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# THE IMPACT OF TRADITIONAL SOCIAL STRATIFICATION ON SELF ESTEEM OF STUDENTS

**Nadir Jamil[1]**

**Zarqa Azhar[2]**

**Muhammad Nisar Bhatti[3]**

**Malik Muhammad Sohail[4]**

## ABSTRACT

*The type and pattern of social stratification in a society greatly influences individual and group behavior. Most modern societies have class based stratification. However many features of traditional stratification may be observed in modem societies such as elements of caste system and feudalism. Self esteem is how we value ourselves it is how we perceive our value to the world and how valuable we think we are to others. Self esteem affects our trust in others, our relationships, our work nearly every part of our lives. Different researches show that most of the students experience low self esteem due to traditional background and low status. This research explores the impacts of traditional social stratification on self esteem on students of University of Sargodha. Quantitative approach has been used to find out the answer of questions and convenient sampling used to collect data.150 respondents had been taken in which 75 males and 75 female students. The data collection is thus analyzed using Statistical Package of Social Sciences (SPSS). Findings of this research indicate that the students who belong to low caste often feel lack of confidence and low level of self esteem.*

**Key Words:** Social stratifications, Self-esteem, Students, Caste system.

## INTRODUCTION

Man has always preferred an unrestricted society where the entire human beings have equality but this noble ideal has never been fully achieved in recorded history and surely not in modern

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[1] Scholar, Department of sociology, University of Sargodha, Sargodha, Pakistan.

[2] Lecturer, Department of sociology, University of Sargodha, Sargodha, Pakistan.

[3] Assistant Professor & Chairman, Department of Humanities and social sciences, National Textile University, Faisalabad, Pakistan.

[4] Lecturer, Department of Humanities and social sciences, National Textile University, Faisalabad, Pakistan.

**E-mail:** sohailmujahid@hotmail.com

societies which are more worried about equality than any other societies (Varghese, 1993). Caste is one set of role cards and maybe the most important one. One's caste is ascribed that is children inherit the status and purposes of their parents. This is strange to what many people in the United States judge about the good society. Our parents, relatives, teachers, and friends tell us in a thousand ways that what we make of our lives depends on our attempts and many of us assume all societies should play by the same rules or at least struggle to do so. But it is important to keep in mind that there is no society where individual effort is the single determine for status (Johnson, 2012). The largest part of modern societies has class based stratification. Other than with economic development class based stratification is becoming progressively more important. Social stratification has been revealed to cause much social harm. A comprehensive study of major world economies exposed that homicide, infant mortality, obesity, teenage pregnancies, emotional sadness, teen suicide, and prison population all associate with high social inequality (Varghese, 1993).

Talcott Parsons asserted that stability and social order are regulated, in part, by universal value although universal values were not identical with "consensus" but could as well be the movement for passionate conflict as it had been multiple times through history. The so-called conflict theories, such as Marxism, point to the inaccessibility of resources and lack of social mobility found in stratified societies (Saunders, 1990). Max Weber developed the three component theory of stratification and the concept of life chances. Weber supposed there were more class divisions than Marx suggested taking different concepts from both functionalist and Marxist theories to create his own system. He emphasized the difference between class, status, and power, and treated these as separate but related sources of power each with different effects on social action. Working at half a century later than Marx, Weber claimed there to be in fact four main classes the upper class, the white collar workers, the petite bourgeoisie, and the manual working class. Weber's theory more closely resembles modern Western class structures although economic status does not seem to depend strictly on earnings in the way Weber envisioned. Weber derived many of his key concepts on social stratification by examining the social structure of Germany. He noted that contrary to Marx's theories stratification was based on more than simply ownership of capital. Weber examined how many members of the aristocracy lacked economic wealth yet had strong political power. Many wealthy families lacked prestige and power, for example, because they were Jewish. Weber introduced three independent factors that form his theory of stratification hierarchy, which are; class, status, and power (Soviet Society, 2009).

At the same time as caste is a very important set of role cards, Indians, like Americans, also use class cards. Both caste and class function at the same time. An individual of very low caste such as a sweeper may obtain a good job that has nothing to do with sweeping and save some money. With this wealth the sweeper may construct a fancy home and educate his children who then become doctors, lawyers, and government leaders. This kind of role is usually achieved, although some people inherit their wealth. This ascribed and achieved status is influence every persons' self

esteem at low and high level. The people with high level of caste, property, power, and prestige have high level of self esteem whereas people belong to low strata; class, caste and socioeconomic status often experience low level of self esteem. The traditional social stratification really influences student's self esteem throughout their academic period (Johnson, 2012).

