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Research Article

A STUDY OF ASPIRATION AND ADJUSTMENT PROBLEMS OF MAHA DALIT AND DALIT +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. 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. The study is very useful as the main objective is to contribute the findings for the welfare of Maha Dalit and Dalit students. The topic is very important as it covers the priority areas of University Grants Commission. Hence A Study of Aspiration and Adjustment Problem of Maha Dalit and Dalit +2 Students is very appropriate and it envisages the problems of downtrodden. Sample: a random-cum purposive sample of 300 Maha Dalit and Dalit caste +2 high school students' groups of Gaya town will be served as subjects. Personal data sheet will be developed by the investigator itself to collect information concerning demographic data. Educational Aspiration Scale (Saxena, S.K. 1984) will be used. findings are result shows that the Maha Dalit and Dalit groups differ significantly on levels of Realistic Long-range Educational Aspiration.

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INTRODUCTION

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 constitution. Besides Fundamental Rights, the Directive Policy of state government have also been mentioned as a separate chapter. Not withstanding 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 Maha Dalit which includes Choudhary, Halalkhore, Dome and Bhunya to provide them better amenities for their all round development. Remaining other caste, scheduled caste has been named as Dalit. Considering the issue of Maha dalit and Dalit and students groups, the present researcher thinks it proper to study of Aspiration, Adjustment problems of Maha dalit and Dalit +2 students groups.

The study is very useful as the main objective is to contribute the findings for the welfare of Maha Dalit and Dalit students. The topic is very important as it covers the priority areas of University Grants Commission. Hence, the topic "A Study of Aspiration and Adjustment Problem of Maha Dalit and Dalit +2 Students is very appropriate and it envisages the problems of downtrodden.

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,

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size of family, sibling position, parenting harmony/disharmony, etc. on the variables noted above.

Nevertheless, the researcher likes to mention in brief the concept of aspiration and adjustment problems:

Concept of aspiration: The concept of aspiration has been given in psychological and social science research by different subject matter experts. Tamara Dembo (1931) who for the first time had used the concept in reference to the degree of difficulty of goal towards which a person is striving. The experimental findings of Dembo and Hoppe (1930) in the field of aspirations' study encouraged a number of the investigators to enquire into the factors influencing goal setting behavior. It is worthwhile to say that Frank (1935) presented a definition of aspiration, which has received general acceptance in the following words: "The individual, knowing his level of past performance in that task, explicitly undertakes to reach." Escalona (1940) was the first who presented a theoretical conception of level, referred as the "resultant valence theory" of level of aspiration. When an individual is asked to state his level of aspiration it is essentially to turn out to be a choice situation. The choice of an individual is guided by two basic factors, namely, the positive valence of future success and the negative valence of future failure.

Level of aspiration can better be studied in relation to individuals' past experience, present needs and future goals. Automatically level of aspiration gets tied down to individual idiosyncrasies in respect to their target of achievement. In level of aspiration experiments, individual is unaware of his personal standing- he just knows that he is one of the several participants induces in him desire to show an average performance of the task. It is internal standard and apart from this, it is also important to determine the extent and kinds of influence, external standards can exert on level of aspiration. The problem of one's level of aspiration is actually the problem of choice and decision about one's future plan of performance. This exposes individual to risk taking (in case of future).

Concept of 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).

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. Their 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 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, counselling and rehabilitation, development psychology and for National Planner

Objective

1. The purpose and objective of study is to investigate into the effect of caste: Maha Dalit and Dalit caste +2 high school students groups on Aspiration, namely educational and occupational- realistic long range, realistic short range: idealistic long range, idealistic short range and level of aspirations,
2. The effect of caste: Maha Dalit and Dalit caste+2 high school students' groups on different areas of Adjustment problems. here purposes will be elaborately been written as study advances,

Hypothesis

1. Maha Dalit and Dalit caste +2 high school students groups will differ significantly on Aspiration, namely educational -realistic long range, realistic short range: idealistic long range, idealistic short range and level of aspirations,
2. Maha Dalit and Dalit caste +2 high school students groups will differ significantly on Aspiration, namely occupational- realistic long range, realistic short range: idealistic long range, idealistic short range and level of aspirations,

METHODOLOGY

Sample: a random-cum purposive sample of 300 Maha Dalit and Dalit caste +2 high school students' groups of Gaya town will be served as subjects. The sample will be carried on by including among 300 subjects 150 Maha Dalit and Dalit caste +2 high school students' groups will be framed. For the purpose of comparison of the variables noted above.

Tests and tools to be used

1. Personal data sheet will be developed by the investigator itself to collect information concerning demographic data.
2. Educational Aspiration Scale (Saxena, S.K. 1984) will be used,
3. Occupational Aspiration Scale (Grewal, G.S. 1975) will be used,
4. Adjustment tool: Any suitable check-list or questionnaire of adjustment problem will be used.

