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EDUCATIONAL OPPORTUNITIES AMONG THE RESERVED AND GENERAL CATEGORY COLLEGE STUDENTS IN RELATION TO THEIR ADJUSTMENTS

B.P. Singh, Ph.D

Associate Professor, M.L.R.S. College of Education, Ch. Dadri, (Bhiwani), Haryana

Abstract

The purpose of this study was to examine the educational opportunities of Schedule Castes, Backward Classes and general category students on level of adjustment. Present investigation consists of 300 B.Ed./M.Ed. students including boys and girls of each category as per admission policy of M.D. University, Rohtak. This study reveals that there is significant difference between reserved category and general category college students on level of adjustment. Sc students are the least adjustable.

Keywords: *Opportunity, Reserved, Adjustment, General, College students.*



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Education brings harmonious development of the child. It influences psychological, social, economical, political aspect of the child. It brings maturity in the child so that he can take right decision at the right time in appropriate direction. Union and State government enfranchised every citizen to avail equal opportunities for education. But disadvantage group of society are still lagging behind in availing the education opportunities. There is no fee for Sc boys and girls in B.Ed. /M.Ed. They are getting scholarship starting from class first to Ph.D. They are getting free mid-day meal and uniform, in spite of these opportunities; SC's, ST's and OBC section of

society have not shown the satisfactory results in economic and educational field. Every person in the world has equal right to get education. Special provision has been framed in Indian constitution for women and socially and economically weaker section of the society. State government has full right to prevent the women and children from exploitation (Article 46). Special right has been given to minority community to preserve and enrich their culture and to open educational institution (Article 29, 30 and 350 A). The condition of SC is the worst as they are deprived of education, socially isolated and they are economically poor and they are unable to get share from the various programmes run by the Government. Article 15 empowers the state for making special provisions for the advancement of any socially and educationally backward class of citizens or for the scheduled castes and scheduled tribes. Similarly Article 46 empowers the state to promote the educational interests of scheduled castes, scheduled tribes and other weaker sections and shall protect them from social injustice and all forms of exploitation.

State has provided equal opportunities for each disadvantaged section of the society but it is clear from the review literature that awareness programme is indispensable for boys and girls living in the slum area to avail educational opportunities **Hurtado et. al. (1996)** has quoted that a sequence of adjustment begins when a need is felt and ends when it is satisfied. For example, teaching is not confined to particular community in India but teachers belong to all sections of society. **Pathan (1986)** found out that providing less education to girls was the common attitude in parents; they preferred to seek help from children than send them to school regularly. **Pande (2006)** also showed that percentage of dropouts is lower in girls than the boys in primary classes but their number increases in higher classes. There is large number of private schools available even in slum area but Schedule Castes; Backward Classes parents are interested to enroll their children in Govt. school due to (a) free education (b) availability of scholarship (c) free books, dress, bag and bicycle etc. Those parents who are economically and socially sound are interested to enroll their boys in English medium private schools and enroll their daughter in nearby government school. Since there is paucity of such schools in India, it is appropriate to investigate educational opportunities in reserved and non reserved college students in relation to adjustment.

Objective of the Study:

A study of educational opportunities between SC, BC and ST college students

Hypothesis

H₁ There is no significant difference between reserved and non - reserved college students on the adjustment level.

H₂ There is no significant difference between reserved category boys and general category boys on the adjustment level.

H₃ There is no significant difference between reserved category girls and general category college girls on the adjustment level.

H₄ There is no significant difference between scheduled caste and general category college students on the adjustment level.

H₅ There is no significant difference between backward class and general category college students on the adjustment level.

Sample

Three colleges of Education were selected purposively from Bhiwani District. All of them were B.Ed./B.Sc./B.Com or M.A/M.Sc./M.Com. and are studying in different colleges of education. A sample of 300 B.Ed. college students belonging to BC (81), SC (66), and general (84), SBC (30) and EBC (30) and PWD (9) was taken. A scale constructed by **Sinha and R.P Singh (1964)** was used to measure the adjustment of college students. The scale consists of 102 items. It comprises of 5 areas and includes items from home, health, social, emotional and education.

Procedure

Permission was sought from three colleges to collect data from B.Ed. /M.Ed. students to administer adjustment scale. They were told about the purpose of conducting the study and requested to give full cooperation. Direction regarding giving response to each item in the answer booklet was explained. There was no time limit to answer the items honestly. These answer booklets were collected along with adjustment scale. Mean, standard deviation, t test were calculated to get results.

Results and Discussion

The data collected was analyzed by using different statistical techniques.