Studies reveal that deprived-caste students have unrealistic motivation, external locus for success, personal inadequacies for failures, harsh and rigid self-evaluation, and extreme anxiety for the outcome of personal performance. They exhibit avoidance behavior, lack the decision-making capacity, tend to have negative memories of past experiences, carry a very low self-concept, and need social approval. Success is not that reinforcing as it should be, and failure is extremely discouraging. They experience the fear of failure because of internalization of personal inadequacies, negative memories, and low perception of self, and heightened social anxiety. The entire mechanism is motivationally damaging and that is why deprived caste students account for the largest population of failures in examinations and drop outs from educational institutions. Students are growing trees of country's meadows and self esteem is to fertilize them. However, exploitation by traditional social stratification is to spark zigzag growth. Therefore, a study is to elaborate the pros and cons of this ongoing system were necessary. So that study would meet the need of research purposes that the impact of social stratification on self esteem of students.
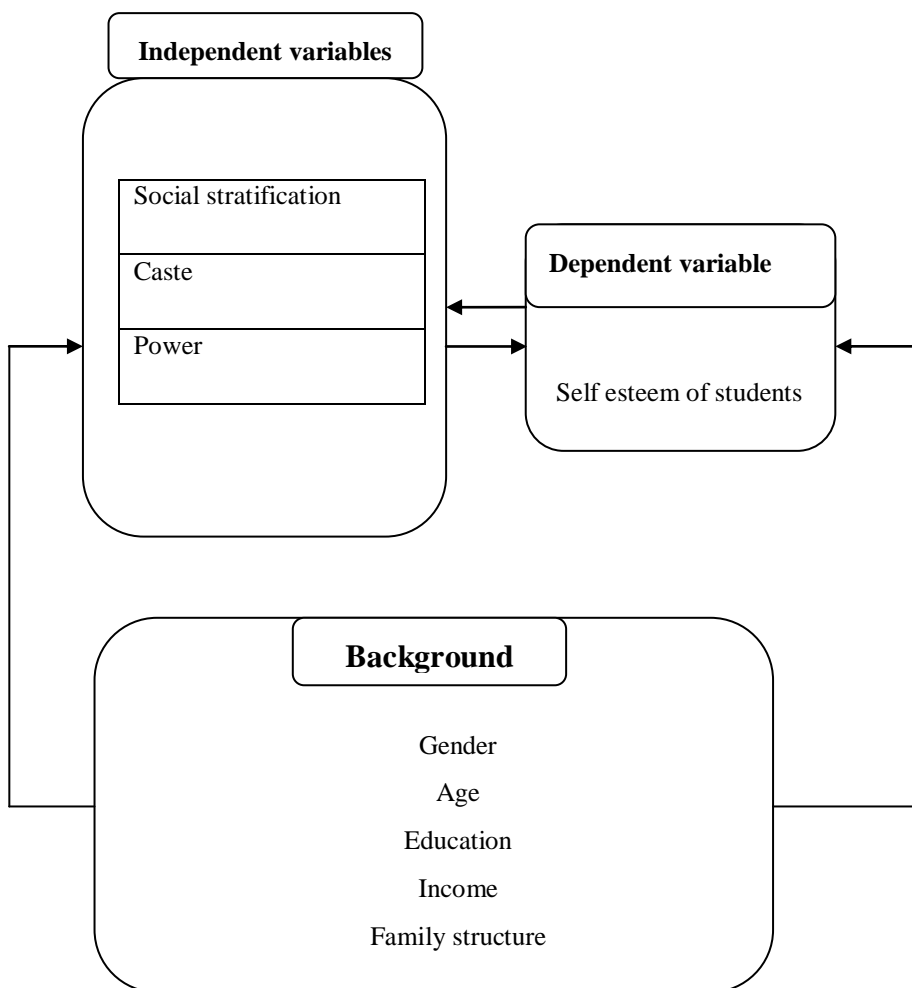
## Objectives of the study
✓ To check the impact of traditional social stratification on social needs of students.
✓ To explore that how traditional social stratification demising the capabilities of students.
✓ To see influence of power on self esteem of students.

