A Study of Personality and Adjustment of Female Students of Different Categories

Abstract

Woman is the pivot of a family so it is necessary to give proper importance to her physical, mental and educational development. Education is the most effective device for improving the status of women in our society. Scheduled castes and tribes social and economic conditions were very poor. They have no chance for the development of their personality and society. They were not allowed to perform religious rituals because they were considered unholy from their birth. Due to this social indiscrimination they became deprived of education they cannot have any relationship with so called high caste. They were kept, aside from localities of high castes and used to live outside die villages. Social, economic and educational conditions of the different categories leave deep impact on their personality development and adjustment. Adjustment depends greatly of the family background, which in turn bears the impress of culture of the group and the attitudes inculcated by it. Since the process of adjustment undergoes continuous modification as the individual’s experiences and environmental conditions change gradually, it would have been unfair to compare the adjustment of different age group girls. To minimise the age group difference the study is restricted to the final year girls of the graduation. This paper highlights the study adjustment of general, other backward classes and scheduled castes female students.

1 Introduction

The main stream of any country is its well educated citizens. Education is a ladder of development, it dispels darkness and brings light, it is the base of all human resource development, a stepping stone for the onward march of culture, the bedrock of human progress. Higher education is a process to
make citizens responsible and aware. It can bring an awakening in them and help them to face the
world and solve their various problems like purdah system, child marriage, dowry system, slave
system and condition of women. It has admitted that social, economic and cultural positions are basic
reason for low level of education in women. So NPE has strongly emphasized the interventionist role
of education as well as empowering them. It’s essential to take attention towards higher education.
Highly educated citizens can provide new ideas with direction to society for better future. In higher
education, the number of female and male students is increasing. But there is a gap between the two.
Women’s education is the stepping stone to all kind of education. Swami Vivekananda used to say,
“There is no chance for welfare of world unless the condition of women is improved. It is not possible
for a bird to fly on one wing.”

Since equality has to be achieved through education for empowerment. Intensive research
programmes of women’s studies may he craved out. Methodology for identification of women in the
research may be provided and development research must focus attention to women’s issue for
generating climate appropriate to empowerment of women and commitment. We see various
religion, caste, culture, language etc. in our country. There are many advantages of these differences
but in some ways we feel that there are some deficiencies. In the Indian society apart from various
differences (social, economic, cultural, caste, religion) category and sex are two important factors.
Social class is a concept which describes the divisions in a society. It is commonly believed that
persons belonging to general categories are superior in economical and educational status in society.
As we see in old tradition Kshatriyas were rulers and warriors, Brahmans were priest and vaishyas
were businessman. People belonging to scheduled castes were involved in handling of so called dirty
jobs like tanning, sweeping and as servant of superior classes. This system is changing gradually
because they are involving in these services they become backward in educational, economical and
social fields. Now there is a perceptual, gradual change in socio-economic and educational conditions.

People of high castes assured for themselves wealth and prestige due to their strong economic
and social background and the masses which were in the service of society became downtrodden and
were miserable both in respect and wealth. Scheduled castes and tribe’s social and economical
conditions were very poor. They have no chance for the development of their personality and society.
They were not allowed to perform religious rituals because they were considered unholy from their
birth. Due to this social indiscrimination they became deprived of education they cannot have any
relationship with so called high caste. They were kept, aside from localities of high castes and used to
live outside die villages. Social, economical and educational conditions of the different categories
leave deep impact on their personality development and adjustment.

2 Objective Of The Study
The objective of present study is to study adjustment of general, other backward classes and
scheduled castes female students.

3 Hypotheses
Under the present study the following hypothesis have been formulated and tested
There is no significant difference among the adjustment of general, other backward classes and
scheduled castes female students. This hypothesis is further divided into three sub hypothesis:

a. There is no significant difference between the adjustment of general and other backward
classes female students.
b. There is no significant difference between the adjustment of general and scheduled castes female students.

c. There is no significant difference between the adjustment of other backward classes and scheduled castes female students.

4. Definitions Of Important Terms

A few terms have been used in this study at different stages which need clarification. To understand the concepts underlying this investigation these terms have been defined as follows:

- **Adjustment**
  In the present study, adjustment refers to the extent or capacity to which an individual may keep harmony between him and his environment. Only five areas of adjustment have been covered.

- **General Category**
  The castes which are not included in other backward classes and scheduled castes/tribes are treated as general category.

- **Scheduled Castes/Tribes**
  The castes which are mentioned in the article 244(1) of schedule five and article 244(2), 275(1) of schedule six in the constitution are called scheduled castes. They are mentioned in the scheduled to give them religious, social, economic and political conveniences. The tribes whose names are included in schedule of constitution, called scheduled tribes. A tribe is such a type of regional human group which has a common culture, language and business which generally follows the laws of intercaste marriage.

