



## COMPARATIVE STUDY OF AN ACADEMIC ACHIEVEMENT OF CHILD LABOUR REHABILITATION AND GENERAL SCHOOL STUDENTS

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### Abstract

*In the field of education and society, achievement and adjustment plays important role, both are faces of a coin. In Education an achievement in school is only possible when there is an adjustment. Whereas concern to education good academic achievement can achieve by adjustment if a child have better adjustment he will be healthier in all the aspects, if a child is active he can attain good academic achievement. Child Labour Rehabilitation schools are the schools which try to remove the child labour and promote them shelter as well as education. Present study helps to compare academic achievement and adjustment of child labour rehabilitation and common school students thus study will help to know the adjustment problems of child labour students and general school students. From this study it was found that the child labour rehabilitation students have better adjustment than general school students.*



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**INTRODUCTION :** Education is a dynamic concept. It's meaning changes from time to time. The broad-based meaning of education implies an educational process which is "Man gains educational experiences from cradle to grave". One can acquire knowledge in two ways, knowledge can be obtained from school, claimed to be formal and concrete. It is ideal and useful throughout one's life. Another type of knowledge is either by one's own experience or by hearing from others or through social environment. as we said knowledge can be good which is obtained by school it provides quality. Quality of a nation depends upon quality of its citizens; quality of citizen depends upon the quality of their education. Quality of the education depends upon quality of the teachers. Above statement clearly says the role and importance of teacher in educative process and in the national development. Education brings positive changes in human life and helps in his growth. An education is a concept of completeness where a man requires it to have complete life. By an education man accepts not only an academic achievement but also

an adjustment which requires for a day to-day life.

Children are the greatest gift to humanity and Childhood is an important and impressionable stage of human development as it holds the potential to the future development of any society. Children who are brought up in an environment, which is conducive to their intellectual, physical and social health, grow up to be responsible and productive members of society. Every nation links its future with the present status of its children. By performing work when they are too young for the task, children unduly reduce their present welfare or their future income earning capabilities, either by shrinking their future external choice sets or by reducing their own future individual productive capabilities. Under extreme economic distress, children are forced to forego educational opportunities and take up jobs which are mostly exploitative as they are usually underpaid and engaged in hazardous conditions. Parents decide to send their child for engaging in a job as a desperate measure due to poor economic conditions. It is therefore no wonder that the poor households predominantly send their children to work in early ages of their life. One of the disconcerting aspects of child labour is that children are sent to work at the expense of education. There is a strong effect of child labour on school attendance rates and the length of a child's work day is negatively associated with his or her capacity to attend school. Child labour restricts the right of children to access and benefit from education and denies the fundamental opportunity to attend school. Child labour, thus, prejudices children's education and adversely affects their health and safety.

India has all along followed a proactive policy in addressing the problem of child labour and has always stood for constitutional, statutory and developmental measures that are required to eliminate child labour.

The National Policy on Child Labour, August 1987 contains the action plan for tackling the problem of child labour. It envisages:

- A legislative action plan
- Focusing and convergence of general development programmes for benefiting children wherever possible, and
- Project-based action plan of action for launching of projects for the welfare of working children in areas of high concentration of child labour.

In pursuance of National Child Labour Policy, the NCLP Scheme was started in 1988 to rehabilitate child labour. The Scheme seeks to adopt a sequential approach with focus on

rehabilitation of children working in hazardous occupations & processes in the first instance. Under the Scheme, after a survey of child labour engaged in hazardous occupations & processes has been conducted, children are to be withdrawn from these occupations & processes and then put into special schools in order to enable them to be mainstreamed into formal schooling system.

### **Strategy for Elimination of Child Labour in Xth Plan**

Keeping in view the policy of the Government as laid down in the National Agenda and Prime Minister's directions in the National Conference on Child Labour, the evaluation studies carried out by the VVG NLI and the approach defined in the working paper for the Tenth Plan, the strategy adopted during this Plan period aims at bringing qualitative changes in the scheme for elimination of child labour. The details are as follows:

1. Policy and programmes for elimination of child labour would be continued in a more focused, integrated and convergent manner.
2. Focused and reinforced action to eliminate child labour in the hazardous occupations by the end of the Plan period.