## METHODOLOGY

In this study researcher used convenience sampling. Questionnaire was used as tool of data collection. The questionnaire was divided into two main sections a profile and the survey proper. The survey properly explored the perceptions of student's self esteem affected by traditional social stratification. The universe of this study comprises the students of University of Sargodha. Convenience sampling is a non probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher (Castillo, 2009). Sample size comprises 150 of the respondents from BS, Masters, M. Phil and Ph. D classes. In which sample contains 75 male and 75 female students of university of Sargodha. Questionnaire was used as a tool for data collection for this study. The survey questionnaire was used as the main data gathering instrument for this study. The questionnaire was divided into two main sections: a profile and the survey proper. The profile contains socio demographic characteristics of the respondents such as age, gender, education and name. In order to test the validity of questionnaire used of the study, the researcher pretested the questionnaire to twenty respondents.

## Conceptual framework

**Independent variables**

Social stratification

Caste

Power

**Dependent variable**

Self esteem of students

**Background**

Gender

Age

Education

Income

Family structure

## Data analysis

|  | Table-1. | Indexation |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **No. of items in Matrix Question** | **No. of categories in Index variable** | **Min. Score** | **Max. Score** | **Mean Score** | **SD** | **Alpha value** |
| **Self esteem** | 8 | 5 | 23 | 39 | 31.21 | 3.38 | .7471 |
| **Caste** | 11 | 5 | 22 | 53 | 39.13 | 5.28 | .7041 |
| **Power** | 10 | 5 | 30 | 39 | 39.30 | 4.15 | .7560 |

## Results and Discussions

**Table-2.**    Demographic Background

| Gender | Frequency | Percentage |
|---|---|---|
| Male | 75 | 50.0 |
| Female | 75 | 50.0 |
| **Total** | 150 | 100.0 |
| **Age (in years)** | | |
| 18 – 21 | 54 | 36.0 |
| 22 – 24 | 84 | 56.0 |
| 25 and above | 12 | 8.0 |
| **Education level** | | |
| BS | 40 | 26.7 |
| Masters | 98 | 65.3 |
| M. Phil | 12 | 8.0 |
| **Family type** | | |
| Nuclear | 69 | 46.0 |
| Joint | 76 | 50.7 |
| Extended | 5 | 3.3 |
| **Father's education** | | |
| Illiterate | 15 | 10.0 |
| Matriculation | 41 | 27.3 |
| Intermediate | 31 | 20.7 |
| Graduation | 32 | 21.3 |
| Masters - above | 31 | 20.7 |
| **Family monthly income** | | |
| 5000 – 10000 | 18 | 12.0 |
| 10001 – 20000 | 20 | 13.3 |
| 20001 – 30000 | 29 | 19.3 |
| 30001 – 40000 | 38 | 25.3 |
| 40001 – 50000 | 45 | 30.0 |

Table 2 shows that about a half (50.0%) of the respondents were males and other half of them were females. Table presents the age distribution of the respondents. More than one-third i.e. 36.0 percent of the respondents had 18-21 years of age, while a majority i.e. 56.0 percent of them had 22-24 years of age and only 8.0 percent of them had 25 and above years of age.  Table         also indicates that about one-fourth i.e. 26.7 percent of the respondents were studying in BS class, while a large majority i.e. 65.3 percent of the respondents were studying in master class and only 8.0 percent of them were studying in M. Phil class. Table clearly presents the family structure of the respondents. Table shows that 46.0 percent of the respondents were living in nuclear family system, while about a half i.e. 50.7 percent of them were living in joint family system and only 3.3 percent of them were living in extended family system. Table presents the education level of the respondents' fathers. Only 10.0 percent of the respondents reported that their fathers were illiterate, while more than one-fourth i.e. 27.3 percent of them were matriculated and 20.7 percent of them were intermediate. Little more than one-fifth i.e. 21.3 percent of the respondents' fathers were graduate and 20.7 percent of them had master and above level of education. Table evidently

presents the monthly income for the respondents from all sources. Only 12.0 percent of the respondents had Rs. 5000-10000 monthly income, 13.3 percent of them had Rs. 10001-20000 and 19.3 percent of them had Rs. 20001-30000 monthly income from all sources. About one-fourth i.e. 25.3 percent of the respondents had 30001-40000 and most of them i.e. 30.0 percent had Rs. 40001-50000 monthly income from all sources. These findings shows that majority of the respondents had sound economic status.

