



A study of Adjustment of Schedule caste Scheduled caste high school Students in Relation to certain variables

JAYESHKUMAR BHIKHABHAI VANKAR
Research Scholar,
P.G. Department of Education
Vallabh Vidhyanagar

DR. I. N. VAGHELA
Research Guide & Associate Professor,
P.G. Department of Education
Vallabh Vidhyanagar

1. Introduction

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 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 student's groups. The study is very useful as the main objective is to contribute the findings for the welfare of scheduled caste students.

Article 46 of the Constitution of India commits the State to promote educational and economic interests of Scheduled Castes, Scheduled Tribes and Weaker Sections. Reservation to the backward classes, scheduled tribes and scheduled castes was essential so on bring them at par with the others. It was an effort to create equality and equity in educational, economic and social areas. However, this social action was to be effective for fewer than ten to twenty years.

Adjustment not only gives rise to flexibility, more understanding, problem solver, becomes experienced and prepares for the future but also encourage to progress and helps us to handle any situations and drive us to move forward. Working on your inner self can bring about changes that we never expect were possible.

2. Objectives of the Study

Objectives of present study are

1. To study level of adjustment of scheduled caste students of Sabarkantha district.
2. To study the effect of gender on the adjustment of scheduled caste Students
3. of Sabarkantha district.
4. To study the effect of type of school on the adjustment of scheduled caste
5. students of Sabarkantha district.
6. To study the effect of type of family on the adjustment of scheduled caste scheduled caste students of Sabarkantha district.

..

3. Variables of the Study

In the present study variables are adjustment, gender, type of school, type of family. Out of which adjustment is dependent Variable where as type of School, gender, type of family are independent Variable.

4. Hypotheses

Hypothesis of the present study are as follows

H₀₁ There is no significant difference between mean scores of adjustment of Scheduled caste boys and girls students of Sabarkantha district.

H₀₂ There is no significant difference between mean scores of adjustment of Scheduled caste students of the granted and non-granted school of Sabarkantha district.

H₀₃ There is no significant difference between mean scores of adjustment of Scheduled caste students belonging to joint family and nuclear family of Sabarkantha district.

5. Importance of the Study

Adjustment is necessary in every stage of life. In childhood child is dependent totally on parents, but slowly and gradually as child grow and learn to share. But as the desire for need increases feeling of jealousy, hatred, complex feeling is developed Thus to explain the importance of adjustment becomes necessary and person can get well adjusted with the present situations. Expectations are the main problems. Scheduled caste students always feel inferiority. So, from this research the school, teachers, parents and society can understand the adjustment of scheduled caste students.

6. Population

The Population of the present study consist of all Scheduled caste high school Students of Sabarkantha district.

7. Sample

In the present Study the probability Sampling technique are used to select 320 students as the Sample subjects from the given Population by Multistage sampling method.

8. Tool of the research

In the present, study the tool selected by the researcher for measuring level of adjustment of scheduled caste high school students was prepared and standardized by Dr. A. K. Vyas.

9. Method of Research

There are Various kinds of research methods in Education. The method of the present study will be the descriptive method of which Descriptive Survey method is used for this research.

10. Techniques of Analysis

The statistics such as mean, standard deviation and t - value was used to analyse the data.

11. Interpretation and Analyse the Data

Table 1: Level of adjustment of students

| SR. | Score Level of adjustment | No. of students |
|-----|---------------------------|-----------------|
| 1 | 40 or more | A 227 |
| 2 | 23 to 40 | B 84 |
| 3 | 23 or less | C 9 |

Students in “A” category are 227 with high level of adjustment. There are 84 students in ‘B’ category with medium adjustment level and only 9 students with very low adjustment which falls in ‘C’ category.

H₀₁ There is no significant difference between mean scores of adjustment of Scheduled caste boys and girls students of Sabarkantha district.

Table 2: Analysis of adjustment among Boys and girls of Secondary School

| Group | Number | MEAN | S.D. | t- value | Remarks |
|-------|--------|-------|------|----------|-----------------|
| Boys | 160 | 42.48 | 8.85 | 0.91 | Not significant |
| Girls | 160 | 43.46 | 8.58 | | |

From the table 2 it is evident that the $t = 0.91$ is less than $t_{0.05} = 1.96$ which indicates that the difference is not significant at any level. Thus, the hypothesis that “There is no significant difference between mean scores of adjustment of Scheduled caste boys and girls students of Sabarkantha district.” is not be rejected. It means that there is no significant difference in the adjustment among the Scheduled caste boys and girl’s students of Sabarkantha district.

H₀₂ There will be no significant difference between mean scores of adjustment of Scheduled caste students of the granted and non-granted school of Sabarkantha district.

