



CHAPTER-III
CONCEPTUAL FRAMEWORK

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3.1. Introduction

The present Chapter “Conceptual Framework” is outline map for carrying out the research work. It will highlight the building block in framing up the concept for the study. Miles and Huberman (1994) defined a conceptual framework as a visual or written product, one that “explains, either graphically or in narrative form, the main things to be studied—the key factors, concepts, or variables—and the presumed relationships among them”. The first section of the chapter will present an interesting discussion on the concept and background associated with Socio-economic status. In the next section, factors and indicators that are going to be used as an instrument for the current research work is discuss thereby pouring in the validation for each of them.

3.2. Concept of Socio-economic Status (SES)

When we talk about the concept of socio-economic status, two approaches emerge as a conflicting issue. These two approaches are Unitary concept and Multidimensional concept. Usually, in case of second approach SES is often measured as a combination of various factors such as education, income and occupation where unitary approach views SES as a single concept.

3.2.1. Unitary Concept of Socio-economic Status

The unitary concept is closely associated with work of Marx and it sees SES as essentially a unitary concept. The explanation to Marx’s analysis of class is the idea of the status of the owners of the means of production depends on their ability to appropriate the labor of the workers. Yet another measure of social class, the British Registrar General’s scale (1913) which was renamed in 1990 as the Social Class based on Occupation has been widely used in United Kingdom. In this scale, the occupation of the head of the household is placed in one of five social classes: I, professional; II, intermediate; III, skilled; partly skilled; and V, unskilled. Similarly, Duncan’s (1961) socio-economic index (SEI) is a measure base on occupational standing in US studies.

3.2.2. Multidimensional Concept of Socio-economic Status

The second major formulation of class and socio-economic status is a component approaches where socioeconomic status is treat as having a number of distinct dimensions. Hollingshead scale (1975) widely known as two-factor Index of Social Prestige (IPS) is based upon occupation and education. Similarly Nam-Powers (1965) occupational status scores were calculated by using a combination of median education and median income levels. In 1974, Rossi and colleagues (Rossi, Sampson, Bose, Jasso, & Passell, 1974) demonstrated household prestige score (HHP) base on husband occupation and education along with wife's occupation. Oakes and Rossi (2003) have developed CAPSES consisting of three components namely material capital, human capital and social capital.

3.2.3. The Concept of Socio-economic Status

To establish an empirical finding, we need to rest on a concise agreement on the concept and definition of the socio-economic status. Putting a similar thought with the other scholars who have defined the concept of socio-economic status as a multi-dimensional concept and in this study we define socio-economic status as a composite concept of various dimensions like health, education and income.

Graetz, B., (1995), described "Socio-economic status" as a finely graded hierarchy of social positions which can be used to describe a person's overall social position or standing. It can be indicated by a number of (sub-) concepts such as employment status, occupational status, educational attainment and income and wealth.

So, following the above definition, we define the socio-economic status of a women is a finely graded hierarchy of social position which can be used to describe a woman's overall social position or standing. It is a composition of different dimension of educational attainment, health status, income, employment and occupation. Socio-economic status is an implicit theory caused by some exogenous factors in a formative manner.

3.3. Framework for the study

Socio-economic status is a formative model (Hauser and Goldberger, 1971; Hauser, 1973). The indicators determine the latent variable which receives its meaning from the former. In this study the latent variable, that is, socio-economic status is influence

by three dimensions namely the Health, Educational and Income. So, the study proceeds with an understanding that socio-economic status is formative in nature where the relationship between the construct and measure is formative.

