

ISSN No.: 2320-351X

# PATLIPUTRA JOURNAL OF INDOLOGY

(Half-yearly Refereed Research Journal)

Vol. - 11 :: Issue : 2 :: July 2018



Editor In Chief

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PCIR  
PATLIPUTRA CENTRE FOR INDOLOGICAL RESEARCH  
PATNA

[www.patliputrajournal.com](http://www.patliputrajournal.com)

# PATLIPUTRA JOURNAL OF INDOLOGY

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Annual Subscription (Individual)	₹	500
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## Effects of Supportive School Climate on Deprived Students in Relation to Achievement Motivation, Intelligence, and Creativity

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**Abstract:** Educational climate and the supportiveness of this climate are an important factor that affect the motivation, intelligence, and creative ability of children. Scheduled Caste are considered deprived/disadvantaged part of our society. The education of disadvantaged group poses a major challenge before the government. The objective of this study is to see the effect of school pattern (residential vs non-residential) on SC and non-SC students of Gaya district in relation with their achievement motivation, intelligence, and creative ability. The sample of study consisted of 294 high school students of class 9th and 10th, selected from SC residential high school and non-residential high school of Gaya district. Verbal Test of Creative Thinking developed by Baqer Mehdi (1973); General Intelligence Test developed by S.M. Mohsin (1983); and Forced Choice Test of Achievement Motivation developed by B. Mukherjee (1965) was used as tools to collect the data. Result: The result shows significant difference between SC students of residential and non-residential schools in terms of achievement motivation and intelligence, but not in creativity score. No significant difference was found between residential SC students and other caste day scholar students in terms of achievement motivation, intelligence and creativity score.

**Keywords:** Supportive school climate, Deprivation, Creativity, Achievement motivation, Residential and non-residential, Scheduled caste, Forward and backward caste. School pattern.

### Introduction:

Our segment of our society has different types of characteristics. Population of the society differ in their cognitive abilities, motivation, creativity, intelligence in one hand and differ in deprivation, achievement and climate supportiveness of school and society on the other hand. The significance of school climate supportiveness early in the child's life has been demonstrated by studies in which it was shown

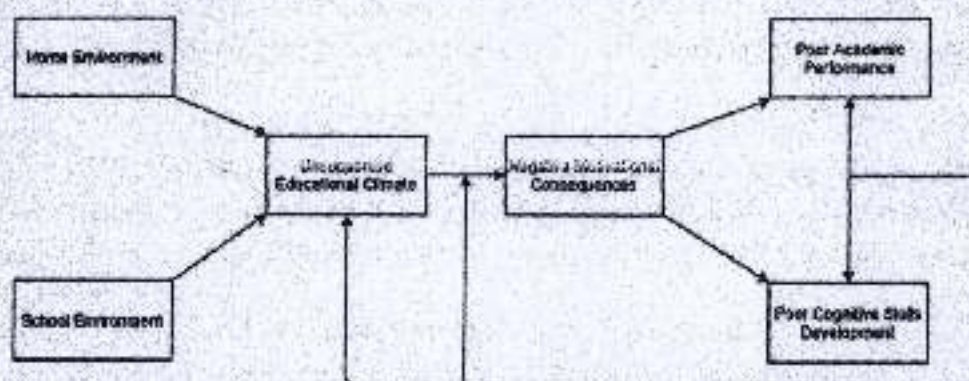
that children attending preschool institutions make advances in intelligence that are lasting and real. And educational forces continue to exert their influence throughout the entire developmental period. Therefore, we must regard the duration, quality and intensity of educational forces as influences of the first order in production of individual differences in mental abilities, such as, intelligence and creativity (Freeman, 1977). This does not mean that equalised opportunity for mental development will make all children equally competent. It does mean, however, that for the full realization of every individual's capabilities, it is essential that a favourable environment be provided. Since it has been shown that all levels of mental ability are found in all social and economic groups, although in markedly varying proportions, the education of any child becomes an individual matter. Available research findings indicate that with equal socio-cultural and educational opportunities the mental abilities of most children could be raised considerably, and that the greatest part of individual differences was attributable to discrepancies in cultural and educational opportunities. It would be maintained from this point of view that most children of inferior mental levels have suffered socio-cultural and educational "deprivation"; that if "equal educational opportunity" were provided for all children, then the intellectual achievements of most children could be greatly enhanced, if their degree of motivation were also strong enough.

