

A study of adjustments problem of scheduled caste and scheduled tribe +2 students

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ABSTRACT

The socio-economic status (SES) of the family influences the cognitive development, identity building, moral development, socio-emotional development, and all other characteristics of the individual. Among socio-economic status level the income, education, and occupation are important indices. Indian society is based on caste, language, religion and regions. In Varn-vyavastha the society is divided in four classes on the basis of their 'Karm'. They are Brahmin, Khchhtry, Vaishya and Sudra. After independence, to transform the society for the welfare of weaker section, some regulations have been provided in Indian constitution. Besides Fundamental Rights, the Directive Policy of state government have also been mentioned as a separate chapter. Notwithstanding to the Indian caste have been grouped as Forward, Backward and Scheduled Castes/Tribes (Joshi, P. (1968). Further other backward castes (OBC) have been included in reservation, Recently, NDA government made provision of scheduled caste and scheduled Tribal which includes Choudhary, munda, tana bhagat, orawan, santhall, birhor, Halalkhore, Dome and Bhunya to provide them better amenities for their all round development. Considering the issue of scheduled caste and scheduled Tribal and students groups, the present researcher thinks it proper to study of adjustment problem of scheduled caste and scheduled Tribal +2 students groups. The study is very useful as the main objective is to contribute the findings for the welfare of scheduled caste and scheduled Tribal students.

Keywords: *Scheduled Tribal, Scheduled Caste, Adjustment Problem, Socioeconomic Status.*

The psychology of individual variation gives importance to the environmental determinants as one of the prime factors responsible for individual's personality development. The socio-economic status (SES) of the family influences the cognitive development, identity building, moral development, socio-emotional development, and all other characteristics of the individual. Among socio-economic status level the income, education, and occupation are important indices. But some and other the expenditure item is also considered the factor of measuring SES of the individual. Indian society is based on caste, language, religion and regions. In Varn-vyavastha the society is divided in four classes on the basis of their 'Karm'. They are Brahmin, Khchhtry, Vaishya and Sudra. After independence, to transform the society for the welfare of weaker section, some regulations have been provided in Indian

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constitution. Besides Fundamental Rights, the Directive Policy of state government have also been mentioned as a separate chapter. Notwithstanding to the Indian caste have been grouped as Forward, Backward and Scheduled Castes/Tribes (Joshi, P. (1968). The reservation in government services, institution etc. has been implementing since independence. Further other backward castes (OBC) have been included in reservation, Recently, NDA government made provision of scheduled caste and scheduled Tribal which includes Choudhary, munda, tana bhagat, orawan, santhall, birhor, Halalkhore, Dome and Bhunya to provide them better amenities for their all-round development. Considering the issue of scheduled caste and scheduled Tribal and students groups, the present researcher thinks it proper to study of aspiration level of scheduled caste and scheduled Tribe+2 students groups.

The study is very useful as the main objective is to contribute the findings for the welfare of scheduled caste and scheduled Tribal students. The prospective of research lies here in the sense that investigation in social science are going on. Nevertheless, studies in India and abroad have been conducted but no comprehensive study has been made as yet so far the empirical evidences are concerned. The present study has attempted also cover the impotence of child rearing practices, type of family, size of family, sibling position, parenting harmony/disharmony, etc.

The adjustment: The term refers to the individual's behavior delaying with or mastering demands that are made upon him by his/her environment. The term adjustment was originally a biological one and was cornerstone in Darwin's theory of evolution. Adjustment is a learned behavior, not an innate quality. It is a continuous and indispensable process and is necessarily determined by the norms of the society. Ever since the existence of life, humans are trying to adjust to social pressures and the demands arising from living inter dependently with the other persons (Lazarus, 1961). It is well known that every organism tries to have a harmonious relationship with its surrounding in order to satisfy its primary needs like thirst, hunger and security. The relationship is established by the constant efforts on the part of the organism in adjusting to its environment. Students have got a great part to play in the process of adjustment because some of the psychological needs like acceptance, affection, companionship, self-esteem etc. are to be satisfied in a socio-cultural set-up. This is necessary to help develop a healthy personality. Personality is the dynamic organization within the individual of the psychological systems that determine his unique adjustment to his environment" (Allport, 1961). Therefore, the individual's unique adjustment is the core of his personality. This definition emphasizes on the relationship between the organism and environment. Adjustment is a process of continuous interaction, since both the organism and its environment is not static. Hence, adjustment is a dynamic aspect of any individual. As the environment differs, adjustment also differs. English and English (1958) define adjustment as "a process of harmonious relation to the environment wherein one is able to obtain satisfaction for most of one's needs and to meet fairly well the demand, physical and social put upon one". Adjustment means to fit, to adapt, to accommodate. Thus, when we adjust to something, we change it in some way to make it appropriate to certain requirement. It consists of the process by which we manage our external and internal demands. There may be adjustment problems related to health, physical development family living condition employment and social recreational activities; school problems and dealing with problem behaviour. Studies suggest to deal with problem behaviour:-minor interventions: use of nonverbal cues, keeping the activity moving, moving closer to the students, redirection to the behaviour, providing needed instruction, directly or assertively telling the student to stop fighting, and provide student a choice (Evertson, Emmer & Worshman, 2004).Significant

