

# STUDY OF ADJUSTMENT OF SELF ESTEEM OF SCHEDULE CASTE AND FORWARD CASTE STUDENTS

Dr. Sunil Kumar Singh

Department of Psychology, J P University , Chapra.

Received: June 06, 2018

Accepted: July 27, 2018

## ABSTRACT

*Self- esteem pertains to an experience of efficacy. This entails confidence in your mind at a very deep level. Not the confidence of knowing you can perform this or that takes appropriately. Not confidence in how much you may know about any particular subject. But rather, trust in the process by which you reason, understand, learn chose, decide, and regulate action. It is a trust cannot be faked. It has to be reality- based. It has to be earned. How it is earned is one of the issues I will examine. Self- esteem has always been an important psychological need, ever since we evolved the capacity for abstract self- awareness. Now, however, in a way that was not true in the past, it has become an urgent economic need. We cannot understand how and why self- esteem has acquired its new importance in the workplace if we do not understand what self- esteem is and how it operates. But first, I will examine how the workplace has changed what are the new and unprecedented challenges that individuals and business organization face- and how these challenges related to self- esteem.*

**Keywords:** Experience , Confidence , Happiness , Psychological , Efficacy

**Introduction** - According to the Merriam- Webster online dictionary, self- esteem is a confidence and satisfaction in oneself or self respect. So how do we gain confidence and satisfaction in ourselves? Why is it that some people have higher self- esteem and some have lower self- esteem ? Why do some successful people have low self – esteem while at times people who have failed have a high level of self- esteem ? Is it something that we gain from external sources such as praise or is it something internal ?

**Hypothesis** - For this, some tentative hypotheses were framed with respect to different areas of money problem check list, which measures the adjustment problems of students, they were: -

1. The FC students groups would have less number of problems than SC students group on the health and physical development (HPD). Both groups would differ significantly.
2. The FC students groups would have less number of problems than SC students group of the finance, Living conditions and employment (FLE). Both groups would differ significantly.

**Methodology** - Sample is a part of a population which is studied so that the researcher can make generalization about the whole of the original population samples can be gathered by means of several different procedures, which include cluster sampling and random sampling. Nearly all psychological research is carried out on samples, because the size of populations, or some other factors, make studying the whole impossible. Many statistical techniques are concerned with indicating the reliability of a conclusion based on a sample, but cannot identify whether the sample is typical of that population or not. So a considerable amount of experimental methodology is concerned with ensuring, as far as possible that the samples involved in the study are representative .

## Conception of Self:

The inclusion of this issue in a standardized analytic scheme is justified by its universal applicability and its relevance to a variety of personality theories. An individual's conception of himself is ordinarily many- sided and internally contradictory. To determine and interrelate its many facets is no small undertaking. We need to know which facets of the self- conception are unconscious, which facets are conscious and how they are regarded (for example, with pride, resignation, guilt, or casual acceptance); what the person thinks he is, what he would like to be, and what he expects, eagerly or anxiously, to become. Pervading the overall conception of self will be the individuals to become. Pervading the overall conception of self will be the individual's concepts of masculinity and femininity; his values, in the form of both moral prohibitions and ideals, and his modes of dealing with inner dispositions and with external opportunities and demands.

Conception of self is a central issue in Gillin's (1948) discussion of internal as against culturally provided but external security systems (Gillin and Nicholson, 1951) in Riesman's (1950) dichotomy of inner

and outer directed orientations, and in Mead's (1947b) description of the "situational" type of personality arising under conditions of rapid culture change. The most extensive and systematic approaches to this problem in national- character perspective, however, are provided by Erikson and Kardiner. By viewing ego identity as product and at the same time a functional constituent of the ego, Erikson (1950) places it within the overall psychoanalytic theory of personality structure and development. His formulations not only advance ego theory but also reduce the gap between "individual" and "social" psychology. Kardiner's (1939) concept of individual security system refers, in the most general sense, to the self- characteristics, such as modes of impulse control and social adaptation, by means of which the individual strives to achieve a secure, meaningful position in society and a correspondingly meaningful inner identity. Kardiner's own focus is mainly on specific self- characteristics as adaptations to group pressures, and he does not elaborate the "identity" aspect as Erikson does. Both, however, contribute to our understanding of the ego and of ego- society relationships.

