

A COMPRATIVE STUDY OF ADJUSTMENT OF PROBLEMS AND VOCATIONAL VALUES, OF SCHEDULE CASTE AND FORWARD CASTE STUDENTS

Dr. Sunil Kumar Singh
Department of Psychology
J P University , Chapra

Abstract - By self- esteem I mean the experience of being competent to cope with the basic challenges of life and of being worthy of happiness. This means trust in your ability to think, learn, make appropriate decisions, and respond effectively to new condition. it also means confidence in your right to experience success and personal fulfillment the conviction that happiness is appropriate to you. Self- esteem pertains to an experience of efficacy. This entails confidence in your mind at a very deep level. Not the confidence of knowing you can perform this or that takes appropriately. Not confidence in bow much you may know about any particular subject. But rather, trust in the process by which you reason, understand, learn chose, decide, and regulate action.

Key words – *Learn , Perform , Self-esteem , Condition*

Introduction - Self- esteem has always been an important psychological need, ever since we evolved the capacity for abstract self- awareness. Now, however, in a way that was not true in the past, it has become an urgent economic need. We cannot understand how and why self- esteem has acquired its new importance in the workplace if we do not understand what self- esteem is and how ti operates. But first, I will examine how the workplace has changed what are the new and unprecedented challenges that individuals and business organization face- and how these challenges related to self- esteem. Following this, I will consider the implication of the new realities for leadership, management practice, and the requirements of creating ah high performance organization characterized by continuous innovation and sustained profitability in a ferociously competitive global marketplace .

Self-Concept and Self Esteem:

Self-concept and self-esteem are two overlapping concepts of "Self", but the two are different. The self concept refers to the organized' cognitive representation we have of ourselves. It is what we think we are like. Thus, the self concept is the cognitive part self-picture.

"Self-esteem" the other component of "Self" is the feeling of affective part of our self-picture. it s the way we feel about who we are and reflects whether we feel we are worth or not. It is the valuing part of our picture of ourselves.

Several investigators have reported the self-concept and the self-esteem as the factor determining the school success of the children. What the children know and feel of themselves influence their school success. Lower self concept and a under achievement have been found to go had in hand.

Students differ with respect to their self-concept of their ability. This difference causes variations in the educational achievements of the people. Wylie (1961).

Class and Salame (1975) is study of 32 over achievers and 33 under achievers found that under achievers were self- critical in consistent in their answers to a series of school and non-school tasks, and head difficulties in accurate self evaluation. Results confirm the importance of the cognitive mechanism.

1. **Hypothesis -** For this, some tentative hypotheses were framed with respect to different areas of money problem check list, which measures the adjustment problems of students, they were:-
 - 1-The FC students group would have less number of problems than SC students group on the social and recreational Activities (SRA). Both groups would differ significantly.
 2. The FC students group would have Lecumberri problems than SC students group on the courtship, sex and marriage (CSM). Both groups would differ significantly.

Methodology - Quota sampling technique is a kind of non-probability sampling technique. It bears a close resemblance to the stratified random sampling technique. The only difference is that here individual from each subgroup or stratum of the population are drawn not at random. Thus, in quota sampling technique the population is categorized into several strata and form each stratum a sample of the desired size is selected (usually not at random). Attempt is made to keep the number of individuals in each sample stratum proportional to the number of individuals in each population stratum. Thus, if the population consists of 50% males and 50% females, during sampling the investigator are assigned these quotas and are

asked to select the persons in a manner in which 50% may be males and 50% females. The selection is not random but according to the convenience of the investigator. Like in stratified sampling, the disproportionate representation in quota sampling sometimes become unavoidable specially where the variables or traits being investigated are not clear cut.

Result - In order to test the different hypotheses that the FC and SC students would differ significantly on the different areas of adjustment problems, the FC and SC students groups were determined on the basis of traditional caste system that is " Varn Varnvashtra". The Brahmins, Bhunmiars, Rajpoot and Kayasth were included. The total number of students group was 200. Furthermore, the SC group was formed on the basis of their sub-castes and similarly the total number of forward caste groups was 200 only. The means of both FC and SC groups were compared on health and physical development (HPD).

Further, to test the hypothesis that the FC caste student group and SC student group would differ significantly on social and recreational activities (SRA) the groups were compared (Table- 1 (i))

Table- 1 (i)

Comparison of FC and SC student groups on Adjustment Problem (SRA)

Groups	N	M	SD	T	Significance level
FC	200	11.13	3.73	3.98	P<.01
SC	200	12.47	4.21		

It appears from table- (ii) that the two groups differ significantly in SRA. Here; the mean score of SC student group is some extent greater than FC group indicates that the SC student groups have more problems.

In order to test hypothesis that the SC student group would have more problem of courtship, sex and marriage (CSM) that the FC student groups. The groups were compared (Table- 1(ii))

Table- 1 (ii)

Comparison of FC and SC caste student groups on Adjustment Problem (CSM)

Groups	N	M	SD	T	Significance level
FC	200	10.12	4.35	2.19	P<.05
SC	200	11.25	4.49		

It appears from table 1 (ii) that the groups differ significantly with respect to the courtship; sex and marriage (CSM). The SC caste student groups have more problems of CSM on Mooney Problem Check-list than the FC student groups. It shows from the mean of the groups.

Conclusion - Several studies and observation have been made and are still going on to investigate into the cause of differential personality of the disadvantaged or in other words unprivileged, deprived, underprivileged, retarded or prolong deprived children. All have used the above terms approximately with the same meaning that is the absence of necessary conditions for the growth of cognitive of non-cognitive personality characteristics in the individuals. There would be more adjustment problems among the students of scheduled caste than other forward castes who would have less adjustment problems this, some tentative hypotheses were framed with respect to different areas of Mooney problem check list, which measures the adjustment problems of students, they were:-

1-The FC students group would have less number of problems than SC students group on the social and recreational Activities (SRA). Both groups would differ significantly.

2-The FC students group would have less number of problems than SC students group on the courtship, sex and marriage (CSM). Both groups would differ significantly.

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