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number of students are victimized by bullies (DeRosier, 2004; Espelage & Swearer, 2003; Woods & Walter, 2004).

Considering the prospective of researches conducted in different types of aspirations and levels of educational and occupational aspiration and further in the field of adjustment problem and dealing with problem behaviour the researcher ascertain that the perspective of present work will be valuable in the field of educational psychology, 'individual variation, counseling and rehabilitation, development psychology and for National Planner.

Objective of study

The effect of caste: scheduled caste and scheduled Tribes +2 high school students' groups on different areas of Adjustment problems. Here purposes will be elaborately been written as study advances.

METHODOLOGY

Sample

A random-cum purposive sample of 300 scheduled caste and scheduled Tribes +2 high school students' groups of Gaya town have been served as subjects. The sample has been carried on by including among 300 subjects 150 scheduled caste and scheduled Tribe caste +2 high school students' groups have been framed for the purpose of comparison of the variables noted above.

S. No	Name of the School	N
1	Mahavir Inter College, Gaya	60
2	+2 Zila School, Bishar Talab, Gaya	60
3	T. Moddel Inter School, Gaya	60
4	Janata High School, Mavu, Tikari, Gaya	40
5	+2High School, Bodhgaya, Gaya	40
6	Manpur High School, Gaya	40
	Total	300

Tools

1. Personal data sheet will be developed by the investigator itself to collect information concerning demographic data.
2. Mooney Problem Check-list (MPCL) developed by Joshi, MC 1964) to measure adjustment problem of the +2 high school students groups

RESULTS AND DISCUSSION

The scheduled caste and scheduled Tribe +2School student groups would differ significantly on the Health and Physical Development (HPD) the scores obtained from money problem check lists HPD area of both groups were compared and t-ratio was computed (Table-1) below:

Table-1-Comparison of scheduled caste and scheduled Tribal groups on Adjustment problem (Health and Physical Development)

Groups	N	Mean	SD	t	Sig. Level
scheduled caste	150	7.05	1.58	3.108	p<0.01
scheduled Tribe	150	7.54	1.17		

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It is evident from table-1 that the groups differ significantly on HPD ($t=3.108$, $df = 298$, $p<0.01$). The Mean of scheduled Tribal group is higher than the Mean (7.54) of scheduled caste Mean (7.05). It indicates that the scheduled Tribal group have more adjustment problems. The result supports hypothesis. The study supports the studies of Sharma (1978), Ram (2001) and Singh 1975 how found that high castes and high states groups differ in respect of health and physical Development. Similar result has been found by Singh (1992) in a study.

The scheduled caste and scheduled Tribe groups would differ significantly on the finances, living condition and employment (FLE) the scores of the groups on the area of FLE were compared (Table-2) below:

Table-2-Comparison of scheduled caste and scheduled Tribal groups on Adjustment problem (finances, living condition and employment)

Groups	N	Mean	SD	t	Sig. Level
scheduled caste	150	7.02	1.53	2.593	p<0.01
scheduled Tribal	150	7.43	1.28		

It appears from table-2 that the two groups differ significantly on finances, living conditions and employment (FLE) ($t=2.593$, $df=298$, $p<0.01$). The Mean of scheduled Tribal group 7.43 was slightly higher than the scheduled caste group ($M=7.02$).