**Table-3.** Distribution of the respondents according to their opinion about the caste system

| Opinion about the caste system | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | F. | % | F. | % | F. | % | F. | % | F. | % |
| Caste system is still important in our modern society. | 55 | 36.7 | 52 | 34.7 | 14 | 9.3 | 20 | 13.3 | 9 | 6.0 |
| I think caste is an element of identity | 45 | 30.0 | 73 | 48.7 | 17 | 11.3 | 14 | 9.3 | 1 | 0.7 |
| Caste system destroys the development of the individual and society | 40 | 26.7 | 55 | 36.7 | 32 | 21.3 | 21 | 14.0 | 2 | 1.3 |
| Student belongs to low caste feel inferiority complex. | 40 | 26.7 | 72 | 48.0 | 14 | 9.3 | 20 | 13.3 | 4 | 2.7 |
| I experienced caste discrimination among my friends | 24 | 16.0 | 55 | 36.7 | 27 | 18.0 | 27 | 18.0 | 17 | 11.3 |
| I think caste system affects the student's academic achievement. | 25 | 16.7 | 54 | 36.0 | 15 | 10.0 | 34 | 22.7 | 22 | 14.7 |
| Caste is hurdle in shaping better relations. | 35 | 23.3 | 69 | 46.0 | 17 | 11.3 | 20 | 13.3 | 9 | 6.0 |
| I think people belong to high caste consider others inferior | 61 | 40.7 | 63 | 42.0 | 18 | 12.0 | 4 | 2.7 | 4 | 2.7 |
| I would like to make friends of my own status and cast. | 15 | 10.0 | 47 | 31.3 | 22 | 14.7 | 38 | 25.3 | 28 | 18.7 |
| I think cast /status difference effects my relation with my class fellows | 26 | 17.3 | 48 | 32.0 | 17 | 11.3 | 41 | 27.3 | 18 | 12.0 |
| I think cast and status difference negatively effects our capabilities | 31 | 20.7 | 59 | 39.3 | 18 | 12.0 | 30 | 20.0 | 12 | 8.0 |

Table 3 presents the respondents about the caste system. More than one-third i.e. 36.7 percent of the respondents were strongly agreed and 34.7 percent of them were agreed with the statement "Caste system is still important in our modern society". So caste system is still important in our modern society. Johnson (2012) also supported this finding that caste is most important one. He further says that our parents, relatives, teachers, and friends tell us in a thousand ways that what we make of our lives depends on our attempts and many of us assume all societies should play by the same rules or at least struggle to do so. About 30.0 percent of the respondents were strongly agreed

and little less than a half i.e. 48.7 percent of them were agreed with the opinion "caste is an element of identify". Jayaram (2012) supported these results that the caste system lowers the self esteem of many and makes them feel bad about their social status and caste identity. More than one-fourth i.e. 26.7 percent of the respondents were strongly agreed and 36.7 percent of them were agreed with the opinion "Caste system destroys the development of the individual and society", while 21.3 percent of them were neutral, 14.0 percent of them were disagreed with this opinion. More than one-fourth i.e. 26.7 percent of the respondents were strongly agreed and a major proportion i.e. 48.0 percent of them were agreed with the opinion "Student belongs to low caste feel inferiority complex". Burke's (2003) study also supported this finding that social stratification has been exposed to source many social problems such as caste system is often a problem of self esteem of students. And the students with low caste obviously experienced low level of self esteem and feel inferiority complex. About 16.0 percent of the respondents were strongly agreed and more than one-third i.e. 36.7 percent of them were agreed with the opinion "I experienced caste discrimination among my friends". About 16.7 percent of the respondents were strongly agreed and more than one-third i.e. 36.0 percent of them were agreed with the opinion "I think caste system affects the student's academic achievement. Jiloha (2010) supported this finding in which deprived caste students low in educational achievements. He further indicates that Poverty and ignorance were the main hindering factors, especially during the first three to four decades of independence. In the initial years, high dropout rate from the schools was observed among deprived caste students, as they were not tolerated by the privileged caste students for their unclean status, while later when these students started making their presence felt in the educational institutions in increasing numbers, they became a source of irritation, heart-burn, and inter-community tension. Little less than one-fourth i.e. 23.3 percent of the respondents were strongly agreed and a major proportion i.e. 46.0 percent of them were agreed with the opinion "Caste is hurdle in shaping better relations". About 10.0 percent of the respondents were strongly agreed and less than one-third i.e. 31.3 percent of them were agreed with the statement "I would like to make friends of my own status and cast". About 17.3 percent of the respondents were strongly agreed and less than one-third i.e. 32.0 percent of them were agreed with the statement "I think cast/status difference effects my relation with my class fellows", while 11.3 percent of them were neutral, 27.3 percent of them were disagreed. About one-fifth i.e. 20.7 percent of the respondents were strongly agreed and 39.3 percent of them were agreed with the statement "I think cast and status difference negatively effects our capabilities".

