



# REVIEW OF RESEARCH

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## LEARNING CONDITIONS OF CULTURALLY DISADVANTAGED SECONDARY SCHOOL PUPILS WITH RESPECT TO DEMOGRAPHIC PROFILE

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### ABSTRACT:

*The main purpose of the study was to find out the learning conditions of culturally disadvantaged secondary school pupils with respect to demographic profile for meeting the needs of the culturally disadvantaged students at secondary level in Kerala. The study was conducted on 255 secondary school students from institutions based on gender, locale of the school, and community affiliation of the students. The tool used for the study was Scale for identifying culturally disadvantaged secondary school pupils (ICDSSP). The data was analysed using statistical techniques viz 't' and 'f' test. The finding of the study reveal that there exists no significant difference in the areas of learning conditions of culturally disadvantaged secondary school pupils based on gender, locale of the school, and community affiliation of the students.*



**KEYWORDS:** *Disadvantaged student, Learning Conditions Language barriers, Learning Environment, Family Relationships, Socio Economic status, Health and Physical status.*

### BACKGROUND

Cultural disadvantageousness is a problem that exists among learner community, which prevents them from attaining the benefits of education. As the term 'cultural disadvantageousness' basically hinges upon the concept of culture, it is essential to think of culture, a social phenomenon which attributed to human beings. Anthropologically speaking, culture is the set of learned behaviors and ideas including beliefs, attitudes, values and ideals that are characteristic

of a particular society or other social group. Education is a means of acculturation in the sense that it prepares younger generations to be suitable for the existing culture. It is a well-known fact that education has to undertake certain cultural functions such as transfer, transformation and preservation of culture. Educational dysfunction with regard to culture is one of the reasons why a child is left culturally disadvantaged. Socio-economic, political and ethnic aspects are believed to contribute considerably to this cultural handicap. Personal dispositions

also have a role to play here, though being minor. It is obviously true that cultural disadvantage of individuals and groups mars or thwarts the social progress. Delinquency, anomie, superstitions, evil practices and various forms of anti-social as well as parochial tendencies will come up. So, education has every reason to take responsibility to address the problems of cultural disadvantage and redress them effectively. The central theme of the present study is to identify the learning conditions Culturally Disadvantaged Secondary School Pupils with respect to

demographic profile.

### **Learning characteristics of a disadvantaged student**

1. Orientation towards physical and visual rather than to the oral.
2. Content-centered rather than introspective.
3. Problem centred rather than abstract centred.
4. Inductive rather than deductive.
5. Spatial rather than temporal.
6. Slow, careful, patient and preserving rather than quick, clever, facile and flexible.
7. Inclined to communicate through actions rather than words.
8. Deficient in auditory attention and interpretation skills.
9. Oriented toward concrete application of what is learned.
10. Short attention span.
11. Characteristic gaps in knowledge and learning.

### **Disadvantaged students may demonstrate the following characteristics in the classroom.**

1. Low level reading ability
2. Limited formal vocabulary and poor speech construction and diction.
3. Relative slowness in performing intellectual tasks.
4. Poor health and poor health habits.

### **NEED AND SIGNIFICANCE OF THE STUDY**

Indian education survives and thrives only when it tries to fulfill the aspirations and ideals of the constitution of India. Our constitutional mission is to design India as a democratic, socio-economic nation. Naturally, our public-funded education should be committed to being subservient to that grand objective. Hence, the concepts- access, equity and quality- have been recognized as the three fundamental functional norms of our educational system. The egalitarian spirit of our constitution reflects in our curricular frame works both at national and regional levels. Over time, Indian education has shed off the esoteric and elitist vestiges bequeathed from colonial masters. As the progress of the man in the street has become the yardstick of the overall progress of the country, the educational advancement of the poor and marginalized sections of our nation has become the genuine yardstick of our educational progress. So, addressing the educational issues of culturally disadvantaged children is a solemn duty of our educational system. Practical measures have to be designed and implemented in this respect.

Owing to many deficiencies and handicaps, a culturally disadvantaged person shows symptoms of maladjustment. Such a person is relatively slow at cognitive skills. But he or she is not at all stupid. A culturally disadvantaged individual appears to learn through a physical, concrete approach. He or she often appears to be anti-intellectual, pragmatic rather than theoretical. A striking feature of cultural disadvantage is a blind commitment to traditions and superstitions. Such an individual is not willing to reason about many his or her blind beliefs.

The term used to label such students has undergone a number of modifications since the 1960s. First it was changed from 'culturally deprived' to 'culturally disadvantaged' to signify that these students were not cultureless (deprives of a culture) but brought up in a culture that placed them at a disadvantage. Later on, 'culturally disadvantaged' was replaced by 'educationally disadvantaged' to indicate that the whole of students' culture was not take into consideration, but merely the way they were prepared to function in school. Some students are ill prepared to succeed in school because their culture places them at an educational disadvantage. The present study retains the term 'culturally disadvantage' in order to avoid semantic confusion about the educationally disadvantaged. Indeed, cultural disadvantages of a student reflect in his or her overall educational performances, there being a cause-effect relationship between the two variables. The cultural disadvantages cause backwardness in

education through various handicaps such as external locus of control, de-motivation, poor self-esteem and negative self-concept.

