



Impact of Caste Family Relationship and Self Concept of School Children.

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Abstract:

Caste is that software of mind which affects nearly all activities of Indians irrespective of religion, sect and belief. Keeping this fact in mind, it was decided to assess the impact of caste of family relationship and self concept. So school were selected as sample through purposive sampling technique. The sample was divided into parts-backward caste and forward caste. Three scales-Personal Data Sheet, family relationship Inventory and self concept Questionnaire were administered on them. Data was obtained, tabulated and analyzed with the help of M, SD and t ratio. It was found that backward and forward caste students did not differ on family relationship ($t= 1.6$) which backward and forward did differ on self concept ($t=1.33$). It mean caste do not affect family relationship as well as self concept.

Keyword:Caste, family relationship, self-concept.

Family involvement in children's education is not a new concept and has been a topic of interest among researchers, professionals working with family and educational at any level. Several researchers indicate that family involvement with school results in mutually beneficial outcomes (Boker and Stevenson, 1986; Castro, Bryant, Peisner Feinberg and Skinner, 2004; Connors and Epstein, 1995; Epstein, 2001). Patrikakou, Weisberg Redding and Wallberg (2005)

found in their research that young children's potentials to excel depends on the environment in which they learning and the interconnections they develop within their setting.

The Indian society is socio-politically stratified by caste system. Caste system has prevailed for ages and arranged the people into social strata. Though this system is similar to racism which prevails in western countries, where people are discriminated on the basis of skin colour. Indian people are discriminated on the basis of skin colour. Indian people are socially differentiated on the basis of tribe, region class and religion. It means when a child is born his status in the social hierarchy gets fixed on the basis of caste. The term caste is derived from Portuguese word-caste which means race lineage, breed but originally pure breed but originally pure breed (Oxford English Dictionary, 1989). In India, caste is known as jati (Harriss and Jeffrey, 2013). Ghurye (1932) wrote that we do not possess a real general definition of caste. It appears to me that any attempt at definition is to fail because of the complexity of the phenomenon. On the other hand much literature is marred by lack of precision about the use of the term (Ghurye, 1969). Ghurye (1969) have mentioned six characteristics of caste system.

- ❖ Caste is the segmentation of the society determined by birth.
- ❖ In hierarchical system, Brahmin are at the head of the hierarchy.
- ❖ Lower caste accept food from other caste.
- ❖ There was restriction in use of street and water.
- ❖ Occupation is generally inherited.
- ❖ There was endogamy, but in some situation there was hypergamy.

Caste system is rooted in four verna. It is believed that caste system is rooted in economic political and material history of India (Bayly, 2001). It is believed that caste system originated in India 2000 year ago. This is associated with Hinduism people were categorised by their occupation. Although originally caste dependent upon a person's work. It soon became hereditary. Each person was born with an unalterable social status.

Aims:

This work was done with following aims.

- ❖ To assess the impact of caste on family relationship of school students.
- ❖ To assess the impact of caste on self concept of school students.

Hypotheses:

Considering above aims, following hypotheses were formulated.

H₁. Forward caste students will have better family relationship than backward caste students.

H₂. Backward caste students will have better self concept than forward caste students.

Method:

Following method was adopted in this research.

Sample: A sample of 60 students was prepared through purposive sampling technique..

Sample area:

The sample was selected from Hazaribag and Koderma districts. The sample was selected on certain criteria. Those school students were included in the sample who were normal in both physical and mental health, belonged to sample area and not temporary resident of the sample area.

Those school students were not included who were suffering from fatal disease, handicapped, Juvenile delinquent, etc.

Measures:

Personal Data Sheet (PDS):

This Personal Data Sheet was prepared by the researcher herself. This was used to collect some informations related to the sample.

Family Relationship Inventory (FRI):

This inventory was used to assess the family relationship of the sample. It has been developed by G.P. Sherry and published by National Psychological Corporation, Agra.

Self concept Questionnaire:

This scale was used to assess self concept of the sample. This scale has been developed by R.K. Sarawat and published by national psychological corporation.

Procedure:

All scales were administered on proposed sample in single session. Data were arranged and analysed with suitable statistical technique.

Result:

The procured data was arranged in table and analysed them wise.

Impact of caste on family relationship:

After administering family relationship questionnaire. Data was arranged in table no 1.

Table no .1

(Mean, SD and t ratio of family relationship of backward and forward caste school students)

Sl No		N	M	SD	t	P
1	Back ward	30	123.96	3.00	1.6	NS*
2	Forward	30	127.2	2.21		

*NS=Not significant.

Considering table no 01, it is observed that backward caste children and forward caste children are not different on family relationship because t value ($t=1.6$) is not significant on any level. So, can be concluded that caste has no impact on family relationship.

Impact of caste on self concept on school children:

The next aim of this research was to assess the impact of caste on self concept of school children. After bifurcating the sample into backward and forward caste, self concept test was administered on them and data obtained was arranged in table no 2.

Table no .1

(N, M, SD and t ratio of self concept of backward and forward caste school students)

Sl No	Caste	N	M	SD	t	P
1	Back ward	30	171.1	13.9	3.33	NS*
2	Forward	30	184.8	18.57		

*NS=Not significant.

Considering above table it is noticed that backward caste school students and forward school students area are significantly different on .01 level. It measures backward caste school students and forward caste school students area different on self concept. The self concept of forward caste children are higher than backward caste school children. It means caste has impact on self concept of school children.

Discussion:

It is observed that backward school children and forward caste school children are not different on family relationship. In fact, the foundation of children's development and learning depends upon the inter contextual nature of relationship between familiars and learning depends upon the inter contextual nature of relationship between families and schools (Bronfenbrenner, 1979, Light Food, 1978). Both systems share the responsibility of helping children, acquire knowledge and develop lifelong skills in order to live successfully in society (Coleman, 1997).

The next finding show that self concept of forward caste school children higher than back caste school children. Self concept is a collection of belief about oneself (Leflot Onghena and Colpin 2010). Self concept of on individual is composed of self schema, interaction with self esteem self knowledge and the social self to form the self as a whole. It includes the past present and future selves. The future self includes the idea what they might because and what they would like to because or what they are afraid of becoming initially this term was population by Carl Rogers. He believe that every invidual wants to achieve idea self. Karl Rogers opines that to achieves this part full potation the health surrounding are is essential lack of relationship with others with healthy personality will stop the person to grow the individual process to accomplish

self actualization (Ahmad and Ismail 2015). Such is the case with this finding the surrounding of backward school are not as good as forward caste school students. The quality of surrounding of backward school students inferior than forward school students.

Turner's self categorisation theory states that self concept operates on two level- on personal identity and on social level. An individual self evaluation depends upon self perception and how other perceives them. Backward caste school children have their own style of perception. Self concept can alter rapidly between one's personal and social identity (Gummon, Chatard, Martinot Crisp and Redersdorff, 2006). Children and adolescents begin integrating social identity into their own self concept in elementary school by assessing their position among peers (Trautwein, et al 2009) this difference of self concept between backward caste and forward caste school children can be explained by Maslowian theory. Abraham Maslow contends that for full growth of self concept the individual must possess lower deficit needs. Maslow noticed that once individuals reach this level they tend to grow as a person and reach self actualisation but backward caste children lack in achieving some deficit needs which prevents them to achieve full self concept development.

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