**Table-4.** Distribution of the respondents according to their opinion about the social stratification

| Social stratification | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | F. | % | F. | % | F. | % | F. | % | F. | % |
| Females with traditional background feel unfit in co education system | 38 | 25.3 | 79 | 52.7 | 20 | 13.3 | 10 | 6.7 | 3 | 2.0 |
| Gender discrimination affects mostly the capabilities of students | 36 | 24.0 | 76 | 50.7 | 27 | 18.0 | 10 | 6.7 | 1 | 0.7 |
| Females with traditional background experiences low confidence level during their educational period | 30 | 20.0 | 78 | 52.0 | 25 | 16.7 | 14 | 9.3 | 3 | 2.0 |
| Traditional background also affects the male student's self confidence level | 20 | 13.3 | 91 | 60.7 | 22 | 14.7 | 15 | 10.0 | 2 | 1.3 |
| How confident do you feel that the people you know will look up to you and respect you? | 31 | 20.7 | 73 | 48.7 | 31 | 20.7 | 10 | 6.7 | 5 | 3.3 |
| Female often afraid to tell their age level | 52 | 34.7 | 66 | 44.0 | 14 | 9.3 | 16 | 10.7 | 2 | 1.3 |

Table 4 presents the respondents' opinion about the social stratification. About one-fourth i.e. 25.3 percent of the respondents were strongly agreed and more than a half i.e. 52.7 percent of them were agreed with the opinion "Females with traditional background feel unfit in co education system". So a huge majority of the respondents had opinion that the females with traditional background feel unfit in co-education system. About one-fourth i.e. 24.0 percent of the respondents were strongly agreed and about a half i.e. 50.7 percent of them were agreed with the opinion "Gender discrimination affects mostly the capabilities of students". It is clear from the above discussion that the gender discrimination affects mostly the capabilities of students. Gender also plays a part in self esteem. Boys are more likely to form positive self images from sports or academic achievement, girls look like to their group belonging and interactions first for positive self images. It is acceptable for a boy to be a great sports star and be smart but athletics is the primary focus. Females may act smart if their group of friends considers academic ability more important than physical appearance (Dr. Jackson, 1998). About one-fifth i.e. 20.0 percent of the respondents were strongly agreed and more than a half i.e. 52.0 percent of them were agreed with the opinion "Females with traditional background experiences low confidence level during their educational period". About 13.3 percent of the respondents were strongly agreed and a majority i.e. 60.7 percent of them was agreed with the opinion "Traditional background also affects the male student's self confidence level. About one-fifth i.e. 20.7 percent of the respondents were strongly agreed and a less than a half i.e. 48.7 percent of them were agreed with the statement "people feel confident when the people look up to them and respect them". About one-third i.e. 34.7 percent of the respondents were strongly agreed and a major proportion i.e. 44.0 percent of them were agreed

with the statement "female often afraid to tell their age level". It's clear from the above discussion majority of the respondents had thinking that the female often afraid to tell their age level.

**Table-5.** Distribution of the respondents according to their opinion about the power

| Power | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | F. | % | F. | % | F. | % | F. | % | F. | % |
| Power mostly influences the self esteem. | 45 | 30.0 | 71 | 47.3 | 21 | 14.0 | 7 | 4.7 | 6 | 4.0 |
| Authority mostly boosts up the confidence level. | 41 | 27.3 | 79 | 52.7 | 19 | 12.7 | 8 | 5.3 | 3 | 2.0 |
| Power plays a positive role in decision making. | 39 | 26.0 | 80 | 53.3 | 22 | 14.7 | 6 | 4.0 | 3 | 2.0 |
| The people who have power have courage to speak at public sphere. | 30 | 20.0 | 81 | 54.0 | 24 | 16.0 | 14 | 9.3 | 1 | 0.7 |
| Power is helpful in exploring the hidden abilities of student. | 40 | 26.7 | 68 | 45.3 | 21 | 14.0 | 15 | 10.0 | 6 | 4.0 |
| I feel frustrated about having not such power which other people have. | 37 | 24.7 | 75 | 50.0 | 24 | 16.0 | 11 | 7.3 | 3 | 2.0 |
| Social power (rewards) courage the self esteem. | 35 | 23.3 | 81 | 54.0 | 17 | 11.3 | 13 | 8.7 | 4 | 2.7 |
| Social power has been given more male than female in the public. | 42 | 28.0 | 81 | 54.0 | 18 | 12.0 | 7 | 4.7 | 2 | 1.3 |
| People who have more power face less social restriction. | 51 | 34.0 | 71 | 47.3 | 20 | 13.3 | 7 | 4.7 | 1 | 0.7 |
| I feel that who has more power has more confidence. | 41 | 27.3 | 72 | 48.0 | 21 | 14.0 | 12 | 8.0 | 4 | 2.7 |

