

A STUDY OF SOCIAL ADJUSTMENT AMONG SCHEDULE CASTE WOMEN TEACHERS AND GENERAL CASTE WOMEN TEACHERS: IN REFERENCE TO GOVERNMENT SCHOOLS OF MEERUT U.P.

Dr. Shaista Begum
Assistant Professor
Monad University Hapur
Email: sm3918878@gmail.com

Abstract

Social adjustment is an important aspect of human life. It becomes even more crucial for communities that are marginalized, such as the scheduled castes. In Indian society, cast-based discrimination is deeply rooted, and it manifests within the education sector as well, especially, when female teachers face social pressures and attempt to balance their professional lives with these challenges.

The present study aimed to examine the difference in the Social Adjustment among scheduled caste woman teachers and General caste woman teachers in the context of government schools of Meerut district. The sample consisted of 120 scheduled caste woman teachers and general caste woman teachers. Out of which 60 were scheduled caste woman teachers and 60 were general caste women teachers for this purpose of examining "Social Adjustment Inventory (S.A.I) by Dr. R. C. Deva was used. The obtained data was analyzed through a 't' test to know the mean difference between scheduled caste women teachers and general caste women teachers. The result shows that there is a significant difference in Social, Maturity, Emotional Adjustment and Social Adjustment of scheduled caste woman teachers and general caste woman teachers.

Keywords

Social Adjustment, Women, Hindu and Muslim Women Teacher.

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Dr. Shaista Begum

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Social adjustment is a person's ability to balance his or her needs with the social values and norms he or she faces. A person with poor social adjustment faces challenges functioning within social roles, leisure activities, and self-care. They may struggle to maintain relationships and have difficulty adapting to new social situations.

Early diagnosis of social adjustment can identify signs of poor social skills or antisocial behavior. Once diagnosed, treatment often involves therapy and helping the person understand social cues and learn appropriate social behavior. They may be taught coping strategies and ways to identify and regulate their emotions.

With treatment, people can improve their social adjustment over time and reduce the stress associated with social interactions. The ultimate goal of the intelligence clinic is to help them better integrate into family and community life. Treatment may include social skills training to improve their ability to function in social roles. Learning appropriate leisure activities can also help with social adjustment and integration.

The word social adjustment has been described in many ways by different psychologists, biologists, mental hygienists and other behaviourist. As already discussed, biologists take social adjustment in terms of adaptation to the physical world. Some explain social adjustment in terms of conformity to the environmental demands, some days that a normal or statistically average man is an adjusted man conflicting views are there because mostly no two behavioral scientists agree upon a common definition of social adjustment. A scientific definition of social adjustment is to be objective, precise and clear-cut. The difference arises because in a concept like their evaluative attitude have their say. Generally, it has been argued that the concept of social adjustment is a more fiction, as people have always failed to give a standard definition of social adjustment, partly because of its many meanings, and partly because of the criteria against which social adjustment could be evaluated are not well defined; further, the boundaries between adjustment and maladjustment are never watertight. The mental hygienist takes a more personal view of the adjustment process and considers it is to be the need for a person to adjust to himself, understand his strengths and limitations, face reality and achieve a harmony within himself (Kapnan,1965).

They give emphasis on the achievement of life-acceptance, and freedom from internal significant components of these two types of estimations have been referred to as motivating stimuli which are perceived as uncomfortable or distressing. The individual behavior is affected by the reduction of such stimuli., facing external and internal realities (Sappenfield; 1961).

Social Acceptance

Everybody wants to be socially accepted by other people. If a person obeys social norms, beliefs and a set of values, we may call him well-adjusted but when he

satisfies his head by anti-social means then he is called maladjustment. But we see that societies differ in deciding the universal concept able criteria of good behavior 'for example in our country smoking and drinking are supposed to be anti-social but there are societies where these activities are quite normal for social adjustment.

During our life span we have to make adjustments with different situations and persons. Broadly speaking adjustment may be classified as (1.) biological adjustment (2.) adjustment to the social environment (3.) adjustment to the institutional and organizational environment and (4) adjustment to self.