There are two other issues which for present purposes we subsume under the more general rubric of "conceptions of self," though they might better be assigned independent status as issues. These are the bases for maintaining inner equilibrium and the major forms of anxiety. The question posed by the former is: What must the individual do or be in order to maintain a sense of well-being? For example, in Bali, according to Jane Belo (1935) a prime requirement is to have "balance". This involves extreme inner control over impulsivity, grace in expressive behavior (posture, gesture, decorum). and well-nigh continual concern with one's position in the world geographically, religio- cosmologically, and socially. That the emphasis on balance has important defensive (anxiety- controlling) functions, though it is by no means to be regarded as "merely" defensive, is shown by Balinese myths and festivals (Bateson and Mead, 1942). In other societies there are various other requirements, for example, material success, intellectual achievement, adherence to tradition, demonstrations of potency, and so on. Clearly, these "inner equilibrium" requirements .

**Result and Conclusion** - In order to test the different hypotheses that the FC and SC students would differ significantly on the different areas of adjustment problems, the FC and SC students groups were determined on the basis of traditional caste system that is "Varn Varnvasta". The Brahmins, Bhunmiars, Rajpoot and Kayasth were included. The total number of students group was 200. Furthermore, the SC group was formed on the basis of their sub-castes and similarly the total number of forward caste groups was 200 only. The means of both FC and SC groups were compared on health and physical development (HPD).

**Table- 1 (i)**  
**Comparison of FC and SC student groups on Adjustment Problem (HPD)**

Groups	N	M	SD	T	Significance level
FC	200	10.64	4.92	2.72	P<.01
SC	200	11.88	5.21		

It is evident from table- 1 (i) that the groups differ significantly in HPD. The Mean of SC student group is higher than the mean of FC group. This shows that the SC students have more adjustment problems. The study goes with the studies of Sharma (1978), Ram (1501) and Singh 1975 who found that FC and Upper SES groups differ in respect of health and physical Development, Similar result has been found by Singh (1992) in a study. The mean creativity score of High SES score was greater than the Lower SES students groups.

In order to test the hypothesis number 1 (ii) that the groups would differ significantly on the finances, living condition and employment (FLE) the scores of the groups (FC and SC caste student), on the area of FLE were compared (Table- 1 (ii))

**Table- 1 (ii)**  
**Comparison of FC and SC caste students groups on Adjustment problem (FLE)**

Groups	N	M	SD	T	Significance level
FC	150	10.28	4.15	3.12	P<.01
SC	150	12.11	5.21		

It appears from table- (ii) that the two groups differ significantly on finance, living conditions and employment (FLE). The mean of SC caste student groups is slightly higher than the FC student, groups.

**References -**

1. Allen K.E. & Harris, F.R. (1966) Elimination of child's excessive Scratchin by training the mother in reinforcemtn procedures. Behaviour Research and therapy, 1966, 4, 79-84
2. Bugelski B.R. (1964) The Psychology of learning Applied to Teching. Indianapolis: Bobbs Merri.
3. Canning (1956) R.R. Does and honour system reduce class-room cheating? An experimental answer. Journal of Experimental education, 1956, 24, 291-296.
4. Caplehorn, W.F. and A.J. Sutton (1965) Need achievement and its relation to school performance anxiety and intelligence. Australian Journal of Psychology, 17(1)
5. Chqapma, R.S. (1959) Achievement and under achievement in English Language ten in an Alberta composite High. Alberta Journal of educational Review 5, 41-43
6. Debord, Larry W. (1977) The achievement syndrome in lower class boys, Sociometry, 40 (2), 190-196.
7. Dixit, R.C. and Moorjani, J.D. (1981) : Self concept and level of aspiration as related to the socio-economic Lowerness among young children, Psycho-Lingua, 11, 133-140