Table 5 reveals that 30.0 percent of the respondents were strongly agreed and a major proportion i.e. 47.3 percent of them were agreed with the statement "Power mostly influences the self esteem", while 14.0 percent of them were neutral, 4.7 percent of them were disagreed and only 4.0 percent of them were strongly disagreed with this statement. So majority of them felt that the power mostly influences the self esteem. Keltner et al. (2003) supported these findings that the association between power and self esteem is probably a result of their reciprocal influences. On the one hand, heightened self esteem may cover the way to power. To attain power individuals need to believe in their capacity and deservingness to do so and high self esteem seems to be a precondition of such beliefs. On the other hand variations in power may influence self esteem and this is the empirical focus of studies. Little more than one-fourth i.e. 26.0 percent of the respondents were strongly agreed and a majority i.e. 53.3 percent of them were agreed with the statement "Power plays a positive role in decision making. About one-fifth i.e. 20.0 percent of the respondents were strongly agreed and a majority i.e. 54.0 percent of them were agreed with the statement "The people who have power have courage to speak at public sphere". These findings indicate that the people who have power have courage to speak at public sphere. More than one-fourth i.e. 26.7 percent of the

respondents were strongly agreed and a major proportion i.e. 45.3 percent of them were agreed with the statement "Power is helpful in exploring the hidden abilities of student", while 14.0 percent of them were neutral, 10.0 percent of them were disagreed and only 4.0 percent of them were strongly disagreed with this statement. So power is helpful in exploring the hidden abilities of students. Little less than one-fourth i.e. 23.3 percent of the respondents were strongly agreed and a majority i.e. 54.0 percent of them were agreed with the statement "Social power (rewards) courage the self esteem", while 11.3 percent of them were neutral, 8.7 percent of them were disagreed and just 2.7 percent of them were strongly disagreed with this statement. So these findings depicts that a vast majority of the respondents had opinion that the social power (rewards) courage the self esteem. Gray's (1994) study supported that the approach system involves appetitive processes associated with goal attainment, positive effect, and increased sensitivity to rewards. Decreased power means lack of resources and subjection to social constraints, thereby activating a general inhibition system. The inhibition system involves avoidance or response inhibition tendencies associated with negative effect, as well as heightened vigilance and inspection of punishments. About 28.0 percent of the respondents were strongly agreed and a majority i.e. 54.0 percent of them was agreed with the statement "Social power has been given more male than female in the public". About one-third i.e. 34.0 percent of the respondents were strongly agreed and a major proportion i.e. 47.3 percent of them were agreed with the statement "People who have more power face less social restriction", while 13.3 percent of them were neutral, 4.7 percent of them were disagreed and 0.7 percent of them were strongly disagreed with this statement. Gray (1994) supports these findings and says that hypothesis can be derived from the approach inhibition theory of power which assumes that high power means access to resources (both material and psychological) as well as lack of social and normative constraints, and thereby activates a general approach system. More than one-fourth i.e. 27.3 percent of the respondents were strongly agreed and little less than a half i.e. 48.0 percent of them were agreed with the statement "I feel that who has more power has more confidence", while 14.0 percent of them were neutral, 8.0 percent of them were disagreed and 2.7 percent of them were strongly disagreed with this statement. Gray (1994) also supported these results that power increases self esteem, while lowered power leads to decreases in self esteem.

