Research Article

ADJUSTMENT PROBLEMS OF MAHADALIT 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. Indian society is based on caste, language, religion and regions. The current study is aim to established the adjustment problems of mahadalit 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. 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. Money problem check list (MPCL) will be used. findings are result shows that the Maha Dalit and Dalitgroups differ significantly on adjustment problems.

INTRODUCTION

More than 200 million people in India are vulnerable to discrimination, exploitation and violence simply because of the caste into which they were born. The caste system relegates Dalits and Maha Dalit, formerly known as 'untouchables', to a lifetime of segregation and abuse. Caste-based divisions dominate in housing, marriage, employment, education, and general social interaction- divisions that are reinforced through economic boycotts and physical violence. Dalits and Maha Dalit are forced to perform tasks deemed too "polluting" or degrading for non-Dalits.

The children of manual scavengers are particularly vulnerable to discrimination in their schools, where they are forced to perform cleaning and scavenging work, and where discrimination undermines all aspects of their education and often causes them to drop out of school altogether." While India has dramatically decreased the dropout rate for all Indian youth, the difference in dropout rates among Maha Dalit, Dalit and non-Dalit youth continues to widen.

A survey by the Indian human rights organization Navsarjan Trust reveals that teachers, local governments, and community members routinely subject the children of manual scavengers to discrimination and forced labour as part of their daily experience of attending school and living in their communities. The survey - Voices of Children of Manual Scavengers – is

based on interviews with 1,048 children between the ages of 6 and 17 in the state of Gujarat. Together with Navsarjan's groundbreaking report Understanding Untouchability it forms the basis of this briefing document. Both reports reveal rampant discrimination against Dalit and Maha Dalit children and students in direct contravention of numerous international and domestic laws banning caste discrimination and 'untouchability' practices.

The International Covenant on Economic, Social, and Cultural Rights (ICESCR) recognises "the right of everyone to the enjoyment of the highest attainable standard of physical and mental health." Teachers and community members deny Dalit or MahaDalit children their equal right to health by forcing them into hazardous work that includes cleaning human excrement and disposing of dead animals.

Indian society is based on caste, language, religion and regions. In Varn-vyvastha the society is divided in four classes on the basis of their 'Karm'. They are Brahmin, Kshatriya, 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 with standing 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

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since independence. Further other backward castes (OBC) have been included in reservation, Recently, NDA government made provision of Maha Dalit which includes Choudhary, Halalkhor, Dome and Bhuiyan to provide them better amenities for their all round development. Remaining other caste, scheduled caste has been named as Dalit.

In Bihar, with a population of over two million, the Mushars form the third largest Dalit group in the state. They are the poorest and the most discriminated against of all the Dalit castes in Bihar. Any reflection on the durable effects of poverty and untouchability on the community must take into account everyday actions and social arrangements that, although apparently 'normal' or 'harmless', still result in irreparable damage to the self-image and agency of the community. They include practices of untouchability, illiteracy, landlessness, infant mortality, the low status of Dalit women, and dominant discourses that represent Dalits in a negative manner, all being submerged or deeply embedded forms of structural violence (Farmer 2003; Herr 1999; Kleinman 2000; Scheper-Hughes 1992). Mendelsohn and Vicziany (1998) refer to the story of Jitan Ram Manjhi, the Musahar politician from Bihar. Seeing his son's interest in learning, Jitan Ram's father approached the Bhumihar landlord to whom he was bonded, asking for permission for his son to go to school.

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 demasatisfaction 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 someway to make it appropriate to certain requirement. It consists of the process by which we manage our external and internal demands. Good (1959) sates that adjustment is the process of finding and adopting modes of behaviuor suitable to the environment or the changes in the environment. Shafer (1961) emphasized that adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Kulshrestha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc., and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationships with the environment.

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

Floods and Anders (2005) asserts that poverty status has been significantly related to problems in the areas of physical health, adjustment and behavior, as well as learning disabilities, all of which are known to have negative impact on academic achievement. Psychological and behavioral barriers in academic achievement have been found to be linked to socio-economic -status of children. Mental health experts estimate that 7-8% of all school age children have emotional or behavioural difficulties disorders (EBD) that requires some special intervention in school or in mental health systems and 3% of these have severe emotional disturbances (Warren and Schofield, 1994). Children with the above difficulties are likely to come from low-income single parent families. Children with EBD, in comparison with those having other difficulties, are more frequently left back in studies than other students with disabilities and are less likely to go on to college (Food & Anders, 2005).

Considering the issue of Mahadalit and Dalit students groups, it is proper to study the adjustment problems of Mahadalit 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.

Objective

The effect of caste: Maha Dalit and Dalit caste+2 high school students' groups on different areas of Adjustment problems.

Hypothesis

1. The Dalit group would have less HPD (Health and Physical Development) adjustment problems scores while the Maha Dalit groups would have more HPD adjustment problem score. The groups would differ significantly.
2. The Dalit group would have less FLE (Finance, Living condition and employment) adjustment problems than the Maha Dalit group, The groups would differ significantly.
3. The Dalit group would have less SRA (Social recreational activities) adjustment problems than the Maha Dalit group. The groups would differ significantly.
4. The Dalit group would have less CSM (Courtship, Sex and Marriage) adjustment problems than the Maha Dalit groups. The groups would differ significantly.

METHODOLOGY

Sample

A random-cum purposive sample of 300 Maha Dalit and Dalit caste +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 Maha-Dalit and 150 Dalit caste +2 high school students' groups have been framed for the purpose of comparison of the variables noted above.

