all people, to have sympathy for them, to help them in time of need, to serve mankind, to sacrifice personal comforts for the good of others, to have faith in charity, to be kind to others and so on.

Democratic Value:

to respect individuality, to consider all equal, not to discriminate amongst people on the basis of sex, language, religion, caste, colour and family status, to strive for securing justice, and so on.

Aesthetic Value:

To appreciate the beautiful objects in terms of proper proportion and harmony, to have a genuine liking for fine arts such as, art, painting, drawing, sculpture, architecture and music, and so on, to have love for poetry, fine literature, decoration, neatness, and system and so on.

Economic value:

To have liking for money, wealth, and material gains, to desire to become rich, to like rich people and favour them, to consider rich people good for the progress of other people and nation, and so on.

Knowledge Value:

To enjoy learning and principles of any activity, to pursue the course of knowledge to have a liking for truth and discovery of it to work hard and gain more knowledge to find out relationships and facts, to aspire to be knows as a seeker of knowledge as virtue, and so on.

Hedonistic value:

To like comforts, facilities, and pleasure, to avoid labour, pain, troubles and hard-work, to care much for the present, to find satisfaction in sensual pleasures, to be of easy going type, and so on.

Power value:

To have desire for more powers, right, and privileges, to try to gain the position of authority, rule and command to gain and maintain prestige, to expect respect, obedience, co-operation from others and so on.

Family prestige value:

To believe in family position, to act to enhance the family status, to have faith in pedigree, to establish relation with people of high prestige, to believe in the maintenance of the purity of family blood to go by tradition, and so on.

Health value:

To keep body fit to carry out healthful activities, to perform normal duties elegantly, to try for self preservation to have faith in healthful living to admire healthy people, to consider good physical health essential for the development and use of abilities and so on.

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 male 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 male students.

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. Following is the research design of the present research endeavour.

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 male 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 male students individually to know about their values, therefore, 250 secondary school male 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 students for different values.

Analysis & Interpretation

The objective of the study was "To compare the values of the deprived and the non-deprived high school male students". To meet this objective the following null hypothesis was formulated.

- There is no significant difference between the values of the deprived and the non-deprived high school male students".

To test this hypothesis, C.R. value was computed. C.R. values for (Democratic and Health Dimensions of values) were significant. Thus the hypothesis stated above is rejected. But other dimensions of values do not differ

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

Values	Deprived Male Students N=62		Non-Deprived Male Students N=67		$M_1 - M_2$	CR Values	P Value
	M_1	SD_1	M_2	SD_2			
Religious	7.34	4.11	7.26	3.18	0.08	0.12	Not Significant
Social	7.34	3.91	6.71	3.03	0.63	1.02	-Do-
Democratic	8.06	3.60	5.42	2.50	2.64	4.80	Significant at 0.01
Aesthetic	7.18	4.10	7.65	3.30	0.47	0.71	Not Significant
Economic	6.94	3.82	7.23	3.08	0.29	0.47	Not Significant
Knowledge	7.26	3.96	6.74	2.74	0.52	0.86	Not Significant
Hedonistic	6.78	3.79	7.62	3.03	0.84	1.38	-Do-
Power	7.82	3.22	7.68	3.13	0.14	0.25	-Do-
Family Prestige	7.90	4.56	7.47	2.94	0.43	0.63	-Do-
Health	7.66	3.81	6.37	3.37	1.29	2.03	Significant at 0.05 level of Significance

significantly between the deprived and the non-deprived male groups. The null hypothesis is retained regarding these dimensions in values. Following Table show that the significance of mean difference between the deprived and the non-deprived male students on ten dimensions of values.

Interpretation

Religious Value

From the above table it is apparent that in "Religious value" the mean score of the deprived male students was higher than that of the non-deprived male students. The difference between the two means was found to be 0.08. this difference is not significant because the obtained C.R. value (0.12) is not significant at any level. Thus the hypothesis stated above is retained on the "Religious value". The result may be due to the following reasons. The deprived males, most of the time, come from the deficient homes which are devoid of physical facilities and comfort. Who is worldly wise successful may be proud of his skill competence, initiative because he believes that worldly success is caused due to his intelligence. Whereas a man who is unsuccessful to procure happy living in this world believes that his failure is caused by destiny or gods who are against him. It is a matter of common observance that poor, illiterate and unsuccessful persons are highly religious whereas the rich persons may or may not be. Insecurity of life breeds religiosity. The origin of religious itself has been ascribed to the feeling of helplessness of primitive man facing hostile phenomenon of nature.

Social Value

From the above table it is clear that on "Social value" the mean score of the deprived and the non-deprived male students was not significantly different. The actual difference between the two means was 0.63 and C.R. value was 1.02. Thus the null hypothesis stated above is retained The present result may be due to the following reasons: as it has been seen that both the categories of the students, that is, the deprived and the non-deprived, live in almost similar social situation. They use the same play ground and class room. It may be

due to this reason that they develop similar "social value." The non-deprived students are more likely to develop individualistic values but their social acceptability balances in favour of "Social value." Thus it was found that there is no significant difference between the deprived and the non-deprived male students.