Table-6.        Distribution of the respondents according to their opinion about self esteem

| Self esteem | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | F. | % | F. | % | F. | % | F. | % | F. | % |
| Self confident student present their presentation very well. | 59 | 39.3 | 69 | 46.0 | 16 | 10.7 | 4 | 2.7 | 2 | 1.3 |
| Self motivated people mostly succeed in their life | 42 | 28.0 | 78 | 52.0 | 21 | 14.0 | 9 | 6.0 | 0 | 0.0 |
| Self confident student interact with their peer group/teachers comfortably | 54 | 36.0 | 63 | 42.0 | 24 | 16.0 | 8 | 5.3 | 1 | 0.7 |
| Low self esteem caused mostly the low academic achievement. | 39 | 26.0 | 68 | 45.3 | 24 | 16.0 | 13 | 8.7 | 6 | 4.0 |
| I think self esteem is a natural | 29 | 19.3 | 78 | 52.0 | 26 | 17.3 | 10 | 6.7 | 7 | 4.7 |

| phenomenon | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Self esteemed students mostly take part in debates. | 32 | 21.3 | 77 | 51.3 | 27 | 18.0 | 11 | 7.3 | 3 | 2.0 |
| Social restrictions disturbed the self esteem of students | 31 | 20.7 | 78 | 52.0 | 24 | 16.0 | 14 | 9.3 | 3 | 2.0 |
| I feel confident when somebody look up to me and respect me | 31 | 20.7 | 75 | 50.0 | 23 | 15.3 | 17 | 11.3 | 4 | 2.7 |

Table 6 present the respondents' opinion about the self esteem. About 39.3 percent of the respondents were strongly agreed and a major proportion i.e. 46.0 percent of them were agreed with the statement "Self confident student present their presentation very well", while 16.0 percent of them were neutral, 2.7 percent of them were disagreed and only 1.3 percent of them were strongly disagreed with this statement. So majority of them felt that the power mostly influences the self esteem. So self-confident student present their presentation very well. Eccles et al. (1984) consistently support the present notion and further say that self efficacy beliefs are a necessary component of an individual's achievement and success in learning skills; improving skills and competing at higher skill levels. About 28.0 percent of the respondents were strongly agreed and a majority i.e. 52.0 percent of them was agreed with the statement "Self motivated people mostly succeed in their life. More than one-third i.e. 36.0 percent of the respondents were strongly agreed and a major proportion i.e. 42.0 percent of them were agreed with the statement "Self confident student interact with their peer group/teachers comfortably. More than one-fourth i.e. 26.0 percent of the respondents were strongly agreed and a major proportion i.e. 45.3 percent of them were agreed with the statement "Low self esteem caused mostly the low academic achievement. About 19.3 percent of the respondents were strongly agreed and more than a half i.e. 52.0 percent of them were agreed with the statement "I think self esteem is a natural phenomenon", while 17.3 percent of them were neutral, 6.7 percent of them were disagreed and 2.0 percent of them were strongly disagreed with this statement. It is clear from the above results a large majority of the respondents had thinking that the self esteem is a natural phenomenon.

Slightly more than one-fifth i.e. 21.3 percent of the respondents were strongly agreed and more than a half i.e. 51.3 percent of them were agreed with the statement "Self esteemed students mostly take part in debates", while 18.0 percent of them were neutral, 7.3 percent of them were disagreed and 2.0 percent of them were strongly disagreed with this statement. It is clear from the above findings a large majority of the respondents had thinking that the self esteemed students mostly take part in debates. About one-fifth i.e. 20.7 percent of the respondents were strongly agreed and more than a half i.e. 52.0 percent of them were agreed with the statement "Social restrictions disturbed the self esteem of students", while 16.0 percent of them were neutral, 9.3 percent of them were disagreed and 2.0 percent of them were strongly disagreed with this statement. These result shows that the social restrictions disturbed the self esteem of students.

About one-fifth i.e. 20.7 percent of the respondents were strongly agreed and about a half i.e. 50.0 percent of them were agreed with the statement "I feel confident when somebody look up to me and respect me", while 15.3 percent of them were neutral, 11.3 percent of them were disagreed and 2.7 percent of them were strongly disagreed with this statement. So a vast majority of the respondents felt that they confident when somebody looks up to them and respect them.

