
Social Identity Saliency amongst School Students

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Abstract

According to social identity and self-categorization theories, there is distinguishing relationship between the self and the collective self of an individual. An individual can act both as an individual and as the member of the social groups in different social context. The degree of affinity of an individual towards the self-image determines the social identity of a person. The social identity of an individual is most dominant when he/she has strongest emotional bonds to the self and group. These social identities are sustained only when an individual affiliates self-esteem to the group. The social identities are closely associated with the conformity and degree of socialization of an individual to ingroup and outgroup. The social identity has the strongest influence on the behaviour of the person and affects the views of the person in developing the self-concept. Also, the social identity of an individual shoves them to categorize people based on their characteristics like wealth, health and education of the people. These characteristics of others become the means of the self-comparison causes in developing traits like antagonism, resentment and stress.

Keywords: Social Identity, Self- esteem, Saliency, Collective Self-Esteem

Introduction

The personality of an individual personifies and depicts the physical and mental strength which enables in predicting what a person will be able to perform in a particular situation. Moreover, personality is the governing trait of a person that has been connected with a performance at work (Akhtar, 2018). When we call anything a person/s right, we mean that he has a valid claim on society to protect him in the possession of it, either by the force of

law or by that of education and opinion (Zeigler-Hill and Terry, 2007). If he has what we consider a sufficient claim, on whatever account, to have something guaranteed to him by society, we say that he has a right to it. Valid is something based on sensible reasoning which stimulates others to accept the thing rationally without aberration and society is the group of individuals living together, interacting themselves and carrying on an inter-reliant life, and helping each other in satisfying their necessities. Consequently, the men and women constitute the group of individual sharing and satisfying the need of each other.

Students having introvert tendencies employ their energy inwardly and usually have a higher sensitivity to abstract thinking whereas Students with extrovert tendencies pays their attention to events, objects, and other people such people perform better where superficial skills are applied like physics (Khalil, 2016). Introvert students perform well in positions involving reflection, analysis, and understanding of other students' inner feelings (Sinha and Fatima, 2011). The literature review suggests that both introvert and extrovert students are needed for the growth of the society hence a principal should consider both personality traits during assessment.

The exhibited behaviour of the students within the school premises or at home does not only denotes the function of his/her personality but also depicts the values of the situation (McCarthy, Reeves and Turner, 2010). Moreover, the perception of parents/principals towards students' exhibited behaviour is the process of interpreting the personality and many a time parents/principals pay selective attention to some aspects of the exhibited behaviour and ignore other vital traits which may be apparent to other members of the society or in the community/neighbourhood or schools etc. (Odeku, 2013). It can be concluded that an individual, be a principal, teacher or a student, catches what we value and what we need the most. These kinds of mental tendencies of both parents or principals and students should be evaluated together (Bertilsson, Klinkhammer, Staland-Nyman and de Rijk, 2021).

The faulty visual tendencies of parents/principals or other members of the society influence community behaviour causing higher damage to the student's growth and career progression (England and Lee, 1973). Besides, many times parents/principals tendencies to compare the students to each other also causes problems and a biased personality assessment takes place

which halts the students' interest at the institute which needs to be avoided (Mehrad, 2017). The collaborative attitude of students is one of the key personality traits that are highly sought in community and institutes (J, 2019). It gives space to build relationships with people of different personalities within the organization. The relationship with class fellows and other community members helps students in understanding if they are socially accepted in the community and institute (Jung and Yoon, 2016). When a student is listened to, cared about then such students feel good at home and institutes and goes a long way. The students who built good connections with other class fellow get a chance to learn more and develop an organizational commitment.

It is evident from the past that since the establishment of the society/ies on the face of the earth both men and women, being the only elements of the society, had some responsibilities towards each other commonly termed as the identities of each other. Since both male and female belongs to human species having some common physiognomies alongside the natural corporeal structural differences. A person, being rational, must contemplate that there is natural heterogeneity in the structure of men and women. Consequently, the identities, the need, and its accomplishment, of men and women would certainly be different.

Every person has several identities viz. gender identity, ethnic identity, national identity etc. these identities affects the behaviour of individual during social interaction. The identity of an individual is impossible to create in the laboratory. The social identities are the key source of self-esteem and pride. Considering these facts, it is concluded that an individual has the natural tendency to group things together. By this natural tendency, individual put or consider the part of himself/herself of a certain groups where difference between groups and similarities in the same group takes place. Thus, in-group and out-group tendency emerges and in order to enhance the self-image, the member of in-group seeks to find negative aspects of an out-group.

These kinds of prejudiced notions of an individual can be noticed in daily life of an individual and when these biases are based on cultural differences they result in racism. The racism may result in genocide such as Ethnic Cleansing of Circassia where Russia waged war against the Circassia's which resulted in more than 90% of the population being thrashed or exiled.

According to some chronicler, this ethnic cleansing is being considered as the largest genocide of the 19th century where around 1.5 million Circassia's were killed and the remaining were expelled from the nation.