Democratic Value

The above table shows that on "Democratic value" there is significant difference between the deprived and the non-deprived male students. The actual difference between the two means was (2.64) whereas the C.R. value was 4.80 and this difference is significant at 0.01 level. Thus the null hypothesis stated above is rejected for "Democratic value." This result may be due to the following reasons: the deprived male student's score was significantly higher than that of the non-deprived male students because the deprived students have more occasions to suffer the pinch of lack of freedom and independence. A person values something which he aspires to get but never gets it, whereas a person who gets something easily underestimates this value. This is the reason why gregariousness is found more in illiterates, the diseased and have-nots, whereas their counterparts developed anti "Democratic value,"

Aesthetic value

From the above table it is apparent that in "Aesthetic value" the mean score of the deprived male students was lower than that of the non-deprived male students. The difference between the two means was found to be 0.47. This difference is not significant because the obtained C.R. value (0.71) is not significant at any level. Thus the hypothesis status above is retained on the "Aesthetic value". Regarding the result that the deprived adolescents score lower on the "Aesthetic value". May be caused of the certain realities of life facing them. The physically deprived adolescents never come into contact with beautiful things such as fine arts, music, neat and clean house, cloths. They often move in narrow economical circumstances because their parents are struggling hard for mere bread and butter having no opportunity to enjoy and appreciate what is beautiful. A child who is living in slums or semi-slum area can not be expected

to dislike ugliness and appreciate beauty. Most of the time they start liking filth dirt, an ugliness. On the lower achievement of the deprived is in constant with common sense and actualities of the target group.

Economic value

The mean score on "Economic value" of the non-deprived male students is not significantly higher than that of the deprived male students. The difference between the two means was found to be 0.29. the difference is significant because the obtained C.R. value (0.47) is not significant at any level. Thus the hypothesis stated above is retained on the "Economic value." The result may be due to the following reasons: the deprived people are poverty stricken when their income, even if it is adequate for survival, falls markedly below that of the community. Then they can not have what the larger community regards as the minimum necessary for decency. They are degraded for, in the literal sense, they line outside the grades or categories which the community regards as acceptable. The deprived people belong to bad housing condition, a lack of suitable and adequate nutrition, low standard of hygiene in home and also stress and strain in the family, whereas the non-deprived adolescents are not suffering from such deficiencies. But both the groups are similar on "Economic value" based on present study because both the groups want to be economically strong.

Knowledge value

According to the above table the deprived and the non-deprived male students do not differ significantly on "Knowledge value." The mean of the deprived male students is (7.26) with S.D. (2.74). C.R. value is (0.86) which is not significant. Thus the hypothesis stated above above is retained. The reason for similar value on "Knowledge" dimension may be due to the family and environmental conditions. Both the groups come same physical areas with no distinct cultural difference. Therefore, they might be holding similar value for "knowledge."

Hedonistic value

On the "Hedonistic value" the mean score of the non-deprived male students was higher

than that of the deprived male students. The difference between the two means was found to be (0.84). this difference is not significant because the obtained C.R. value (1.38) is not significant at any level. Thus the hypothesis stated above above is retained. The following reasons may be leading to the present findings:

- a. both the groups come from similar physical environment and school situations. It may be due to the reason that they develop similar "Hedonistic value."
- b. Second reason for similar value is the equality, stability in the nature of both groups. Because they want comfort facilities and pleasure, to avoid labour pains, troubles and hard work. They care much for the present, to find satisfaction in sensual pleasure. Therefore, they might be holding similar value for the present, to find satisfaction in sensual pleasure. Therefore, they might be holding similar value for "hedonistic value."

Power value

On the "Power value" the mean score of the non-deprived male students was lower than that of the deprived male students. The difference between the two means was found to be (0.14). This difference is not significant because the obtained C.R. value (0.25) is not significant at any level. Thus the hypothesis stated above above is retained. Present result may be due to the following reasons: the deprived and non-deprived male students have equal desires for powers, right and privileges and try to gain and maintain prestige, expect respect, obedience, cooperation from other breeds. So they are similar on "Power value."

Family Prestige

From the above table the mean score of the family prestige value of deprived male students was higher than that of the non-deprived male students. The difference between the two means was found to be (0.43), the C.R. value is (0.63), which is not significant at any level. Thus the hypothesis stated above stands retained for "Family prestige" value. The result may be due to the following reasons: both the groups believe in holding family position and traditions. They have

faith in pedigree, establish relations with famous persons, and maintenance of the high prestige and purity of family blood. They go by traditions. So both the groups are similar on family prestige" dimension of values.

Health value

On the "Health value" the mean score of the non-deprived male students was lower than that of the deprived male students. The difference between the two means was found to be (1.29). This difference is significant because the obtained C.R. value (2.03) is significant at 0.05 levels. Thus the hypothesis stated above stands rejected. The result may be due to the following reasons: as it has been seen that the deprived males have strong body because they carry on physical activities. They are physically strong, whereas the non-deprived male students scored less than their counterparts on "Health value" because they do not keep the physically strong body and avoid the labour, physical activities. So the difference is significant for "Health value" between the deprived and the non deprived males.

Conclusion

On the basis of above analysis it can be concluded that there is significant difference between values of deprived and non deprived students. This finding suggests that deprivation can be a reason for deteriorating values in society especially democratic and health values. 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 adolescents.

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