Cultural disadvantage refers to many sorts of handicaps or inadequacies a person experiences in his or her life. It is a condition in which a person has to confront with deficiencies that get in the way of his or her self-actualization. Parameters like poverty.

### OBJECTIVE OF THE STUDY

1. To find out the significant difference in the learning conditions of the culturally disadvantaged secondary school pupils based on gender, locale of the school and community affiliation of the student

### HYPOTHESIS OF THE STUDY

2. There exists no significant difference in the learning conditions of the culturally disadvantaged secondary school pupils based on gender, locale of the school and community affiliation of the students

### METHODOLOGY

Normative Survey method was adopted for the present study. The sample constituted 155 culturally disadvantaged secondary school pupils in Kollam district. Stratified random sampling technique was employed giving due emphasis to gender, locale and community affiliation of students. Tool used for the study is a scale - Scale for identifying Culturally disadvantaged secondary school pupil.

### RESULTS AND DISCUSSION

**Analysis of the significance of difference in the learning conditions of the culturally disadvantaged secondary school pupils based on gender, locale of the school and community affiliation of the students**

“To compare the mean scores of learning conditions for subsamples of culturally disadvantaged secondary school pupils classified on the basis their gender, the corresponding hypothesis “There exists no significant difference in the learning conditions of culturally disadvantaged secondary School pupils for the sub samples based gender, locale of the school, and community affiliation of the students”. The scores for the sub samples were tabulated and the significant difference in means was found out. The data and results are presented below.

There exists no significant difference in the learning conditions of culturally disadvantaged secondary school pupils based on their gender.

**Table 1.Data and results of the test of significant difference in the mean scores of learning conditions of culturally disadvantaged secondary school pupils based on their Gender**

Variables	Gender	N	Mean	Standard Deviation	Critical Ratio	P value
Learning Conditions	Male	92	142.51	9.0463	.892	.384
	Female	63	141.23	8.2378		
Language Barriers	Male	92	30.21	3.273	1.47	P>0.05
	Female	63	29.40	3.457		
Learning environment	Male	92	26.33	3.623	.951	. P>0.05
	Female	63	25.73	4.120		
Family Relationshipss	Male	92	29.35	3.303	.623	P>0.05
	Female	63	29.02	3.195		
Health and physical Status	Male	92	26.67	3.461	.073	P>0.05
	Female	63	26.71	3.235		
Socio Economic Status	Male	92	29.957	3.0559	.869	P>0.05
	Female	63	30.381	2.8817		

The critical ratios obtained for learning conditions of culturally disadvantaged secondary school pupils is .892 which is less than the table value 1.96 at .05 level of significance ( $p > .05$ ). This means that male and female culturally disadvantaged secondary school pupils do not significantly differ in their learning conditions. So the hypothesis, "There exists no significant difference in the learning conditions of culturally disadvantaged secondary school male and female pupils" is accepted. The Table also shows that the obtained critical ratios for Language Barriers, Learning environment, Family Relationships, Health and physical Status, and Socio economic status are 1.47, .951, .623, .073 and .869 respectively, which are less than the Table value 1.96 at .05 level of significance ( $p > .05$ ). This means that male and female culturally disadvantaged secondary school pupils do not significantly differ in the areas of learning conditions. So the hypothesis "There exists no significant difference in the areas of learning conditions of culturally disadvantaged secondary school pupils based on gender" is accepted.

### Analysis of Significant Difference In The Learning Conditions of Culturally Disadvantaged Secondary School Pupils For the Sub Samples Based on Locale of The School

The first objective was "To find out the significant difference in the areas of learning conditions with respect to area of school." Test of significance of the difference among the areas of the learning conditions with respect to area of school was found out to assess whether they differ on this variables significantly. 'F' test was used for this purpose. Analysis of Variance (ANOVA), the one way classification technique was employed. There exists no significant difference in the learning conditions of culturally disadvantaged secondary school pupils for the sub samples based on Locale of the school.

**Table 2 Summary of analysis of variance on the areas of the learning conditions with respect to Locale of the school**

	Source of Variance	Sum of Squares	df	Mean of Squares	F	P value
Language Barriers	Between Groups	42.985	3	14.328	1.274	$P > 0.05$
	Within Groups	1697.686	151	11.243		
	Total	1740.671	154		-	
Learning Environment	Between Groups	28.144	3	9.381	.635	$P > 0.05$
	Within Groups	2231.766	151	14.780		
	Total	2259.910	154			
Family Relationships	Between Groups	41.947	3	13.982	1.330	$P > 0.05$
	Within Groups	1588.028	151	10.517		
	Total	1629.974	154			
Health and Physical status	Between Groups	29.222	3	9.741	.860	$P > 0.05$
	Within Groups	1709.913	151	11.324		

	Total	1739.135	154			
Socio economic status	Between Groups	51.734	3	17.245	1.973	P>0.05
	Within Groups	1319.686	151	8.740		
	Total	1371.419	154			