Method

Participants

160 students of senior secondary standard from government public school in Delhi with ages ranging from 14 to 18 years constituted the participants of this study. Arts and commerce streams were taken. Majority of them were from arts stream.

Questionnaire and Measures

The study used a structured questionnaire. The questionnaire was constructed into 5 different sections: (1) Gender Identity; (2) Academic identity; (3) Caste Identity; (4) Religion Identity; (5) Regional Identity.

The researcher administered the likert scale questionnaire with the students and asked the question related to their gender, academic, caste, religion and regional identity.

Sampling and Data Collection

The study utilized a random sampling method to conduct the survey and administered the questionnaire with 160 students where 49% were male participants and 51% were female participants. In the survey, students from secondary classes accounted for 42% and that of senior secondary classes accounted for 58%. The most concentrated were arts students. In terms of their social category of region, majority of students are from UP, Bihar and very few from Delhi. In terms of social category of caste, student from general category accounted for 60% and 80% of students were from Hinduism.

Gender Identity

Since schools are established in the vicinity of the communities where students comes from different socio-cultural background hence experience and absorb different cultural identities. The schools offer a dais to all students to collaborate and share the culture of different communities which help the students to recognize his/her identity. The data analysis suggested that majority of the students had stated that they felt worthy member of the gender group. Furthermore, when researcher asked how they felt about the

gender group they belonged it was found that 33 students out of 160 felt that they don't feel good about the gender they belong to. Additionally, 34 students said that their gender is not an important part of their self-image. Majority of the students have shown strong agreement that others respect their gender group. The researcher concluded that majority of the students have shown agreement with their gender group identity.

Academic Identity

Academic identity is denoted as how one see himself/herself in the academic domain and this identity affects the student's career progression which also influences the personality traits of the students and ultimately affecting the educational outcomes of the students. The researcher found that majority of the students of both the streams have strongly agreed that they feel worthy of their academic group. Besides, most of the students (95 out of 160) agreed that their academic discipline is not an important part of the self-image.

Caste Identity

Caste identity is something which gives the feeling of the belongingness where an individual abides some caste norms. The research also suggests that individual belonging to high caste see their caste identity as more stable in comparison with the individual from the low caste. Social roles of the individual are often associated with the caste which forms the caste identity of an individual like one's profession become hereditary resulting in caste identification. The findings of the data suggested that 86 out of 160 students have shown strong agreement with the statement that they feel worthy member of their caste identity. Moreover, 98 students out of 160 had strong disagreement that other respects their caste identity. Therefore, it can be concluded that students feel low with regards to their caste identity and we need to strengthen the social culture to develop strong inclusive environment where students from all caste feel respected and worthy.

Religion Identity

Most of the policies to govern the society across the world are influenced by the religious scriptures and laws are promulgated in line with the saying in the religious scriptures. In this context religion, majorly, is the central part of one's identity. The literature review also suggested that more frequent formal religious participation would be associated with having a closer

identification as religious identity of an individual. The researcher found that most of the students had strongly agreed that they feel worthy member of their religious identity. A very miniscule proportion of the students (5 out of 160) stated that they don't feel good about their religious identity. Further, the researcher found that most of the students (129 out of 160) have strongly agreed with the statement that other respect their religious group. It can be concluded that schools needs to develop an environment of inclusiveness for students from different religions and instill the feeling of brotherhood and humanity.

Regional Identity

The regional identity is often associated with regional customs. The regional identity is the most complex structure of an individual's identity which is influenced by the natural, geographical, and socio-political factors. It plays a vital role in an individual's life as how he/she sees the things they are engaged in. the researcher found that most of the students were inclined towards their regional identity and strongly agreed that they feel worthy member of the their gender group. A very trivial proportion of the student agreed that others don't respect their regional identity. It was also found that majority of the students have agreed with the statement that their regional identity has little to do with how they feel about themselves. 43 out of 160 students agreed with the statement that regional identity they belong is not worthwhile. It can be concluded that majority of the student were not influenced by their regional identity.

Conclusion

Every student/individual in an organization/community differs in personality traits. The personality of every student/individual is the unique pattern of opinions, frame of mind, spirits, and behaviour that each student/individual exhibits during work and interaction with other. An individual cannot have an ideal personality concerning a wide range of identities. Therefore, personality assessment should be carried out to assess students' performance across different roles he/she plays.

Appropriate assessment of individual student's personalities across the course of the study increases student's quality and a higher rate of retention. The satisfactory assessment of the students brings a passion for learning, ownership feeling, high collaboration, loyalty, and curiosity towards high performance. Based on the findings, the researcher concludes

that we need to strengthen the core domain of the identities which many a times halts the personality development of the individual/students which ultimately impact the economic growth of the nation. Organizational identity should be inculcated rather than identities based on gender, caste, region or religion. Reducing the negative traits of the identities will certainly help the students in lowering the stress level, anxiety level and antagonism.

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