### **Expansion of the NCLPs to additional 150 districts during the Plan.**

1. Ensuring that the NCLPs have a focused time frame of 5 years with clearly defined targets.
2. Linking the child labour elimination efforts with the scheme of Sarva Shiksha Abhiyan of the MHRD an attempt to ensure that small children in the age group of 5-8 years get directly linked to school and the older children are mainstreamed to the formal education system through the rehabilitation centers. Increased efforts to provide vocational training to the older children.
3. Strengthening of the formal school mechanism in the endemic child labour areas in the country both in terms of quality and numbers in such a manner as to provide an attractive schooling system to the child labour force and its parents so that motivational levels of both the parents and such children are high and sending these children to school becomes an attractive proposition.
4. Convergence with the ongoing schemes of the Dept. of Education, Rural Development, Health and Women & Child Development would be critical for the ultimate attainment of the objective of elimination of child labour in a time bound manner.
5. Large-scale involvement of the voluntary organizations at the district level to assist in the running of the NCLP schools. The attempt during this Plan would be to encourage the running of

the rehabilitation schools only through accepted and committed NGOs so that the Government machinery is not burdened with running of such schools.

**Important and Enhanced Parameters that have been introduced in the Scheme**

**STIPEND:** In the existing arrangement, the stipend of Rs. 100/- per child per month was being disbursed every month. As per the revised scheme, the monthly stipend of Rs. 100/- per month per child will be disbursed only after the child is successfully mainstreamed into formal system of schooling. Till that period, the amount of stipend will be regularly deposited in the Bank Account of the child. The accumulated stipend amount could be handed over to the child at the time of her/his getting mainstreamed.

**NUTRITION:** The amount for provision of nutrition to the children in the special schools has been doubled from Rs. 2.50/- per child per day to Rs. 5/- per child per day.

**HEALTH COMPONENT:** In the existing scheme, there was no separate budgetary provision for any health component to take care of the health-related aspects of the children. In the revised scheme an amount of honorarium (Rs. 5,000/- per month for one doctor for every 20 schools) has been provided to put in place an institutionalised mechanism for regular and periodical effective health care of the children by a doctor. A health card in respect of every child also needs to be maintained with all the necessary entries.

**VOCATIONAL TRAINING:** In the existing scheme, there was no separate budgetary provision for the services of any Master Trainer for imparting training to the children/teachers. In the revised scheme, budgetary provision (Rs. 5,000/- for one Master Trainer for each NCLP) has been provided to hire the services of a Master for each NCLP.

**TRAINING FOR EDUCATIONAL TEACHERS:** In the existing scheme, there was no separate budgetary provision for providing training to the educational teachers. In the revised scheme, budgetary provision has been provided to impart training to the teachers twice during the 10<sup>th</sup> Plan period.

**SURVEY:** In the revised Scheme, provision (Rs. 2.75 lakh per survey) has been made to conduct surveys of working children two times during the 10<sup>th</sup> Plan period.

By following the strategy enunciated above and combining this with the existing established mechanisms of enforcement, it is expected that a drastic reduction in child labour would result by the end of Plan period. The problem of child labour requires to be dealt through sustained efforts over a period of time. Government is committed to the goal of eradication of child labour in all

its forms. Considering the nature and magnitude of the problem a gradual and sequential approach has been adopted to withdraw and rehabilitate child labour beginning with the children working in hazardous occupations.

Some of the prominent schemes of XI five year plan the Ministries/Departments, which could have an explicit component for child labour and their families are given below and could be utilized for supporting Government's intervention for elimination of child labour. This is however, only an indicative list and could be extended to other programmes too.

### **I Schemes of the Department of Elementary Education**

- Sarva Siksha Abhiyan (SSA)
- Vasatishala
- Shiksha Mitra Yojana
- Mid Day Meal Scheme

### **II Schemes of Ministry of Women & Child Development**

- Anganwadi Centre/ Day Care Centre
- Extension Services of Anganwadi Workers
- Balika Samridhi Yojana
- Swavalamban
- Mahila Samakhya (Assistance to Voluntary agencies with Mahila Samakhya Women)

### **III Schemes of Ministry of Rural Development**

- Swarnjayanthi Gram Swarozgar Yojana (SGSY)
- Samporna Grameen Rozgar Yojana (SGRY)
- Indira Awas Yojana (IAY)

