CHAPTER VIII

SUMMARY, LIMITATIONS, AND SUGGESTIONS FOR FUTURE RESEARCH

In the present investigation an attempt has been made to study the influence of certain variables upon the academic achievement of the orphanage-reared, home-reared deprived, and the non-deprived children. The variables selected were intelligence (yielding scores on verbal IQ, performance IQ, full scale IQ, and VIQ-PIQ discrepancy), locus of control [yielding scores on total internality (total I), and its subscores I+ and I- i.e., internal responsibility for success and failure respectively], and achievement motivation [yielding scores on achievement-related motivation (AR), task-related motivation (TR), unrelated to motivation (UR), and AVAI total score]. Group (deprivation) and sex differences were studied for each of these variables as well as for total academic achievement, achievement in mathematics, English, Hindi/regional language, science and social studies. Intercorrelations between these variables were also undertaken and regression analysis was applied to assess the relative contribution of each of the independent variables, viz., intelligence, locus of control, and achievement motivation, in explaining the variance for the total academic achievement and achievement in each of the
subject areas for the total sample as well as for the three groups separately.

On the basis of the review of literature, the following hypotheses were formulated:

(1) Academic achievement* of orphans and home-reared deprived subjects will be lower to that of the non-deprived subjects.

(2) The orphans and the home-reared deprived subjects will be higher on external LOC or conversely, lower on internal LOC as compared to the non-deprived subjects.

(3) The orphans and the home-reared deprived group will have lower achievement motivation as compared to the non-deprived group.

(4) Verbal IQ-Performance IQ discrepancy scores will be higher in orphans and home-reared deprived group as compared to the non-deprived group.

(5) There will be no differences among the three groups on performance IQ whereas the non-deprived group will be higher on verbal IQ as compared to the other two groups, viz., orphans and the home-reared deprived group.

(6) There will be a positive correlation of academic achievement* with

*Academic achievement means the total achievement as well as achievement in the various school subjects.
(a) internal LOC,
(b) achievement motivation,
(c) verbal IQ and performance IQ.

(7) The correlation of academic achievement will be higher with verbal IQ than with performance IQ.

(8) The role of intellectual factors will be higher in the non-deprived group than in the orphanage-reared and the home-reared deprived groups.

(9) Boys compared to girls will score higher in mathematics and science while girls will score higher in English and Hindi/regional language.

(10) Boys will be more internal as compared to girls.

(11) Boys will be higher on achievement motivation as compared to girls and conversely, lower on achievement anxiety.

(12) Sex differences will be higher in the home-reared deprived group as compared to those in the orphanage-reared and the non-deprived groups.

(13) There will be no sex differences on intelligence.

For the purpose of investigation, the orphanage-reared sample was selected from orphanages in Punjab, Haryana, and Uttar Pradesh. The Prolonged Deprivation scale (Misra & Tripathi, 1977b) was administered to a large sample of students from the same/similar schools as were attended by the orphans, and based on the following criterion the home-reared deprived and the non-deprived
samples were selected.
(a) Scores above the cut-off point of 238.15
(b) Scores below the cut-off point of 238.15.

The sample attended Government schools and their academic records of three consecutive examinations were taken from the school files. In one session, Malin's Intelligence Scale for Indian Children (Malin, 1969) was administered individually to each child and in subsequent sessions, the Hindi versions of Crandall et al.'s (1965) Intellectual Achievement Responsibility (IAR) Scale and Mehta's (1976) Achievement Values and Anxiety Inventory were administered.

Two way analysis of variance, product - moment correlations and multiple linear regression analysis were applied on all the variables (the latter two statistical tools applied for the total sample as well as for all the three groups separately) and the following results were obtained:

(1) The orphans had significantly higher mean achievement in mathematics, science, and social studies, as compared with both the home-reared deprived and the non-deprived groups.

(2) The academic performance of the home-reared deprived group was significantly lower than that of the non-deprived and orphanage-reared groups on total
academic achievement, achievement in mathematics, science, social studies and Hindi/regional language (on Hindi/regional language, scores of the deprived group were lower as compared with only the non-deprived group).

(3) There were no group differences on achievement in English, but on Hindi/regional language, the non-deprived group attained higher scores as compared with both the other groups.

(4) Boys scored higher than girls in mathematics, but the girls scored higher than boys in Hindi/regional language and social studies. No sex differences were evident on achievement in the other subject areas.

(5) The significant main effect of deprivation on intelligence, locus of the control, and achievement motivation measures revealed the following:

(a) The orphanage-reared group as compared to the non-deprived group was higher on I- and lower on PIQ, FIQ and VIQ-PIQ scores.

(b) The orphanage-reared group as compared to the home-reared deprived group was higher on total I, I+, I-, VIQ, PIQ, FIQ, and AR scores.