\* Not Significant at .05 level

The calculated 'F' value for Language Barriers, Learning environment, Family Relationships, Health and physical Status, and Socio-Economic Status are 1.27, 635, 1.33, 860 and 1.97 respectively at 3 and 151 degrees of freedom and the value not exceeds 4.63, the 'F' value at .05 level of significance. This implies that there exists no significant difference among the areas of the learning conditions with respect to Locale of the school. In other words, the significant 'F' value indicates that the Locale of the school was not an important factor for determining the culturally disadvantaged pupils. The study, again continues to reflect that the locale of the school, whether it is rural, urban, tribal, coastal or slum area have no influence for the occurrence of cultural disadvantageousness. That is to say, that the susceptibility of cultural deprivation and the concomitant disgust is mainly attributed to the low learning conditions and the allied low socio economic status. So the hypothesis "there exists no significance difference with respect to locale" is accepted

#### To find out the significant difference in the learning conditions of culturally disadvantaged secondary school pupils for the sub samples based on the community affiliation of the student

To ascertain whether there exists any significant difference in the areas of the learning conditions of culturally disadvantaged secondary school pupils on the basis of their community affiliation of pupils, test of significance of difference (t-test) was employed. **Hypothesis** There exists no significant difference in the areas of the learning conditions of culturally disadvantaged secondary school pupils on the basis of their community affiliation.

**Table 3 Summary of analysis of variance of the areas of the learning conditions with respect to community affiliation**

	Source of Variance	Sum of Squares	df	Mean of Squares	F	P value
Language Barriers	Between groups	32.245	2	16.122	1.43	P>0.05
	Within groups	1708.426	152	11.240		
	Total	1740.671	154		-	
Learning environment	Between groups	7.372	2	3.686	.249	P>0.05
	Within groups	2252.538	152	14.819		
	Total	2259.910	154			

Family Relationships	Between Groups	49.416	2	24.708	2.37	P>0.05
	Within Groups	1580.558	152	10.398		
	Total	1629.974	154			
Health and physical status	Between Groups	16.693	2	8.346	.737	P>0.05
	Within Groups	1722.443	152	11.332		
	Total	1739.135	154			
Socio economic status	Between Groups	5.034	2	2.517	.290	P>0.05
	Within Groups	1366.385	152	8.989		
	Total	1371.419	154			

*\* Not Significant at .05 level*

The calculated 'F' value for Language Barriers, Learning environment, Family Relationships, Health and physical Status, and Socio-Economic Status are 1.43,..249,2.37,.737 and .290 respectively at 2 and 152 degrees of freedom and the value not exceeds 4.63, the 'F' value at .05 level of significance. This implies that there exists no significant difference among the areas of the learning conditions with respect to their community. In other words the significant 'F' value indicates that the community has not an important factor for determined the culturally disadvantaged pupils. Whether the variable community was taken into consideration, the study continued to reveal the fact that there exists no significant difference between pupils hailing from the different strata of the community to which the pupils are affiliated to. Cast and community are determined by the birth of a child, mainly ascribed to a parental caste and community. That is to say cultural disadvantageousness mainly determined by low learning conditions coupled with low socio economic status. So the hypothesis "there exists no significance difference based on the community affiliation of the student" is accepted.

### IMPLICATIONS

The study has further revealed that there exists no significant gender difference with respect to cultural disadvantageousness. That is to say, gender is not a significant variable in the positioning of a safe corner, for cultural disadvantageousness. Stated differently, cultural disadvantageousness is characterized by low socio economic status and poor learning conditions which is playing a critical role irrespective of the gender concerned. This finding yields an added responsibility on the part of the teachers, that both the gender requires the care and attention of the teacher on a perpetual way. Thus gender is not at all a barrier for the occurrence of cultural disadvantageousness across the society elsewhere in the world. The study continues to reflect that exist gender difference for language barriers, learning environment, Family relationships, health and physical conditions and socio economic status. The findings obtained for the first hypothesis is stamped and concretized that low socio economic status and low learning conditions are the pre dominant parameters for the occurrence of the likely hood of cultural disadvantageousness.

## CONCLUSION

The study as a whole reverberates the fact that cultural deprivation is a derivative and a by-product of low learning conditions and low socio economic status. As already pointed out, it is the teacher that matters, that counts, it is the teacher who can create magic in the class. The greatest magic wand before the teacher is the supply of incessant care, love and affection of his pupils on a continuum; whether the student may be hailing from any type of Learning environment. If the teacher is paying extra care and attention to the pupils hailing from low learning conditions can definitely create a world of access and equity in learning, amidst the didactic factors where there are every possibilities and endjunctures, a set of pupils who may be the victims of cultural disadvantageousness which by itself will lead to all antisocial feelings and deviant behaviour patterns. Deviancy of behaviour and the concomitant maladjustment will definitely create an unhealthy personality. What we want in the instructional programme is a concerted effort that for no child left behind and that every child is taken care of duly. That is to say, every child in the class room is a wanted child for a gifted teacher. Gifted in the sense that, a committed, dedicated teacher is not only an asset to the institution but also a treasured capital for the growth of the child and that every child has equal chance and access for growing spontaneously and voluntarily.

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