



## ADJUSTMENT OF SC AND ST SECONDARY STUDENTS

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### **Introduction:**

Good (1945) defined adjustment as the process of finding and adapting modes of behavior suitable to environment or to change in the environment. Boring (1948) defined adjustment as a process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

Thus operationally viewing, one who has the least number of problems in adjustment with his environment may be considered as well adjusted.

The SC and ST students face so many problems in the adolescent period. They accept recognition and respect in the society but the society more or less ignores them. Therefore they become deviants and face physical, health, emotional, financial, educational and other adjustment problems. At the same time, SC and ST students need security and safety in the society. So the SC and ST students' adolescence is a problematic and crucial period in the life span of an individual.

If the student is well adjusted in this period of his life he will become a good and well adjusted adult. Such types of well adjusted students are very much needed by the society. If an individual is to be a well adjusted person during his adolescent period so many factors like sex, caste, socio-economic status, students home conditions, health, the nature of the school in which he is studying etc play a vital role of the adjustment of SC and ST students.

### **Review studies:**

Some of the related studies done on SC and ST students were mentioned below.

Chatopadyay (1953) analyzed the characteristics of education system and suggested new syllabi which tried to link agriculture with school teaching in tribal area.

Mann (1996) investigated that the illiteracy and absence of the knowledge of neighboring and other languages was keeping them in isolation. He observed that illiteracy was the acute problem of Indian tribes and cultural growth.

Roy Barmen (1966) contributed papers to a national seminar on tribal education. In those papers the problems of tribal education were intensively discussed.

Chauhan (1967) examined the problems of Scheduled castes and made it clear that the introduction of special incentives for education of Scheduled castes was hardly likely to create the climate for the acceptance of the members of the rest while lower groups in the higher circles as equal members.

All the studies showed that there is an influence of caste on adjustment



especially for the Scheduled castes and Scheduled tribes students.

**Tools Used:**

The adopted version of Moony’s problem checklist (1950) was used in the present study to identify the intensity of problems faced by SC and ST’s. The regional language checklist was developed by Chandra Sekhar Reddy (1987) was taken. The Checklist is a standardized tool with reliability and validity with 140 items of 7 dimensions of 20 items each.

**Variables of the study:**

For the purpose of the study, the variables like Gender, Caste, Father’s education Mother’s education and Parental occupation are included. The dimensions of adjustment are Physical, Social, Personal, Home, Financial, Educational and Health adjustments.

**Size of the sample:**

The sample for the present investigation consists of 280 SC and ST students with 140 each group. The students were taken from the some selected secondary schools of Vizianagaram district of AP, South India. The SC students were taken from Mala, Madiga and Relli communities and ST students were from Bagata, Gadaba, Jatapu, Konda dora, Konda kapu, Savara, Valmiki and Yerukala communities.

The checklists were administered and the scores were awarded to each item and the scores were analyzed by statistical measures like Mean, SD and t-tests.

**Table-1**  
 Comparison across different variables

S.No	Dimension	Category	(N=280)	Mean	S.D	t-value
1	Gender	Boys	225	69.09	19.72	4.58**
		Girls	55	66.56	11.95	
2	Caste	SC	140	64.24	14.67	4.05**
		ST	140	72.95	20.20	
3	Father's Education	Uneducated	170	69.61	17.89	1.13
		Educated	110	67.03	19.28	
4	Mother's Education	Uneducated	235	68.10	17.62	0.94
		Educated	45	71.40	22.54	
5	Parental Occupation	Daily labor/Coolie	140	70.50	18.91	1.98*
		Caste occupation/ 4 <sup>th</sup> Class employee	140	66.58	17.87	

**Table-1:**

There are significant differences between boys and girls in Gender.SC and ST students in caste dimension and daily labor/coolies and caste occupations/ fourth class employees.

But Father’s education and Mother’s education dimensions there were no significant differences between educated and uneducated.



Table-2  
 Comparison of adjustment across SC and ST students

S.No	Adjustment area	Caste	(N=280)	Mean	S.D	t-value
1	Physical adjustment	SC	140	10.20	3.61	4.09**
		ST	140	12.22	4.60	
2	Social adjustment	SC	140	7.22	3.40	2.10*
		ST	140	8.23	4.55	
3	Personal adjustment	SC	140	8.81	2.71	3.98**
		ST	140	10.31	3.77	
4	Home adjustment	SC	140	9.26	3.36	2.99**
		ST	140	10.50	3.57	
5	Financial adjustment	SC	140	13.74	3.15	0.45
		ST	140	13.91	3.14	
6	Educational adjustment	SC	140	8.89	2.86	5.46**
		ST	140	11.02	3.62	
7	Health adjustment	SC	140	6.16	3.45	1.19
		ST	140	6.72	4.38	

**Table-2:**

There are significant differences found between SC and ST students in Physical, Social, Personal, Home and Educational adjustments.

But significant differences were not found in Financial and Health adjustments.

**Conclusion:**

The dimensions like Gender, Caste and Parental occupations have shown differences on adjustment but Father's or Mother's education has no influence on adjustment of SC and ST students.

Among SC and ST students, ST students were facing more number of adjustment problems than SC students.

**Suggestions:**

- ✓ Concentrate on the special facilities provided to SC and ST students especially for girl students.
- ✓ Special care must be taken by parents, teachers and social workers while dealing with the SC and ST students.
- ✓ Regular health checkup camps can be organized by rural medical organizations to SC and ST communities.

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