(c) The non-deprived group compared with the home-reared deprived group was higher on I+, VIQ, PIQ, FIQ, and VIQ-PIQ.
The significant interaction effects on intelligence, locus of control, and achievement motivation measures revealed the following:

(a) The orphan boys in comparison with the home-reared deprived boys were higher only on UR and not significantly different on any of the locus of control, intelligence and achievement motivation measures. However, the orphan girls as compared to the home-reared deprived girls were higher on total I, I+, PIQ, FIQ, AR, and AVAI scores, and lower only on UR scores.

(b) The orphan boys in comparison with the non-deprived boys were lower on I+, PIQ and FIQ and not significantly different on any of the other variables, whereas the orphan girls as compared with the non-deprived girls were higher only on total I, AR and AVAI scores and not different on any of the other measures.

(c) The home-reared deprived boys in comparison with the non-deprived boys were lower on PIQ and FIQ and not significantly different on any of the other measures. However, the non-deprived girls scored significantly higher on total I, I+, PIQ, and FIQ as compared with the home-reared deprived girls and were not significantly different on any of the other measures.
(7) Boys as compared with the girls scored lower on the locus of control (total I, I+, I−) measures, while the girls scored lower on the intelligence (PIQ, FIQ, and VIQ-PIQ) measures as compared to their male counterparts. There were no significant sex differences on VIQ, AR, TR, UR and AVAI scores.

(8) Significant sex differences were obtained within the groups which were as follows:

(a) The orphan boys scored lower on total I, I+, AR and AVAI scores as compared with the orphan girls while the former scored higher on UR as compared with the latter.

(b) The non-deprived boys scored lower only on total I as compared with the non-deprived girls.

(c) The home-reared deprived boys scored higher on PIQ, FIQ, AR and AVAI as compared with their female counterparts.

(9) There were high significant positive correlations between total academic achievement and achievement in mathematics, English, Hindi/regional language, science and social studies for the total sample and for the three groups.

(10) For the total sample, there were significant correlations of total academic achievement, achievement in each subject area with total I, I+,
VIQ, PIQ and FIQ. I- and AVAI significantly correlated with total academic achievement and achievement in the subject areas except for the correlations for languages. UR showed significantly negative correlations with achievement in science, social studies, and total academic achievement. VIQ-PIQ discrepancy yielded significant correlation only with achievement in science.

(11) I- did not yield significant correlations with languages and I+ did not yield significant correlations with mathematics for any of the three groups. Specifically, LOC measures (total I, I+ and I-) did not significantly correlate with achievement in mathematics for the home-reared deprived and the orphanage-reared groups, and with achievement in languages for the orphanage-reared group.

(12) VIQ and PIQ showed significantly positive correlations with total academic achievement and achievement in all subject areas for the three groups, except for the correlation between PIQ and achievement in Hindi/regional language for the home-reared deprived group. The correlation of academic achievement with PIQ was small and varied in significance particularly among the two deprived groups.

(12) There were significant negative correlations between
UR and achievement in Hindi/regional language, science, social studies, and total academic achievement in the orphanage-reared group.

(14) VIQ emerged as the most significant predictor of total academic achievement and achievement in the five school subjects for the total sample and the three groups, except for achievement in Hindi/regional language in the non-deprived group, where I h emerged as the most significant predictor of achievement. The contribution of locus of control measures (total I and I+) though small, were also significant for achievement in Hindi/regional language, science, social studies, and total academic achievement for the total sample, achievement in science for the orphans, and achievement in social studies for the home-reared deprived group. Significant contributions were also made by AVAI and UR towards achievement in Hindi/regional language in the non-deprived group, and achievement in social studies in the orphanage-reared group respectively.

LIMITATIONS

Every study has its limitations and so does the present work. Some of the limitations that come to the investigator’s mind are presented below:

(1) The deprived group did not comprise the extremely
deprived sample because there were virtually no such students attending the schools from where the data were collected.

(2) Some of the factors like parental involvement in children's studies in the homes has just been assumed and not studied in the present investigation.

(3) Since the non-deprived sample had to be selected from the same/similar schools as attended by the deprived and the orphan subjects, it comprised mainly of children from the lower-middle or maximum the middle-middle class. Therefore, the generalizations have to be restricted to only the lower-middle or middle-middle class in the study.

(4) The sample size due to the nature of the study was rather small.

SUGGESTIONS FOR FUTURE RESEARCH

Some of the suggestions proposed by the investigator are as follows:

(1) It is imperative that such school variables as class size that relates to acquisition of basic skills, and attitudes of teachers towards the advantaged and disadvantaged children which may influence their academic performance be taken into consideration.

(2) A follow up of the orphans to assess the adjustment and personality development pattern of the orphan
girls settled in marriage and the occupational growth of the orphan boys settled in some vocation.

(3) A comparative study of the academic achievement of children from those lower-class families who have not been able to make it good in life with the children of those families who have had the good fortune of rising in life and assessing the factors that have led to their rise.

(4) Particularly with reference to the deprived, the focus should be on inter-personal relationships (e.g., parent-child, teacher-student, child-peers), rather than individual behaviour.

(5) Parental involvement, social competence and self-concept, may be studied as predictor variables along with the ones taken in the present investigation.