Furthermore, it has been found that children who are reared in environments that are especially impoverished are adversely affected in the development of mental abilities. Conversely, children who have had the advantages of experiences in a well-conceived and well-run school show some advantage over matched groups of children who have not. Sharma (1978) in his research found that high caste students possess higher intelligence in comparison to low caste student. Further, privileged students (high caste group) possess more intelligence and achievement motivation than unprivileged students (low caste group). Prasad (1984) found that different caste group (forward, backward, and SC) do not differ significantly in intelligence but they differ significantly in creativity index. He also finds that these groups do not differ significantly in respect to achievement motivation. Findings suggest that achievement motivation, in combination with several other factors, may affect success in school and elsewhere in the same manner across various ethnic and cultural groups (Rowe, Vazsonyi, & Flannery, 1995). In other words, success may stem from much the same factors regardless of one's ethnic or cultural background. Saroj (2016) found that socially disadvantaged children have lower IB scores. She further found that poor and deficit environment retards or arrests the development of intellectual and other cognitive abilities.

Taking the educational climate as an important factor for the motivation of the deprived scheduled caste group, we can assess the effectiveness with which our educational institutions provide for the educational needs of the scheduled caste. We have reasons to believe that the scheduled caste child fits very little with what the school wants and expects out of him. Like in the West, Indian school also represent middle class values. In this respect, the analysis of Lightfoot (1971) is also applicable to the Indian setting. He says "since middle class culture dominates our schools, the elaborate code of communication (formal language), the dominant value pattern (competition, punctuality, hard work,

cleanliness etc.) and the external demands of ability grouping for special education (middle class standardized test) as well as the instructional programmes and techniques children are exposed to, testifies to the recognition that the children of the lower class will in all likelihood, become increasingly disadvantaged in the present school environment" (Lightfoot, 1971). As a result of this, a vicious circle is set into motion. Often a lower caste child enters the school less equipped because as DeCecco (1968) maintains he comes from a pre-school environment which fails to develop entering behaviour necessary to begin his formal education. In the school, he is exposed to a middle-class culture with which adjustment is difficult. This lack of fit is further pronounced by an indifferent, if not hostile climate and results in his lack of motivation and intelligence. The less motivated he is, the less likely he is to attain desired academic standard which provides a further confirmation of his inherent incapacities. He eventually drops out or this process results in premature school termination (Rath, 1976).

A model of underachievement of disadvantaged children has been conceptualized as dynamic model by Pande & Tripathi (1982) can be generalized for present paper (Fig-1). It postulates that an unsupportive educational climate which may result from forces operating in the home and educational environment of the child is likely to influence academic motivation and intellectual performance of the child negatively.



In this context a model suggested by Bronfenbrenner (1974a) is also important. He postulates that the enduring environment of the child or his ecology may be conceived in terms of two concentric layers. The "upper" and the more visible layer contains his home, school, peer groups and so on, each possessing three dimensions, namely, physical space and material, social roles and relationships of the child vis-a-vis other people, and his activities. The "supporting" or the "surrounding" layer embedding the former is provided by the geographic and physical environment and the institutional setting of the child in terms of his social class, caste and the general services and amenities available to him. But these layers do not operate independently, but constantly interact not only with one another, but also are embedded in a larger and more pervasive setting constituting what have been designated as the "outer layers" of the child's ecology (Sinha, 1982). Keeping in view factors discussed above and the nature of literature, our concern is limited here to the effects of supportiveness of school climate

(residential environment vs day school) on deprived class(SC student) and other privileged class (forward caste and backward caste) in relation to achievement motivation, intelligence, and creative ability.

#### **Objectives of the study:**

The main objectives of present study are as follows:

1. To investigate into the impact of school climate (residential SC students Vs day scholar students of different castes) on achievement motivation.
2. To examine the effect of school climate (residential SC students Vs day scholar students of different castes) on intelligence.
3. To investigate into the impact of school climate (residential SC students Vs day scholar students of different castes) on creativity.

#### **Hypotheses:**

H 01: There would be no significant difference of achievement motivation between SC students (of residential schools) and different caste groups (forward, backward, and SC students of day schools).

H 02: There would be no significant difference of intelligence between SC students (of residential schools) and different caste groups (forward, backward, and SC students of day schools).

H 03: There would be no significant difference in creative ability score between SC students (of residential schools) and different caste groups (forward, backward and SC students of day schools).

#### **Methodology:**

##### **a) Sample:**

The present study was conducted on a sample of total 294 students of Govt. High schools of Gaya District of Bihar. Students were selected through incidental-cum-purposive sampling method. Age range of students were from 13 to 17 years. Details of sample according to school pattern and caste groups are as follows:

Residential school students (SC)= 100 (from BodhGaya and Barachatti)

Day School students (Forward Caste) = 50 (from BodhGaya and Chandauti Block)

Day school students (Backward Caste)=90 (from BodhGaya and Chandauti Block)

Day school students (SC) = 54 (from BodhGaya and Chandauti Block)