## Testing Of Hypotheses

**Hypothesis 1:** **Low caste negatively affects the self esteem of students**.

**Table-7.** Association between believe on caste system of the respondents and their self esteem

| Believe on caste system | Self Esteem | | | Total |
|---|---|---|---|---|
| | **Low** | **Medium** | **High** | |
| Low | 4 | 10 | 6 | 20 |
| | 20.0% | 50.0% | 30.0% | 100.0% |
| Medium | 29 | 46 | 15 | 90 |
| | 32.2% | 51.1% | 16.7% | 100.0% |
| High | 3 | 18 | 19 | 40 |
| | 7.5% | 45.0% | 47.5% | 100.0% |
| Total | 36 | 74 | 40 | 150 |
| | 24.0% | 49.3% | 26.7% | 100.0% |

Chi-square = 17.38 d.f. = 4 Significance = .002** Gamma = .330

** = Highly Significant

Table 7 presents the association between believe on caste system of the respondents and their self esteem. Chi-square value shows a highly-significant association between believe of caste system of the respondents and self esteem. Gamma value shows a positive relationship between the variables. It means if the respondents had more believe on caste system then they have more self esteem. Above table also shows that if the respondents had low believe on caste system then they had low (20.0%), medium (50.0%) and high (30.0%) self esteem, on the other hand if the respondents had high believe on caste system then they had low (7.5%), medium (45.0%) and high (47.5%) self esteem. So the hypothesis "Low caste negatively affects the self esteem of students" is accepted.

**Hypothesis 2:** **Social class influence the self esteem of students**

**Table-8.** Association between social class of the respondents and their self esteem

| Social class | Self Esteem | | | Total |
|---|---|---|---|---|
| | **Low** | **Medium** | **High** | |
| Low | 9 | 11 | 5 | 25 |
| | 36.0% | 44.0% | 20.0% | 100.0% |
| Medium | 24 | 57 | 19 | 100 |
| | 24.0% | 57.0% | 19.0% | 100.0% |
| High | 3 | 6 | 16 | 25 |
| | 12.0% | 24.0% | 64.0% | 100.0% |
| Total | 36 | 74 | 40 | 150 |
| | 24.0% | 49.3% | 26.7% | 100.0% |

Chi-square = 25.48 d.f. = 4 Significance = .000** Gamma = .537

** = Highly Significant

Table 8 presents the association between social class of the respondents and their self esteem. Chi-square value shows a highly-significant association between social class of the respondents and self esteem. Gamma value shows a strong positive relationship between the variables. It means if the respondents had high social class then they have more self esteem. Above table also shows that majority of the respondents of low social class category had low to medium level self esteem, on the other hand if the respondents had high social class then majority (64.0%) of them had high social class. So the hypothesis "Social class influence the self esteem of students" is accepted

**Hypothesis 3:**  **It is more likely that self esteem of students affected by power.**

**Table-9.**  Association between power of the respondents and their self esteem

| Power | Self Esteem | | | Total |
| --- | --- | --- | --- | --- |
| | **Low** | **Medium** | **High** | |
| Low | 17 | 23 | 3 | 43 |
| | 39.5% | 53.5% | 7.0% | 100.0% |
| Medium | 15 | 41 | 17 | 73 |
| | 20.5% | 56.2% | 23.3% | 100.0% |
| High | 4 | 10 | 20 | 34 |
| | 11.8% | 29.4% | 58.8% | 100.0% |
| Total | 36 | 74 | 40 | 150 |
| | 24.0% | 49.3% | 26.7% | 100.0% |

Chi-square = 30.13 d.f. = 4     Significance = .000**     Gamma = .550

** = Highly Significant

Table 9 presents the association between power of the respondents and their self esteem. Chi-square value shows a highly-significant association between power of the respondents and self esteem. Gamma value shows a strong positive relationship between the variables. It means if the respondents had more power than they have also high self esteem. Above table also shows that majority of the low power respondents had low to medium level self esteem, on the other hand if the respondents had high power respondents (58.8%) had high self esteem. So the hypothesis "It is more likely that self esteem of students affected by power" is accepted.

## CONCLUSION

The study stated that the traditional social stratification has rigorous impact on self esteem in this most modern era. Social stratification in a society greatly influences individual and group behavior. Most modem societies have class based stratification. However many features of traditional stratification may be observed in modem societies such as elements of caste system and feudalism. Social inequality, characterized by the unequal distribution of valued resources, is found in every society. I concluded that many other factors also affecting self esteem i.e. social class, socioeconomic factors, power, property, prestige, ethnicity and professions. It is highly observed that self esteem of the student greatly influenced by traditional social stratification and other

mentioned factors. I gathered a significant interest from the respondents who responded towards my research hypothesis.

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