RESULTS AND DISCUSSION

In order to test the hypothesis number 1(I) that Maha Dalit and Dalit under-+2 students groups would differ significantly with respect to their level of educational aspiration and further the Dalit +2 students’ group would have high educational aspiration than the Maha Dalit under-+2 student groups on the Educational Aspiration Scale developed by Saxena, S.K., 1984, Agra Psychological Research, Tiwari Kothi, Belaganj, Agra - 4, was administered to them. The +2 schools were situated in, Gaya. All were situated in urban area as noted in methodology sub-heading sample. They were thrown for empirical verification.

The hypothesis was that the Maha Dalit and Dalit +2School going students’ groups would differ significantly with respect to their RLE RSE ILE ISE and LEA as noted below:

1. Realistic Long-range Educational Aspiration (RLE).
2. Realistic Short-range Educational Aspiration (RSE).
3. Idealistic Long-range Educational Aspiration (ILE).
4. Idealistic Short-range Educational Aspiration (ISE); and
5. On Total Levels Scores of Educational Aspiration (LEA).

In order to obtain scores of Aspiration, the scores of faculty of Maha Dalit’ +2students’ group and Faculty of Dalit +2Students’ group studying in +2 schools were administered to prefer or make preference on each two multiple choice items for realistic Long-range Educational Aspiration (RLE), Realistic Short-range Educational Aspiration (RSE), Idealistic Long-range Educational Aspiration (ILE), and Idealistic Short-range Educational Aspiration (ISE) were separately arranged computed by suitable statistical i.e. measure (t test) and presented in different tables. In this scale, the student could get, a score range from ‘0’ (Zero) to ‘18’ (Eighteen) on each two RLE, ILE, RSE and ISE scores those were separately calculated. The Means and SD of all aspiration areas were computed. The Maha Dalit group has 7.00, 7.50, 7.00, and 8.00 Means with SD of 1.50, 1.00, 1.50 and 1.00 for RLE, RSE, ILE and ISE aspiration. Further the Dalit group has 7.50, 8.00, 7.50 and 8.50 Means with SD of 1.00, 1.00, 1.00 and 1.00 for RLE, RSE, ILE, and ISE respectively.

After that, the scores on level of Educational Aspiration (LEA) were calculated by summing up all obtained scores on each multiple choice items in the educational aspiration scale. There were eight items in the scale and a student could get a score ranging from ‘0’ to ‘72’ on all the eight items. In one item one can get 0 to 9 scores. In order to get Mean of total scores levels of educational aspiration group the scores were arranged in f distributions and means of each Maha Dalit and Dalit +2 students groups studying in +2 schools were calculated after summing up all the scores obtained in different areas. The Mean LEA of Maha Dalit +2 students group studying in +2 schools is 29.50 with SD of 4.50. Further the Mean LEA of Dalit +2 students studying in +2 schools is 31.50 with SD of 4.00 respectively in terms of their total score on level of educational aspiration (LEA).

The following results were found after computation of t significance of difference between two Means:

Realistic Long-range Educational Aspiration (RLE): In brief the realistic aspirations are those aspirations which show the confidence of an individual to achieve or accomplish a goal.

In order to test hypothesis no. 1. (i) the obtained scores on RLE of +2 Maha Dalit and Dalit high school students groups were arranged in frequency table, Mean and SD of both group scores were computed and t was calculated i.e. significance of differences between groups was obtained. The results of RLE scores of the Maha Dalit +2 students group and Dalit +2 Students group studying in +2 schools are presented below after computing t i.e the significance of difference between two Means (Table -1(i) below:

Table-1(i) Significance of Means’ differences between Maha Dalit and Dalit +2 students groups studying in +2 schools with respect to their levels of Realistic Long-range Educational Aspiration (RLE)

Groups	N	M, SD & t of RLE		t	df	Level of Significance
		Mean	SD			
Maha Dalit	150	7.00	1.50	3.47	298	p<.01
Dalit	150	7.50	1.00			

Significant at 0.05 level of significant.

It is clear from table-1(i) that the Maha Dalit and Dalit groups differ significantly on levels of Realistic Long-range Educational Aspiration (RLE) (t=3.47, df=298, p<0.01). It is vivid from result that both groups differ significantly in terms of their realistic long range educational aspiration (RLE). The result supports hypothesis, the result is contrary to the studies of Empey, 1956, Harrison, 1968 and Sahoo, 1960 and several other studies conducted in this area.

Realistic Short-range Educational Aspiration (RSE)

In order to verify the hypothesis no. 1.(ii) that Maha Dalit and Dalit +2 students’ groups studying in +2 schools will differ significantly in terms of their scores on Realistic Short-range Educational aspiration (RSE), their scores were arranged in frequency table, Means and SD of both groups were computed and further the t was derived by its calculation (table-1(ii) below:

Table 1 Significance of Mean differences between Maha Dalit and Dalit +2 students’ groups studying in +2 schools on their levels of RSE

Groups	N	M, SD & t of RSE Aspiration		t	df	Level of Significance
		Mean	SD			
Maha Dalit	150	7.10	1.65	3.49	298	p<0.01
Dalit	150	7.65	1.05			

Significant at 0.05 level of confidence.