Tests and tools to be used

Personal data sheet: The personal data sheet has been framed by the investigator itself to measure personal information like castes, size of family, paretal harmony/disharmony and socio-economic status (SES) of family. Furthermore, the characteristics under study and the SES of the parents/guardian of the students have also been measured. The SES indices are income, occupation, income and expenditure items. The commodities (comfort, luxurious articles, recreational, vehicle type, guests who used to come in home or rented house on the eve of ceremony and number of rooms in home or rented house, number of books, Journal subscribe in the home.

Money problem check list (MPCL): High school and college forms):

There are several adjustment and maladjustment inventories which have been developed and used by the investigators some of them may be captioned by their developer like Saxena (1959). Asthana (1967), Sinha & Singh (1967), Kumar (1967), Mittal (1965), Bangali (1965), Bhayia (1966), Singh (1971), Mohsin and Shamshad (1987), Singh (1972) are available but

RESULTS AND DISCUSSION

In order to test the hypothesis that Dalit and Maha Dalit +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 Dalit and Maha Dalit groups on Adjustment problem (HPD)

Groups	N	Mean	SD	T	Sig. Level
Dalit	150	7.05	1.58	3.108	p<0.01
Maha Dalit	150	7.54	1.17		

It is evident from table–1 that the groups differ significantly on HPD (t=3.108, df = 298, p<0.01). The Mean of Maha Dalit group is higher than the Mean (7.54) of Dalit group MeanMean (7.05). It indicates that the Maha Dalit 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.

In order to test the hypothesis number 2 that the Dalit and Maha Dalit 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 Dalit and low Maha Dalit groups on Adjustment problem (FLE)

Groups	N	Mean	SD	T	Sig. Level
Dalit	150	7.02	1.53	2.593	p<0.01
Maha Dalit	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 Maha Dalit group 7.43 was slightly higher than the Dalit group (M=7.02). The result supports hypothesis.

In order to test the hypothesis no. 3 that the Dalit group and Maha Dalit group would differ significantly on social and recreational activities (SRA), the groups were compared (Table-3) below:

Table 3 Comparison of Dalit and Maha Dalit groups on Adjustment problem (SRA)

Groups	N	Mean	SD	T	Sig. Level
Dalit	150	7.09	1.47	2.596	p<0.01
Maha Dalit	150	7.59	1.07		

It is evident from table -3 that the Dalit and Maha Dalit groups differ significantly on social and recreational activities (SRA) (t=2.596, df=298, p<0.01). Here the Mean score of Maha Dalit group 7.59 was some extent greater than Dalit group 7.09 indicating of that the Maha Dalit group have moreproblems. The result supports hypothesis.

In order to test hypothesis no. 4 that the Maha Dalit group would have more problems of courtship, sex and marriage (CSM) than the Dalit group. The groups were compared (Table–4) below:

Table 4 Comparision of Dalit and Maha Dalit groups on Adjustment problem (CSM)

Groups	N	Mean	SD	T	Sig. Level
Dalit	150	7.10	1.45	2.58	p<0.05
Maha Dalit	150	7.60	1.09		

It is evident from table-4 that the Dalit and Maha Dalit groups differ significantly with respect to the courtship, sex and marriage (CSM) (t=2.58, df=298, p<0.05). The Mean score of Maha Dalit group 7.60 was some extent greater than Dalit group 7.10 indicating of that the Maha Dalit group have more problems of CSM on Money Problem Check-list than the Dalit group. The result supports hypothesis.

CONCLUSION

1. Significant Mean difference is found between Dalit and Maha Dalit groups on Health and Physical Development. Table–1 result indicates that the groups differ significantly on HPD (t=3.108, df = 298, p<0.01). The Mean of Maha Dalit group is higher than the Mean (7.54) of Dalit group Mean (7.05). It indicates that the Maha Dalit group have more adjustment problems. The result supports hypothesis.
2. Significant Mean difference is found between groups. Table-2 result indicates that the two groups differ significantly on finances, living conditions and employment (FLE) (t=2.593,df=298, p<0.01). The Mean of Maha Dalit group 7.43 was slightly higher than the Dalit group (M=7.02). The result supports hypothesis.
3. Significant Mean difference is found between groups. Table -3 result exhibits that the Dalit and Maha Dalit groups differ significantly on social and recreational activities (SRA) (t=2.596, df=298, p<0.01). Here the Mean score of Maha Dalit group 7.59 was some extent greater than Dalit group 7.09 indicating of that the Maha Dalit group have moreproblems. The result supports hypothesis.
4. Significant Mean difference is found between groups. Table-4 result shows that the Dalit and Maha Dalit groups differ significantly with respect to the courtship, sex and marriage (CSM) (t=2.58, df=298, p<0.05). The Mean score of Maha Dalit group 7.60

was some extent greater than Dalit group 7.10 indicating of that the Maha Dalit group have more problems of CSM on Money Problem Check-list than the Dalit group. The result supports hypothesis.

Limitation

The limitation of this study lies in the sense that it takes male small sample, Dalit and Maha Dalit +2 school students, on Adjustment problems in Dalit and Maha Dalit 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), counselling psychology, measurement and evaluation in school and clinical diagnosis also. The behaviour therapy like Rational emotive behaviour therapy, individual guidance and other interventions can be used.

Acknowledgement

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How to cite this article:

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