### **Adjustment and Academic Achievement**

It is also a process that can be run from womb to tomb. It is a process of integration between the human. According to Lawrence. Shafire "An adjustment is a process of balance that can be kept by some circumstances which are required to fulfill human needs'. Personality is not merely a bundle or a summation of traits, but on integrated way of adjustment. The integration of adjustment may be better understood if we could image what would have happen if the different traits had acted independently. Obviously there would have been compartmentalizing of adjustment. The result would be unbalanced adjustment which represents mal adjustment



abnormality. Instead of the individual directing the traits, the individual would be at the mercy of his traits the example given below can illustrate the point. Imagine that units of a police force are posted in ten different points in a city to control an unruly mob without having any co-ordination between the different units. Academic achievement is the concept that a person should have a knowledge or should secure or to develop himself in school subjects by adopting skills. It can be estimated by tests. The final goal of an education is nothing but the development of personality. To knowing this field and academic achievement is necessary. An examination is a measurement of one's personality by putting the marks. This is from an ancient civilization to even the present modernization

### **Need of the Study**

As discussed above an academic achievement and adjustment plays very crucial role in school. An adjustment is only possible when there is a healthier environment and the healthier is provided by an education. Selecting of this study is as important to understand the problems of child labours. Therefore the need of the study shows this research will be more helpful to find out the solution for child labour and can focus the usefulness of child labour rehabilitation schools and to know their adjustment and academic achievement in those schools by comparing their general school students adjustment and academic achievement.

### **Objectives of the Study**

1. To Study the Academic achievement and adjustment of child labour rehabilitation and general school students of 9<sup>th</sup> grade students.
2. To study the difference among the students of child labour rehabilitation and general schools, with respect to their total adjustment.
3. To study the difference in an academic achievement among the students of the child labour rehabilitation and general schools.
4. To study the difference among the students of child labour rehabilitation and general schools, with respect to their emotional adjustment.
5. To study the difference among the students of child labour rehabilitation and general schools, with respect to their social adjustment.
6. To study the difference among the students of child labour rehabilitation and general schools, with respect to their educational adjustment.

### **Hypotheses**

1. There is no significant relationship between an academic achievement and adjustment among 9<sup>th</sup> grade students.
2. There is no significant difference among 9<sup>th</sup> grade students of child labour rehabilitation and general school with respect to their total adjustment.
3. There is no significant difference in an academic achievement among 9<sup>th</sup> grade students of child labour rehabilitation and general schools.
4. There is no significant difference among 9<sup>th</sup> grade students of child labour rehabilitation and general schools with respect to their emotional adjustment.
5. There is no significant difference among 9<sup>th</sup> grade students of child labour rehabilitation and general schools with respect to their social adjustment.
6. There is no significant difference among 9<sup>th</sup> grade students of child labour rehabilitation and general schools with respect to their educational adjustment.

**Sample of the Study :** Present study consisted of 200 students chosen by Stratified Random Sampling 60 students from four child labour rehabilitation schools and 140 students from four general schools.

**Tools Used for the Study:** Adjustment Inventory for School Students by A.K.P. Sinha and R.P. Singh, which consist of 74 yes or no questions, was used. This was standardized and implied on 370 secondary school students of Patna.

**Statistical Techniques Used for the Study:** Carl Pearson's Product Moment Correlation and t-test was used to interpret gained scores.

### **Results of the Study**

**Hypothesis 1** that there is no significant relationship between an academic achievement and adjustment among 9<sup>th</sup> grade students. was analyzed by tabulating Karl Pearson's Correlation Coefficient to find out the relationship of academic achievement and adjustment of child labour rehabilitation schools and general schools students. Gained result shown in below table.

**Table 1 Showing r value of Adjustment and Academic Achievement of 9<sup>th</sup> grade students**

<b>Variables</b>	<b>r value</b>	<b>Significant at 0.05 level</b>
Adjustment Academic Achievement	0.80	Not Significant

Above table revealed that gained scores on Adjustment and academic achievement of child labour rehabilitation school students and general school students were not significant because r value 0.80 is less than theoretical value 1.97 at 0.05 level of significance thus hypothesis was accepted and concluded that there is no difference in the academic achievement and adjustment of child labour rehabilitation and general school students.

**Hypothesis 2** that ‘There is no significant difference among 9<sup>th</sup> grade students of child labour rehabilitation and general school with respect to their total adjustment’ was analyzed by the t-test to know the any significant difference in the total adjustment among 9<sup>th</sup> grade students of child labour rehabilitation and general schools. Found result shown in table 2.