Table-1(ii) shows that Maha Dalit and Dalit +2 students’ groups having coming from different +2 schools of Gaya differ significantly on realistic short range educational aspirations RSE (t = 3.49, df =298, p<0.01). The Mean RLO of Dalit higher than is 7.65 while the Mean of Maha Dalit is 7.10.The result confirms the formulated hypothesis no. 1.(ii).

1.(iii). Idealistic Long-range Educational Aspirations (ILE): In order to examine the hypothesis no. 1.(iii) that the Maha Dalit and Dalit +2 High school students would differ significantly on

their Idealistic Long range Educational (ILE) aspiration level, both the +2 Students groups were compared, and the t was computed to find out their significance of Means difference between groups on ILE (Idealistic Long-range Educational aspiration) (Table-1.(iii) below:

Table 1 Significance of Means difference between the Maha Dalit and the Dalit +2 students with respect of their scores on Idealistic Long range Educational (ILE) aspiration

Groups	N	Mean, SD & t of ILE Aspiration		t	df	Level of Significance
		Mean	SD			
Maha Dalit	150	7.21	1.58	3.68	298	p<0.05 sig.
Dalit	150	7.71	1.02			

Result in Table-1.(iii) indicates that both Maha Dalit and Dalit +2 students studying in +2School differ significantly in terms of their levels of ILE(idealistic long-range) educational aspiration ($t=3.68$, $df=298$, $p<.05$ sig.). The Mean RLO of Dalit higher than is 7.21 while the Mean of Maha Dalit is 7.71. The result supports hypothesis.

Idealistic Short-range Educational Aspiration (ISE)

In order to examine that the Maha Dalit and Dalit +2 student groups studying in +2 schools would differ significantly on their scores of Idealistic Short range Educational aspiration their Means scores and SD were arranged and significance of differences between groups i.e. t was computed (Table- 1.(iv) below:

Table 1 Significance of Means differences between Maha Dalit and Dalit +2 students studying in +2 schools on ISE aspiration level

Groups	N	Mean, SD & t of ISE Aspiration		t	df	Level of Significance
		Mean	SD			
Maha Dalit	150	7.08	1.61	3.58	298	p<0.01 sig.
Dalit	150	7.59	1.03			

Table-1(iv) result shows that the Maha Dalit and Dalit +2 students groups studying +2 schools differ significantly on their Means scores of Idealistic Short range Educational Aspiration ($t=2.18$, $df=298$, $p<.05$ sig.). The result confirms the hypothesis. The Mean scores of Maha Dalit group are 7.08 with SD Of 1.61 while the Mean of Dalit group is 7.59 with SD 1.03. The trend shows a sharp priority of Dalit over Maha Dalit +2 students group.

Total scores of Maha Dalit and Dalit +2 Students studying in +2 schools on their Levels of Educational Aspiration (LEA)

The total scores obtained by a student on all the eight multiple choice items in the scale determine his level of Educational Aspiration. In order to examine in statistical measure it was decided proper to analyze and treat the scores by suitable statistic t to ascertain significance of difference between Means' LEA of Maha Dalit and Dalit +2 students' groups studying in +2 schools. It was hypothesized that Maha Dalit and Dalit +2 students would differ significantly in their total scores on the level of educational aspiration (LEA) (table-1.(v) below:

Table 1 Significance of difference between Means scores of Maha Dalit and Dalit studying +2 schools on total levels of educational aspiration (TLEA)

Groups	N	Mean, SD & t LEA		t	df	Level of Significance
		Mean	SD			
Maha Dalit	150	28.39	6.34	3.37	298	p<0.01 sig.
Dalit	150	30.45	4.10			

It is clear from table-1.(v) that Maha Dalit and Dalit +2 students groups studying in +2 schools differ significantly on their Total level of Educational Aspiration ($t=3.37$, $df=298$, $p<0.01$). The Mean total level of educational aspiration of Dalit is 30.45 while the Mean of Maha Dalit is 28.39.

CONCLUSION

It may be said that a long-range aspiration refers to the future planning of a person to achieve a goal. It is commonly observed that stimulating environment, cognitive determinants like intelligence, creativity, abstract thinking ability to present things logically and rationally ones imagination and the high socio-economic status level which provide opportunity to study in stimulating environment determine as to what planning individual will do to set a goal for his future. Studies conducted in this area report higher aspiration for future in upper class than the lower class (Empey, 1956, Harrison, 1968 and Sahoo, 1968).

Idealistic aspirations refer to the wishful imagination of an individual to achieve a goal. Mass-media, e mail Technology Education, Teleconferencing, Aeronautic education, NIT, specialization in the field of Medicine, surgery, neurosurgery, cardiology, Para-medical technology, Cytology and Genetics, Fogarty Engineering: civil, architecture, mechanical, electronic, space research television, stories, identification with modeling pattern etc. influence the wishful imagination of a person to set an ideal goal for himself. Mostly, the adolescents have found to be in wishful imagination to set a goal for their life.

It will not futile to say that a Short-range aspiration refers to a person's wishes to achieve an immediate goal. it is observed that generally persons belonging to lower class set an immediate goal which is likely to fulfill their immediate unrest needs. Studies report that upper class students are trained by their parents to leave an immediate goal which can handicap them to achieve a higher goal in future (Hurlock).

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