Total N =294

##### **b) Tools Used:**

i. In the present study General Intelligence Test (GIT) developed by Prof. S.M.Mohsin (1983 revised) has been used to measure the intelligence of sample used. Obtained score was converted into I.B. (Index of Brightness). There are six tests in the GIT, and it consists total 156 items that takes 40 minutes to complete it. Reliability of the test by odd-even method is 0.98 and by test-retest method 0.89. Validity of the test on the scale measured with Raven's SPM is 0.65.

ii. In the present study, investigator has used Verbal Test of Creative Thinking developed by Prof. Baqer Mehdi (1973) to investigate creativity of used sample. It tests three factors namely - a. Fluency,

b. Flexibility, and c. Originality. Total battery includes activities related to Consequences- 3 items (12 mts.); Unusual Uses-3 items (15 min.); New Relationship- 3 items (15 mts.); Product Improvement- 1 item (6 min). Total 10 items and 48 minutes time complete the activity.

iii. The Hindi version of Achievement Motivation Test developed by B. Mukherjee (1965) was used in the study. The test consists of 50 sentence completion items. The possible range of scores is from zero to fifty. It's odd-even reliability corrected by S-B formula is reported to be 0.58. A high score on the test means "a keen desire to compete successfully with a standard of excellence. An expressed interest in undertaking difficult and challenging tasks and a strong sense of optimism" (Mukherjee, 1969).

#### Statistical Analysis and Results:

Mean, SD, and t-ratio were applied and calculated for statistical analysis of obtained data.

**Table - 1**

Mean, SD, and t-ratio of Achievement Motivation of SC(RSS) with DSS of FC, BC, and SC group.

Group	N	Mean	SD	df	t-ratio	Result
SC(RSS)	100	17.82	4.39	148	1.78	Not significant
FC(DSS)	50	18.22	4.79			
SC(RSS)	100	17.82	4.39	188	0.80	Not significant
BC(DSS)	90	17.33	4.01			
SC(RSS)	100	17.82	4.39	152	3.16	P < .01 (significant)
SC(DSS)	54	15.78	3.48			

**Table- 2**

Mean, SD, and t-ratio of IB of SC(RSS) with DSS of FC, BC, and SC group.

Group	N	Mean	SD	df	t-ratio	Result
SC(RSS)	100	84.40	17.29	148	0.6	Not significant
FC(DSS)	50	86.18	17.01			
SC(RSS)	100	84.40	17.29	188	1.78	Not significant
BC(DSS)	90	79.86	17.82			
SC(RSS)	100	84.40	17.29	152	2.92	P < .01
SC(DSS)	54	73.39	17.26			



**Table-3**

Mean, SD, and t- ratio of Creativity score of SC(RSS) with DSS of FC, BC, and SC groups.

Group	N	Mean	SD	df	t-ratio	Result
SC(RSS)	100	47.90	26.37	148	1.46	Not significant
FC(DSS)	50	54.90	28.21			
SC(RSS)	100	47.90	26.37	188	1.80	Not significant
BC(DSS)	90	54.61	25.00			
SC(RSS)	100	47.90	26.37	152	0.50	Not significant
SC(DSS)	54	45.98	20.40			

(SC= Scheduled Caste; FC= Forward Caste; BC= Backward Caste; RSS= Residential School Student; DSS= Day School Student; IB= Index of Brightness).

#### Discussion:

Table-1 is the comparison table of achievement motivation of residential school students (SC) with day school students. Day school students include three subgroups, namely, Forward caste (FC), Backward caste (BC), and Scheduled Caste (SC). Table-1 shows that there is no significant difference between SC(RSS) and FC(DSS), and SC(RSS) and BC(DSS). So, in this case hypothesis is accepted. But when SC(RSS) is compared with SC(DSS), a significant difference is found ( $p < .01$  level). So, in this case hypothesis is rejected. Thus, due to supportiveness of climate SC(RSS), here defined as most deprived part of society, has covered the level of achievement motivation to the level of privileged group (FCDSS and BCDSS). But unsupportive school climate let SCDSS lagging behind all groups.

Table-2 is the comparison table of Index of Brightness of residential school students (SC) with day school students. Here again it was observed that Mean difference of SC(RSS) group with FC(DSS) and BC(DSS) is not significant. In this case hypothesis has been accepted. But in the case of IB comparison between SC(RSS) and SC(DSS)-a significant difference was found ( $p < .01$ ). In this case hypothesis has been rejected. The result again confirmed the role of supportiveness of school climate in the development of intelligence.

Table-3 is the comparison of creative ability of residential school students (SC) with day school students. Analysis of result shows no significant difference among the mean scores of SC(RSS), and FC, BC, SC (DSS). So, in this case hypothesis has been rejected.

#### Conclusion:

It is concluded that in a supportive school climate deprived student can do well and enhance their achievement motivation and intelligence in comparison to those counterparts who are in an unsupportive school climate and are deprived. It is further concluded that the supportiveness and unsupportiveness of school climate does not affect creativity level of students whether they are deprived or privileged.

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