

# EFFECT OF CASTEISM IN THE DEVELOPMENT OF PSYCHOLOGICAL SECURITY AND VALUES OF ADOLESCENTS

L. N. Bunker<sup>1</sup>, Subhash Meena<sup>2</sup>

<sup>1</sup>Dr. L. N. Bunker, Asso. Professor, Department of Psychology, Jai Narain Vyas University, Jodhpur, Rajasthan, India

<sup>2</sup>Subhash Meena, Research Scholar, Department of Psychology, Jai Narain Vyas University, Jodhpur, Rajasthan, India

## ABSTRACT

*The sense of value is an essential attribute of the human consciousness. It is the sense which prompts and guides the unceasing quest of the common thread of goodness in the good human being, the good society and the good life. Psychological security is a factors which to a great extent determine the personality of adolescents. Security is a state of mind in which one is willing to accept the consequences of one's behaviours. The insecurity state of a person is an emotional problem, a state of being in disturbance due to the feeling of tension, strain and conflict together with other consequences of tension, e.g. nervousness. Adolescence is a time of transition from childhood to being an independent adult; it is a period of life characterized by change and by moving away from one's family and towards one's peers. Keeping in view this time of transition in adolescents this study examined relationship between casteism, psychological security and different kind of values in male and female adolescents. A total of 180 students of different caste were randomly selected from various schools of Jodhpur city. Of these, each 60 adolescent students were from general caste, schedule caste and schedule tribes caste respectively with age ranging from 15-18 years. Out of these 180 adolescents, 90 adolescent students are male and 90 are female adolescent students. Security- Insecurity Inventory by Govind Tiwari and H. M. Singh and A New Test For Study of Values by Shashi Gilani were administered individually on all the participants. It was hypothesized that there will be significant differences in the level of psychological security and values of adolescents belonging to different castes. The t-test and correlation was applied to analyze the data. Findings revealed that casteism have some impact in the development of psychological security and values in adolescents.*

**Keywords:** casteism, security-insecurity, values, adolescents

## INTRODUCTION

Maslow [1] views security is more than just-a single-entity. It is a global concept or syndrome. That is, it is a structured organized complex of apparently diverse specificities (behaviors, thoughts, impulses to action, perception, etc.) which however when studied carefully and validly are found to have a common unity that may be phrased variously as a similar dynamic meaning, expression, 'flavor,' function or purpose . In other words a person's sense of security would find expression in his behavior, feelings and outlook on life.

Maslow [2] reports that security, as he defines it is none of the most important determinants of mental health. The sense of insecurity first occurs in the very young child and has the effect of causing that person to develop a continued longing for security. From Maslow's experience, those people lacking security had an "almost continued action toward regaining this individually defined security" [3]. Modern psychologists have shown that the most important factor for an adolescent's healthy development is love and affection and sense of security which is further dependent on the attitude of parents towards their children [4]. Parents' behaviours experienced during early adolescence affects later young adults' feelings of security [5]. An unsupportive parenting plays a major role in developing the feelings of insecurity among adolescents [6]. Parental under control or over control diminishes children's sense of security by either increasing feelings of lack of protection or feelings of actual physical or emotional danger in the presence of harsh punishment [7].

Values generally are defined as preferences for certain outcomes or modes of conduct [8]. Since Values, in order to be of any worth have to depend upon conduct for their actualization, one can define values as 'that goal which is worthwhile and pursuit of which has conducive effect on life'. Eminent sociologist Prof. R. K. Mukherjee defined value as 'socially approved desires and goals that are internalized through the process of standards and aspiration' [9]. Values are regard as the relation between a valuing human being and his environment. Values play an important role in social control and socialization in all societies. The casteism and gender differences in India also play important role in the development of security-insecurity feelings and values in children and adolescents.

The favoured child may benefit from the greater security and adoration, but may be troubled by sibling jealousy, greater obligations to parents [10], or guilt and empathy depending on the sibling relationship. Children who perceive themselves as the non favoured child may experience feelings of inferiority, anger, depression and incompetence. The present study was undertaken to ascertain the factors influencing the different kind of values and security -Insecurity feelings among adolescents. The concept of psychological security and values are the subject of widespread interest and intensive study keeping in view the complexities of present day society and expanding horizons of scientific investigations.

## OBJECTIVES

- To assess the role of casteism in the development of psychological security and different kind of values in adolescents.
- To establish the interrelationships among casteism, feelings of security-insecurity and values of the adolescents.
- To investigate the gender differences in psychological security and values of the adolescents.