The scheduled caste and scheduled Tribal group would differ significantly on social and recreational activities (SRA), the groups were compared (Table-3) below:

Table-3-Comparison of scheduled caste and scheduled Tribe groups on Adjustment problem (social and recreational activities)

Groups	N	Mean	SD	t	Sig. Level
scheduled caste	150	7.09	1.47	2.596	p<0.01
scheduled Tribe	150	7.59	1.07		

It is evident from table -3 that the scheduled caste and scheduled Tribe groups differ significantly on social and recreational activities (SRA) ($t=2.596$, $df=298$, $p<0.01$). Here the Mean score of scheduled Tribe group 7.59 was some extent greater than scheduled caste group 7.09 indicating of that the scheduled Tribe group have more problems.

The scheduled Tribe group would have more problems of courtship, sex and marriage (CSM) than the scheduled caste group. The groups were compared (Table-4) below:

Table-4-Comparison of schedule caste and schedule tribe groups on Adjustment problem (courtship, sex and marriage)

Groups	N	Mean	SD	t	Sig. Level
scheduled caste	150	7.10	1.45	2.58	p<0.05
Scheduled tribe	150	7.60	1.09		

It is evident from table-4 that the schedule caste and schedule tribe groups differ significantly with respect to the courtship, sex and marriage (CSM) ($t=2.58$, $df=298$, $p<0.05$). The Mean score of schedule tribe group 7.60 was some extent greater than schedule caste group 7.10

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indicating of that the schedule tribe group have more problems of CSM on Money Problem Check-list than the schedule caste group.

The schedule tribe group would have more problems of social psychological relations (SPR) than the schedule caste. The groups were compared (Table-5).

Table-5-Comparison schedule caste and schedule tribe groups on Adjustment problem (social psychological relations)

Groups	N	Mean	SD	t	Sig. Level
schedule caste	150	7.07	1.55	2.585	p<0.05
schedule tribe	150	7.61	1.12		

It is evident from table-5 that the schedule caste and schedule tribe groups differ significantly with respect to the courtship, Social Psychological Relation (SPR) ($t=2.585$, $df=298$, $p<0.01$). The Mean score of schedule tribe group 7.61 was some extent greater than schedule caste group 7.07 indicating of that the schedule tribe group has more problems of SPR on Money Problem Check-list than the schedule caste group. It appears from the Mean of the groups.

The schedule tribe group would have more problems of personal psychological relations (PPR) than the schedule caste group. The groups were compared (Table-6).

Table -6-Comparison of schedule caste and schedule tribe groups on Adjustment problem (personal psychological relations)

Groups	N	Mean	SD	T	Sig. Level
schedule caste	150	7.12	1.44	2.597	p<0.01
schedule tribe	150	7.49	1.07		

It is evident from table-6 that the schedule caste and schedule tribe groups differ significantly with respect to the personal psychological relation (PPR) ($t=2.597$, $df=298$, $p<0.01$). The Mean score of schedule tribe group 7.49 was some extent greater than schedule caste 7.12 indicating of that the group have more problems of PPR on Money Problem Check-list than the schedule caste group.

The schedule tribe group would have more problems of morals and religion (MR) than the schedule caste group. The groups were compared (Table-7).

Table-7-Comparison of schedule caste and schedule tribe groups on Adjustment problem (morals and religion)

Groups	N	Mean	SD	t	Sig. Level
schedule caste	150	7.06	1.59	2.59	p<0.01
schedule tribe	150	7.41	1.13		

It is evident from table-7 that the groups schedule caste and schedule tribe differ significantly with respect to the morals and religion (MR) ($t=2.59$, $df=298$, $p<0.05$). The Mean score of schedule tribe group 7.41 was some extent greater than schedule caste 7.06 indicating of that the schedule tribe group have more problems of MR on Money Problem Check-list than the schedule caste group. It appears from the Mean of the groups that the schedule tribe groups have more problems than the schedule caste group.

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The schedule tribe group would have more problems of home and family (HF) than the schedule caste group. The groups were compared (Table-8) below:

Table-8-Comparison of schedule caste and schedule tribe groups on Adjustment problem (Home and Family)

Groups	N	Mean	SD	t	Sig. Level
schedule caste	150	7.04	1.54	2.584	p<0.05
schedule tribe	150	7.46	1.19		

It is evident from table-3(viii) that the schedule caste and schedule tribe groups differ significantly with respect to the home and family ($t=2.584$, $df=298$, $p<0.05$). The schedule tribe group have more problems of home and family on Money Problem Check-list than the schedule Caste group. The Mean score of schedule tribe group 7.46 was some extent greater than schedule caste group 7.04.