- **Other Backward Classes**
  Some castes which are not included in scheduled castes/tribes but on the basis of backwardness they are described other backward classes in part 16th of Indian constitution. Mandal commission submitted its report in 1982, which described OBC’s on the basis of social, educational and economic backwardness. In other backward classes backwardness is the characteristic of a group not an individual.

5. Method and Procedure of study

The study was titled as “A Study of Personality and Adjustment of female students of different categories.” The first major purpose of this study was to compare the adjustment and personality factors of general, other backward classes and scheduled castes female students. Second purpose of this study was to find out the relationship between the adjustment and personality traits.

**Statistical Technique used**

First purpose of this study was to compare the adjustment of female students of different categories. Mean scores and Standard Deviations of each group on various dimensions of these variables were calculated. Profiles for different groups were prepared on the basis of mean scores and plotted in figures to give a comparative picture.

Hence the comparison for all the groups was made on the basis of the t-test with 0.05 and 0.01 levels of confidence considered significant hypothesis from 1 to 2 were tested applying two tailed t-test.
The technique of chi-square was applied to find out the relationship between adjustment and personality traits of different categories. Technique of chi-square was used to test the hypothesis No 3. The technique of chi-square was applied by preparing 3x3 contingency table for different variables. The scores on different dimensions of adjustment and personality traits were divided into the three categories, using manuals.

The contingency coefficient (C), provides a measure of correlation when each of the two variables under study have been classified into two or more categories. In the present study C was calculated by the following formulas.

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\sqrt{\frac{X^2}{N + X^2}}
\]

Where N is the total number of frequency.

6. Findings

Hypothesis

The hypothesis of this study was “There is no significant difference among the adjustment of general, other backward classes and scheduled castes female students.” The analysis of data has revealed that general students and other backward classes students, general and scheduled castes students, differ on one or more measures of adjustment.

Hypothesis (a)

The sub-hypothesis (a) of this study was “There is no significant difference between the adjustment of general and other backward classes female students.” For this purpose the students adjustment scores were tabulated, mean and standard deviations were calculated for each dimension of adjustment. To test the hypothesis t-test was applied.

On the basis of results it may be said that general and other backward classes students differ in their home and health adjustment and general students adjust better in comparison to other backward classes students. The reason behind this may be that behaviour of general students is good at home. They obey their parents and elders, they love their youngers. And general students health adjustment is better than other backward classes because they have less tension and worries about their health. Hence sub-hypothesis 1(a) is rejected on home and health dimensions and accepted on social, emotional, educational, dimensions and total adjustment. As a whole total adjustment of two groups do not differ significantly.

Hypothesis (b)

The sub-hypothesis (b) in this study was “There is no significant difference between the adjustment of general and scheduled castes female students.” To test the hypothesis t-test was applied with 0.01 and 0.05 level of significance.

General students are more adjusted in home and Health situations of life than the scheduled castes female students. So we may say that behaviour of general students is good at home, their family environment is better than scheduled castes, they obey their parents and elders, loves their youngers, and general students health adjustment is also better than other backward classes. They may have less tension and less worries about their health. Hence hypothesis 1(b) is rejected on home and health dimensions and accepted on social, emotional, educational dimensions and total adjustment.

Hypothesis (c)

The sub-hypothesis (c) of this study was “There is no significant difference between the adjustment of other backward classes and scheduled castes female students.” The two groups do not differ
significantly on home, health, social, emotional, educational and total adjustment. It may be concluded that the two groups are alike in their adjustment. Hence hypothesis I(c) is accepted.

7. Conclusion

I. It has been revealed from the study of adjustment that other backward classes and scheduled castes students perceive themselves poorly adjusted in comparison to general students. It may especially be due to female illiteracy, superstitious and lack of knowledge among other backward classes and scheduled castes students. Government should provide better educational programmes for parents as well as for students of other backward classes and scheduled castes. The government should take urgent steps to eradicate poverty of other backward classes and scheduled castes. And more health care programmes should be provided for better health.

II. It has been revealed that other backward classes and scheduled castes students perceive themselves poorly adjusted in home and health. It may be suggested for the teachers to give maximum knowledge about better nutrition, health services, reproductive and child health and maintaining better environment at home and their surroundings. So for the researcher has discussed some of the practical implications of the study pertaining to government, teachers and guidance workers. In this connection it is also important to discuss some on the main theoretical implications of the study which are vital to education. This would enable scholars to plan research studies for further investigation and thereby increasing the fund of knowledge in this field.

III. The findings of the present study reveal that general, other backward classes and scheduled castes differ significantly on one or more dimensions of adjustment and personality traits/factors, It indicates that the social conditions affects the adjustment and personality traits of female college students

References