## METHOD

### *Design*

The present research is a field study in which the psychological security and values of adolescents belonging to different caste were assessed. Independent variable (IV) is three caste categories i.e. General Caste, Schedule Caste and Schedule Tribe caste and gender i.e. boys and girls whereas dependent variable is psychological security and different kind of values.

### *Sample*

For the present study an incidental purposive random sample consists of 180 adolescents was taken, both boys and girls between the age group of 15 to 18 years of the Jodhpur city. Of these, each 60 adolescent students were from general caste, schedule caste and schedule tribes caste respectively. Among these 90 adolescent students are male and 90 are female adolescent students.

### Tools

- *Security-Insecurity (S-I) Inventory by Govind Tiwari and H. M. Singh.* It consists of 70-items which measures feelings of security and insecurity.
- *A New Test For Study of Values by Shashi Gilani (2012).* It measures seven categories of values: (i) Aesthetic (A) (ii) Theoretical (T) (iii) Religious (R) (iv) Political (P) (v) Social (S) (vi) Economical (E) (vii) Hedonistic (H). It consists of 70 items using a 5-point Likert scale (1-5).

## RESULTS AND DISCUSSION

**Table no. 1:** Shows Mean, S.D. and 't' values of adolescent belong to general and schedule castes on psychological security and different kinds of values.

Factor	General Caste Adolescents			Schedule Caste Adolescents			't'	p
	N	M	SD	N	M	SD		
<b>Psychological Security</b>	60	55.65	14.76	60	56.55	11.76	0.36	No. Sig.
<b>Aesthetic</b>	60	37.20	5.85	60	37.35	5.88	0.14	No Sig.
<b>Theoretical</b>	60	39.16	5.01	60	39.10	5.85	0.06	No Sig.
<b>Religious</b>	60	37.38	5.24	60	37.08	5.72	0.29	No Sig.
<b>Political</b>	60	35.28	5.35	60	33.86	5.46	1.43	No Sig.
<b>Social</b>	60	38.68	6.66	60	38.16	6.41	0.43	No Sig.
<b>Economical</b>	60	36.60	5.13	60	36.13	5.68	0.45	No Sig.
<b>Hedonistic</b>	60	36.28	5.86	60	34.46	6.13	1.65	No Sig.

\*\*\* P<0.001

\*\* P<0.01

\*P<0.05

Table 1 show that there is no significant difference between general and schedule caste adolescents on psychological security and different kind of values. These results are supported by the study of Dhiraj [11], who found that the students studying in Government-Aided and Private schools of Ambala city have same ideology regarding Economic value, Political value, Social value, Religious value, Theoretical value, Hedonistic value and Aesthetic value.

**Table no. 2:** Shows Mean, S.D. and 't' values of adolescent belong to general and schedule tribes castes on psychological security and different kinds of values.

Factor	General Caste Adolescents			Schedule Tribe Adolescents			't'	p
	N	M	SD	N	M	SD		
<b>Psychological Security</b>	60	55.65	14.76	60	61.71	11.64	2.49*	0.05
<b>Aesthetic</b>	60	37.20	5.85	60	38.53	5.73	1.26	No Sig.
<b>Theoretical</b>	60	39.16	5.01	60	38.23	5.81	0.94	No Sig.
<b>Religious</b>	60	37.38	5.24	60	36.73	5.72	0.64	No Sig.
<b>Political</b>	60	35.28	5.35	60	34.58	6.31	0.70	No Sig.
<b>Social</b>	60	38.68	6.66	60	38.68	6.34	0.00	No Sig.
<b>Economical</b>	60	36.60	5.13	60	35.85	5.60	0.76	No Sig.
<b>Hedonistic</b>	60	36.28	5.86	60	36.03	5.80	0.23	No Sig.

\*\*\* P<0.001    \*\* P<0.01    \*P<0.05

Table 2 shows that there is significant difference between general and schedule tribe caste adolescents on psychological security but no significant difference was found on different kind of values. As results clearly indicate that in today's scenario caste have no impact in the development of values in adolescents because education play a crucial in the removal of casteism barrier among children and adolescents. On the other hand schedule tribe adolescents are psychologically secured for their future due to their reservation policies in all fields of education and job prospects.

**Table no. 3:** Shows Mean, S.D. and 't' values of male and female adolescents on psychological security and different kinds of values.