American psychologist Colman has named the modern age as the "Tension age" "Man thinks' himself modern but actually he lives under tenacity and worries. He is surrounded by hurry and worry. People working in various fields suffer from frustrations and conflict due to a lack of their knowledge regarding adjustment. Today's man feels anxiety and restlessness and gloominess. Explaining modern man's psychological problems Aricfrom says. "Man does not know how to behave with himself and how to pastime meaningfully". Aristotle has truly said, "Man's real existence doesn't depend on exerting a sense of possession on the plenty of material things.

Objective of the Present Study: -

1. To examine the social Maturity of among schedule caste woman teachers and general caste woman teachers.
2. To examine the Emotional Adjustment of among scheduled caste woman teachers and general caste woman teachers.
3. To examine the social adjustment of among scheduled caste woman teachers and general caste woman teachers.

Hypothesis: -

1. There is no significant difference between scheduled caste woman teachers and general caste woman teachers in relation to Maturity.
2. There is no significant difference between scheduled caste woman teachers and general caste woman teachers' relation to Emotional Adjustment.
3. There is no significant difference between scheduled caste woman teachers and general caste woman teachers in relation to Social Adjustment.

Methodology:

(a.) Sample:

The sample of the present study consisted of 120 working Schedule caste woman teachers and general caste woman teachers under out of which 60 were Schedule caste woman teachers and 60 general caste woman teachers.

(b.) Research Tools:

1. Social Adjustment Inventory was used to measure the social adjustment of the respondent. The scale invented by Dr. R. C. Deva, which is a very reliable is tested in the Questionnaire that has been used in this study. A total of 100 statements are given the answer for which the response is ‘Yes’ and ‘No’. The inventory is used to measure social adjustment.

2. A Personal Data Sheet was used to get the necessary information relating to the responder

(c.) Analysis of Data:

The data were obtained on the basis of the manual of the tests employed. The analysis data was done using a t-test.

Results and discussion

Table-01

Mean, S.D, and t-test among scheduled caste woman teachers and general caste woman teachers among social maturity.

Group	N	Mean	S. D	t-value	Level of significant
Schedule Caste Woman Teachers	75	84.40	30.10	7.52	0.01
General Caste Woman Teachers.	75	116.52	32.16		

The Results displayed in tablet-01 showed the social maturity of scheduled caste woman teachers and general caste woman teachers among social maturity. The mean of schedule caste women teachers is 84.40 and SD is 30.10 and general caste women teachers mean is 116.52 and S.D is 32.16. The t-value is 7.52. which is significant on at the 0.01 level.

Table-02

Mean, S.D, and t-test among scheduled caste woman teachers and general caste woman teachers among Emotional adjustment.

Group	N	Mean	S. D	t-value	Level of significant
Schedule Caste Woman Teachers	75	98.40	37.24	3.54	0.01
General Caste Woman Teachers.	75	86.23	33.32		

The Results displayed in tablet-01 showed social maturity of among schedule caste woman teachers and general caste woman teachers among Emotional

adjustment. The mean of schedule caste women teachers is 98.40 and SD is 37.24 and general caste women teachers mean is 86.23 and S.D is 33.32. The t-value is 3.54 which is significant on at the 0.01 level.

Table-03

Mean, S.D, and t-test among scheduled caste woman teachers and general caste woman teachers among social adjustment.

Group	N	Mean	S. D	t-value	Level of significant
Schedule Caste Woman Teachers	75	80.52	32.34	3.94	0.01
General Caste Woman Teachers.	75	69.24	29.22		

The Results displayed in tablet-01 showed social maturity of among schedule caste woman teachers and general caste woman teachers among Emotional adjustment. The mean of schedule caste women teachers is 80.52 and SD is 32.34 and general caste women teachers mean is 69.24 and S.D is 29.22. The t-value is 3.94 which is significant on at the 0.01 level.

Conclusion

1. There is a significant difference between scheduled caste woman teachers and general caste woman teachers in relation to Maturity.
2. There is a significant difference between scheduled caste woman teachers and general caste woman teachers' relation to Emotional Adjustment.
3. There is a significant difference between scheduled caste woman teachers and general caste woman teachers in relation to Social Adjustment

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