Table 3: Analysis of the Adjustment of Scheduled caste students of granted and Non granted Schools

| Group | Number | Mean | S.D. | t- value | remarks |
|-------------|--------|-------|------|----------|-------------|
| Granted | 160 | 44.52 | 9.78 | 3.36 | significant |
| Non granted | 160 | 41.32 | 7.18 | | |

From the table 3 it is evident that $t_{cal} 3.36$ is more than $t_{0.05} = 1.96$ and $t_{0.01} = 2.58$ which indicates that the difference is significant at 0.01 level. Thus, the hypothesis that “There will be no significant difference between mean scores of adjustment of Scheduled caste students of the granted and non-granted school of Sabarkantha district.” is rejected at 0.05 level and 0.01 level. It means that there is significant difference in the adjustment among Scheduled caste students of the granted and non-granted school of Sabarkantha district.

H₀₃ There is no significant difference between mean scores of adjustment of Scheduled caste students belonging to joint family and nuclear family of Sabarkantha district.

Table 4: Analysis of Adjustment among Scheduled caste high school students belonging to joint and nuclear family

| Group | Number | MEAN | S.D. | t-value | Remarks |
|----------------|--------|-------|------|---------|-------------|
| Joint family | 194 | 43.20 | 7.70 | 0.07 | significant |
| Nuclear family | 127 | 42.54 | 9.32 | | |

From the table 4 it is evident that $t_{cal} - 0.7$ is less than $t_{0.05} = 1.96$ which indicates that the difference is not significant at any level. Thus, the hypothesis that There is no significant difference between mean scores of adjustment of Scheduled caste students belonging to joint family and nuclear family of Sabarkantha district. is rejected. It means that there is no significant difference in the Scheduled caste students belonging to joint family and nuclear family of Sabarkantha district.

12. Findings

The major findings of the study are as follows:

- 1.The adjustment of Scheduled caste boys and girls students is almost similar.
- 2.The adjustment of granted and non-granted scheduled caste high school students is not similar.

3. Moreover, mean of students of granted school is higher which suggests that they face more adjustment problems.
3. The adjustment of scheduled caste scheduled caste high school students of joint and nuclear family is almost similar.

13. Suggestions of the Study

- Special adjustment training programmes should be conducted for scheduled caste students of granted schools.
- Teaching methods should be improved like Audio Visual aids can be used.
- Education should be based on field trip or visit.
- Special adjustment training programmes should be conducted for children of granted schools.
- Teacher should see that the scheduled caste student is accepted in the class
- Teacher should encourage scheduled caste student to take part in other activities like sports, dance, competitions etc.
- Teacher should have no bias and prejudice for scheduled caste students.
- Teacher should develop positive attitude in the child.

References

1. Agrawal, J. C. (1996). Educational Research an Introduction, New Delhi: Anya Book Depot
2. Agrawal, J. C. (2004). Psychology of Learning and Development, I-E. D., New
3. Best, John W. (1996). Research Educational. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Bhatia, K. K., (2004) Psychological Foundation of Education, New Delhi: Kalyani Publisher
5. Brog, Walter R. and Others (1983). Education Research and Introduction, New York: Longman Green and Co.
6. Buch, M. B., (1983-88). Fourth Survey of Research in Education, New Delhi: NCERT Vol. 2
7. Buch, M.B., (1983-88). Fourth Survey of Research in Education, New Delhi: NCERT Vol. 1
8. Chaube, S. P., (2007). Philosophical and Sociological Foundations of Education, Seventh Ed. Agra: Vinod Pustak Mandir. Delhi: Shipra Publication
9. Jha, Avdhesh and Bhatt Dipti, (2010). Education Psychology, New Delhi: APH Publishing Corporation
10. Jha, Avdhesh, (2010). Educational Research, Rajkot: Ravi Prakashan and Co.
11. Jha, Avdhesh, (2011). Research Methodology, New Delhi: APH publishing Corporation
12. Jhon, W. Best, James V. Kahn, (2007). Research in Education, Ninth Ed., New Delhi: Prentice-Hall of India Pvt. Ltd.
13. Khan, S. R., (2007). Personality Development. First Ed. New Delhi: Readers Delight
14. Koul, Lokesh, Methodology of Education Research, Third Revised and Enlarged Edition. New Delhi: Vikash Publishing House Pvt. Ltd.
15. Mangal S. K., (2007). Advanced Educational Psychology. Second Ed., New Delhi: Prentice Hall of India Pvt. Ltd.
16. Mathur S.S. (2007). Education Psychology, Sixteenth Ed., Agra: Vinod Pustak Mandir