Factor	Male Adolescents			Female Adolescents			't'	p
	N	M	SD	N	M	SD		
<b>Psychological Security</b>	90	57.34	13.06	90	58.60	13.00	0.64	No Sig.
<b>Aesthetic</b>	90	38.47	5.41	90	36.91	6.14	1.81	No Sig.
<b>Theoretical</b>	90	38.72	5.46	90	38.94	5.68	0.26	No Sig.
<b>Religious</b>	90	36.97	5.57	90	37.15	5.55	0.21	No Sig.
<b>Political</b>	90	34.84	5.55	90	34.27	5.90	0.66	No Sig.

<b>Social</b>	90	38.58	6.39	90	38.43	6.53	0.61	No Sig.
<b>Economical</b>	90	36.73	5.32	90	35.66	5.56	1.31	No Sig.
<b>Hedonistic</b>	90	36.53	6.24	90	34.65	5.53	2.13*	0.05

\*\*\* P&lt;0.001

\*\* P&lt;0.01

\*P&lt;0.05

Table 3 shows that there are no significant gender differences between male and female adolescents on psychological security and different kind of values except hedonistic value. Male and female adolescents show significant difference on hedonistic value. Male adolescent shows high pursuit of pleasure in comparison of female adolescents due to their restriction free life. On the other hand female adolescents face lot of restrictions in their family and social environment which results in their low pursuit of pleasure i.e. low development of hedonistic value.

## LIMITATIONS

Generalizations "from this study should be considered in the light of certain limitations. These are that, the sample included a limited age range, was small in number, and was drawn from one city only. There is a need for additional studies from other social and cultural contexts to identify how the range of self-perceptions, security-insecurity feelings and values constructs are dependent on contextual features of different school systems and gender roles.

## CONCLUSION

This study can help a lot in improving the system of education for the awareness of casteism barrier among children and adolescents as these are real gems of education system. Feeling of psychological security and values have very important place in the life of individual. They help in shaping the personality of an individual. But at some point gender discrimination hinder in the development of right values. Values are embedded in the education system. Hence it is very important that right kind of values be given to the students. The students who have good values can make the nation strong and be better citizens of the nation. This type of study shall be helpful for educationist and psychologists because they play a crucial role in the development of feeling of psychological security and values among adolescents and removing the discrimination on the basis of gender and casteism.

## REFERENCES

1. A. H. Maslow (1954). *Motivation and Personality*. (New York: Harper Brothers Publisher) p. 32.
2. A. H. Maslow, Elisa Hirsh, Marcella Stein, Irma Honingmann, (1945). "A Clinically Derived Test for Measuring Psychological Security-Insecurity." *The Journal of General Psychology*, 33:37.
3. A. H. Maslow (1942). "The Dynamics of Psychological Security-Insecurity". *Character and Personality*, 10:336.
4. Bossard, J.H.S., and Boll, E.S., (1954). "Security in Large Family." *Child Development*. 26, pp.71-78.
5. Weinfield, N.S., Sroufe, L.A., and Egeland, B., (2000). "Attachment from Infancy to Early Adulthood in a High Risk Sample: Continuity, Discontinuity and their Correlates." *Child Development*, 71, pp. 695-702.

6. Davies, P.T., Harold, G.T., Goeke Morey, M.C., and Cummings, E.M., (2002). "Child Emotional Security and Interpersonal Conflict." *Monographs of the Society for Research in Child Development*, 67, pp.1-113. U. S. Blackwell Pub.
7. Davies, P.T., Forman, E.M., Rasi, J.A., and Stevens, K.I., (2002). "Assessing Children's Emotional Security in the Interparental Relationship: The Security in the Interparental Subsystem Scales." *Child Development*, 73, pp. 544-562.
8. Rokeach, M., (1973). *The nature of human values*. New York: Free Press.
9. Mukherjee, R. K., (1969). *Social structure of values*. Delhi: S. Chand & Sons.
10. Carson, D.K., Swanson, D.M., Cooney, M.H., and Gillum, B.J., (1992). "Stress and Coping as Predictors of Young Children's Development and Psychosocial Adjustment." *Child Study Journal*, 24, pp. 273-296.
11. Dhiraj, W. (2013). A Comparative Study of Value Pattern of High School Students of Government-aided and Private Schools of Ambala. *Research Analysis and Evaluation*; 4(43-44): 56-57.