The schedule caste and schedule tribe groups would differ significantly on the future, vocational and educational (FVE), the adjustment problems score of the groups on the area of FVE were compared (Table-9) below:

Table-9-Comparison of schedule caste and schedule tribe groups on Adjustment problem (future, vocational and educational)

Groups	N	Mean	SD	t	Sig. Level
schedule caste	150	7.01	1.61	3.015	p<0.01
schedule tribe	150	7.48	1.22		

It appears from table-9 that the schedule caste and schedule tribe groups differ significantly on the Future: Vocational and Educational (FVE), ($t=3.015$, $df=298$, $p<0.05$) living conditions and employment. The Mean of schedule tribe group 7.48 is slightly higher than the schedule caste group ($M=7.01$).

The schedule caste and schedule tribe groups would differ significantly on the adjustment to school works (ACW), the adjustments scores of the groups on the area of adjustment to school works (ACW), were compared (Table-10).

Table-10-Comparison of schedule caste and schedule tribe groups on Adjustment Problem (adjustment to school works)

Groups	N	Mean	SD	t	Sig. Level
schedule caste	150	7.11	1.42	2.594	p<0.01
schedule tribe	150	7.64	1.10		

It appears from table -3(x) that the schedule caste and schedule tribe groups differ significantly on adjustment to school or +2 School works (ACW) ($t=2.594$, $df=298$, $p<0.01$). The Mean of schedule tribe group 7.64 is slightly higher than the schedule caste ($M=7.11$).

The schedule caste and schedule tribe groups would differ significantly on the curriculum and teaching procedures (CTP), the scores of the groups on the area of CTP were compared (Table-11.)

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Table-11-Comparison of schedule caste and schedule tribe groups on Adjustment Problem (curriculum and teaching procedures)

Groups	N	Mean	SD	t	Sig. Level
schedule caste	150	7.08	1.50	2.593	p<0.01
schedule tribe	150	7.45	1.18		

It appears from table-3(xi) that the schedule caste and schedule tribe groups differ significantly on curriculum and teaching procedures (CTP) ($t=2.593$, $df=298$, $p<0.05$). The Mean of schedule tribe group 7.45 is somewhat higher than the schedule Caste group Mean=7.08.

The schedule tribe group would have more adjustment problems on the total areas of the adjustment listed in Money Problem Check-list (MPCL) than the schedule caste group. The groups were compared (Table-12)

Table-12-Comparison of schedule caste and schedule tribe groups on the Total Areas of Adjustment problems (total areas of the adjustment listed in Money Problem)

Groups	N	Mean	SD	t	Sig. Level
schedule caste	150	77.75	16.68	2.899	p<0.01
schedule tribe	150	82.70	12.62		

It is evident from table-12 that the groups differ significantly with respect to the total areas of adjustment problems (TAAP) ($t=2.899$, $df=298$, $p<0.01$). The schedule tribe group have more problems of TAAP on Mooney Problem Check-list than the schedule caste group. The result supports hypothesis. It is exhibited from the Means of the schedule tribe groups ($M=82.70$) higher than schedule caste groups ($M=77.75$). The result supports the findings of Davis (1948), Gesell and Lord (1927), Singh, S.S. (1992) Singh & Ahmad (1978).

CONCLUSION

The limitation of this study lies in the sense that it takes male small sample, schedule caste and schedule tribes +2 school students, small size of family versus large size of family, parental harmony and disharmony in family groups on educational aspiration, occupational aspiration. Adjustment problems in schedule caste and schedule tribes groups. It does not examine the effect of schooling, teaching strategies, school management etc. It recommends to study with more variables including female for comparative investigation. It does not present the model of intervention so that mode of maladjustment can be minimized. The study recommends for longitudinal study in further investigation for better result. In short, the study is important for social science, "individual variations" (differential psychology), counseling psychology, measurement and evaluation in school and clinical diagnosis also. The behavior therapy like Rational emotive behavior therapy, individual guidance and other interventions can be used.

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Conflict of Interest

The author declared no conflict of interest.

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