Table1. Showing Mean Scores, S.D and ‘t’ value of reserved and non-reserved college students with regard to their level of adjustment df (298).

| Group | N | Mean | S.D | t | Significant level |
|-----------------------------------|-----|------|------|------|-------------------|
| Reserved college students | 216 | 36.9 | 6.8 | 5.20 | Significant |
| General Category College Students | 84 | 31.7 | 8.20 | | |

It is revealed from the table 01 that mean scores of the reserved category college students was 36.9 whereas the mean score of non- reserved category college students was 31.7. The t value was 5.20 which was significant both at .01 level (2.6) and .05 levels (1.97). Thus, the hypothesis, ‘there is no significant difference between reserved and non reserved college student on adjustment level’ is rejected. Greater the mean score on adjustment level scale less is the adjustment. It is inferred from the table 01 that general category students are more adjustable because of less mean score on adjustment scale. Respondents of reserved category students were less adjustable in their emotion, social, economic, health and home dimensions.

Table 02: Showing Mean scores, S.D and t value of reserved category boys and general category boy with regard to their level of adjustment (df =98).

| Group | N | Mean | S.D. | t | Significant level |
|-------------------------------|----|------|------|------|-------------------|
| Reserved Category Boys | 72 | 35.7 | 6.2 | 4.48 | Significant |
| General Category Boys | 26 | 28.3 | 7.9 | | |

It is revealed from table 02 that mean scores of the reserved category boys was 35.7 whereas the mean score of General category boys was 28.3. The t value was 4.48 which were significant both at .01 level (2.6) and .05 level (1.91). Thus, the hypothesis that there is no significant difference between reserved category boys and general category boys on adjustment level is **rejected**. **Mean scores of reserved category boys on adjustment level scale indicates that these students are less adjustable as compared to general category students.** It is inferred from the table 02 that general category students are more adjustable because of less mean score on adjustment scale. Reserved category students are found to show less adjustment in social, economic, emotional, health and home dimension.

Table 03: Showing Mean Score, S.D. and t value of reserved category girls and general category girls with regard to their level of adjustment (df= 198).

| Group | N | Mean | S.D | t | Significant level |
|--------------------------------|----------|-------------|------------|----------|--------------------------|
| Reserved Category Girls | 144 | 38.41 | 7.3 | 5.8 | Significant |
| General Category Girls | 56 | 30.58 | 9.1 | | |

It is revealed from table 03 that mean score of reserved girls (38.41) was high as compared to general category girls 30.58. t value is 5.8 which is significant at both .01 level (2.61) and .05 level (1.98) with df 198. Hence, the hypothesis, “There is no significant difference between reserved category girls and general category college girls on the adjustment level “is rejected. Greater the mean score value on the adjustment level, less is the adjustment at home, health, economic, social and in emotional area.

Table 04: Showing Mean Score, S.D and t value of scheduled caste and general category college students with regard to their level of adjustment (df= 148).

| Group | N | Mean | S.D | t | Level of Significance |
|--------------------------|----------|-------------|------------|----------|------------------------------|
| Scheduled Caste Student | 66 | 42.5 | 6.30 | 9.15 | Significant |
| General category Student | 84 | 31.7 | 8.20 | | |

It is clear from the table 04 that mean scores of scheduled caste students (42.5) is higher than general category students (31.7). It indicates that scheduled caste students are less adjustable as compared to general category students. Similarly, ‘t’ value is 9.15 which is significant at .05 level (1.98) and .01 level(2.61). Hence, the hypothesis,” There is no significant difference between scheduled caste and general category college students” is rejected.

Table 05: Showing Mean Scores, S.D and ‘t’ value of backward class and general category college students with regard to their level of adjustment (df = 198).

| Group | N | Mean | S.D | ‘t’ | Level of significance |
|---------------------------------|-----------|-------------|-------------|------------|------------------------------|
| Backward class student | 81 | 40.1 | 6.62 | 7.3 | Significant |
| General category student | 84 | 31.7 | 8.20 | | |

It is clear from the table 05 mean score of backward class college students (40.1) is higher than general category student (31.7). Greater the value of adjustment level, less is the adjustment level, hence backward class students are less adjustable as compared to general category students. 't' value is 7.3 which is significant at both at .05 level (1.98) and at .01 level (2.61). Therefore, the hypothesis, "There is no significant difference between backward class and general category college students on the adjustment level is rejected.

Conclusion

It is evident from the study that reserved category college students were poorly adjusted and they are less interested to avail educational opportunities as compared to general category students. It is based on the fact that our society is unable to fulfill the needs of reserved category students specifically the scheduled castes and backward class. These reserved categories i.e. SC and BC students generally belong to poor, uneducated, socially and emotionally disturbed family. SC/BC students are unable to show their performance in educational, social and emotional aspects. School should fulfill the needs of students so that cognitive, affective and psychomotor development of these students takes place in right direction at right time.

Educational implication

Scheduled caste and backward class students are unable to avail the educational opportunities in schools and colleges. These students generally opt Hindi medium and their fundamentals in each subject are not clear. At higher level of education, they are unable to compete with general category students because of economical, social and educational backwardness. School and college should create conducive environment for their teaching learning process without any discrimination.

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