**Table 2 shows the t-value of Total Adjustment of Child Rehabilitation and General Schools students.**

School	Mean	SD	t-value	Significant at 0.05 level
Child Labour Rehabilitation	15.53	4.32	0.15	NS
General Schools	16.44	5.31		

This table revealed that child labour rehabilitation and general school students do not differ significantly with respect to total adjustment scores. The obtained t-value is 0.15, this less than the theoretical value of 1.96 so gained t-value is insignificant at 0.05 level of significance. It can be concluded that the hypothesis accepted and found similar mean scores of total adjustment of both the school’s students.

**Hypothesis 3** that ‘There is no significant difference in academic achievement among 9<sup>th</sup> grade students of child labour rehabilitation and general schools’ was tested by t-test to find any significant difference in academic achievement of child labour and general school students. Result is shown below.

**Table-3 shows t- Value of Child Rehabilitation and General School Students’ academic achievement**

School	Mean	SD	t-value	Significant at 0.05 level
Child Labour Rehabilitation	188.5	43.24	2.38	Significant
General Schools	173.73	40.61		

Result was found significant thus we rejected hypothesis because gained t- value is more than the



theoretical value 1.96 at 0.05 level of significance and accepted that child labour and general school students have different mean scores of academic achievement. It can be said that child labour rehabilitation school students have higher academic achievement than the general school students.

**Hypothesis 4** that ‘There is no significant difference among 9<sup>th</sup> grade students of child labour rehabilitation and general schools with respect to their emotional adjustment’ was tabulated by t-test to find out the any significant difference in the emotional adjustment among child labour rehabilitation and general school students. The found result revealed in the table 4.

**Table-4 shows the t-value of Emotional Adjustment of Child Labour Rehabilitation and General School Students.**

School	Mean	SD	t-value	Significant at 0.05 level
Child Labour Rehabilitation	6.32	2.35	0.399	Not Significant
General Schools	6.25	3.22		

It was found that the students of child labour rehabilitation and general school students do not differ in the emotional adjustment.(  $t=0.399$  is less than 1.96) at 0.05 level of significance so null hypothesis accepted and found that similar adjustment found among child labour and general school students.

**Hypothesis 5** that ‘There is no significant difference among 9<sup>th</sup> grade students of child labour rehabilitation and general schools with respect to their social adjustment’ was calculated by t-test to find out the any significant difference in the mean scores of social adjustment among child labour rehabilitation and general school students. The found result showed in the table 5.

**Table 5 shows the t-value of Social Adjustment of Child Labour Rehabilitation and General School Students.**

School	Mean	SD	t-value	Significant at 0.05 level
Child Labour Rehabilitation	5.79	1.09	-1.49	Not significant
General Schools	6.24	2.99		

Found result was students of child labour rehabilitation and general schools do not differ significantly with respect to social adjustment ( $t= -1.49 > 1.96$ ) at 0.05 level of significance. So hypothesis was accepted and found similar mean scores of child labour rehabilitation and general

school students.

**Hypothesis 6** ‘There is no significant difference among 9<sup>th</sup> grade students of child labour rehabilitation and general schools with respect to their educational adjustment’ was also tabulated by t-test to find out any significant difference among child labour rehabilitation and general school students in educational adjustment. The found result shown in the table 6.

**Table 6 shows the t-value of Educational Adjustment of Child Labour Rehabilitation and General School Students.**

School	Mean	SD	t-value	Significant at 0.05 level
Child Labour Rehabilitation	4.20	2.64	0.38	Not Singnificant
General Schools	4.05	2.32		

From the tabulated t-test shown that students of child labour and general schools do not differ significantly with respect to educational adjustment ( $t=0.38 > 1.96$ ) at 0.05 level of significance. So hypothesis was accepted and found similar mean scores of child labour rehabilitation and general school students with their educational adjustment.

### **Major Findings**

1. The adjustment and academic achievement were found similar among child labour rehabilitation students and general school students.
2. Child labour rehabilitation students have higher academic achievement when compare to general school students.
3. There is no significant difference among child labour rehabilitation and general school students in emotional, social, educational adjustment.

### **Conclusion**

From Present study it can be concluded that we can improve adjustment among child labour rehabilitation school and general school students and it is concluded that child labour students also can perform better as the general school students. So it can be said teacher can develop positive sense among child labour students. By the present study it can be concluded that by the proper facilities, guidance and counseling, co-curricular activities, group work, healthier circumstances one can develop good adjustment and high academic achievement among child labour students as general students. Mainly we can say by opening the child labour schools we can improve their life standard by educating them and can give self identity in society. So government and private organizations should come forward to open up schools for child

labourers and give them free education.

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