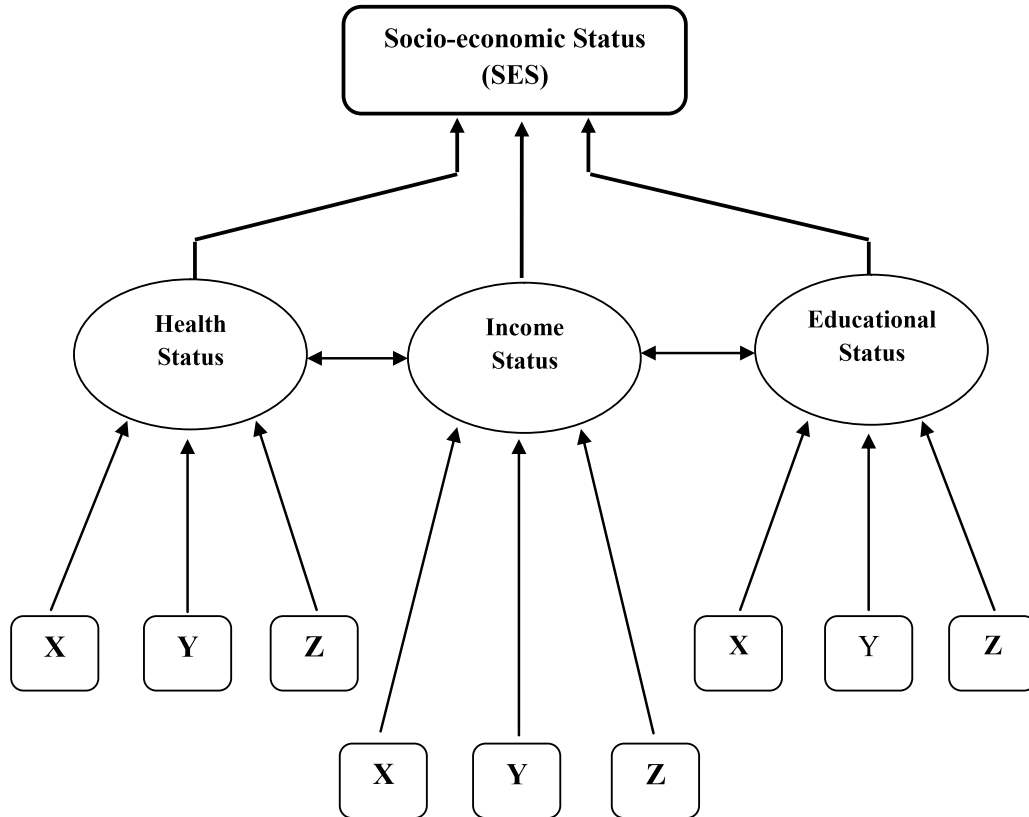


Figure-3.1: Formative model of socioeconomic status: relationship between the construct and the variables.

X, Y, Z represent the variables.

Formative model followed from Jarvis et.al, 2003, pp.205

The above figure show that socioeconomic status of a woman is a composition of three dimensions namely health status of the woman, income level of the woman and education level of the woman. These three dimensions will be thoroughly discussed in the forthcoming chapter, that is, Chapter IV.

3.4. Key Terminology

a) Kuki

The term 'Kuki' being in use in this thesis denotes all the people who were earlier known by this name Kuki-Chin-Mizo are referred in this study as Kuki tribes. Kuki is a generic term and under this we can find many sub-tribes. The details of the tribe kuki are provided in the chapter - I.

b) Non-Kuki

The term Non-Kuki used in the thesis refers to the Meitei group residing in the Churachandpur district of Manipur.

c) Socio-economic Status

Socio-economic status is a finely graded hierarchy of social positions which can be used to describe a person's overall social position or standing. It can be indicated by a number of (sub-) concepts such as employment status, occupational status, educational attainment and income and wealth.

d) Patriarchy

Patriarchy is a "set of social relations with a material base that enable men to dominate women. Patriarchy describes a distribution of power and resources within families such that men maintain power and control of resources, and women are powerless and dependent on men (Cain et al., 1979).

e) Tribe

A tribe is a group of people in a primitive or barbarious stage of development acknowledging the authority of a chief and usually regarding them as having a common ancestor (Oxford Dictionary).

f) Household

A household is a group of persons who normally live together and take their meals from a common kitchen unless the exigencies of work prevents any of them from doing so. The persons in a household may be related or unrelated or a mix of both. However, if a group of unrelated person live in a Census house but do not take their meals from common kitchen, they are not considered a part of a common household. Each such person is treated as a separate household (Census of India).

3.5. Case Study of Kuki Women

In social research, we describe and explain certain phenomena that relate to people, groups, organisations, communities, large towns or even countries. In order to study social phenomena, we use a diversity of approaches or strategies. They can roughly be divided into two general types: extensive approaches and intensive approaches. In an extensive approach we collect information about the relevant properties of a large number of instances of a phenomenon. We draw our conclusions by putting together all the information and calculating and interpreting correlations between the properties of these examples. In extensive research, we use a large set of events, people, organisations or nation-states to ground our conclusions about the phenomenon. In sociology, in the political and educational sciences, as well as in several other disciplines, large-scale surveying of people is the dominant extensive strategy to collect empirical data. These are not used to study the development of the phenomenon within this individual person. Alternatively, in applying an intensive approach, we focus on only one specific instance of the phenomenon to be studied or on only a handful of instances in order to study a phenomenon in depth and each instance are studied in its own specific context, and in greater detail than in extensive research.

The case study occupies a vexed position in the discipline of political science. On the one hand, methodologists generally view the case study method with extreme circumspection (Achen and Snidal, 1989; Lieberman, 1991). A work that focuses its attention on a single example of a broader phenomenon is apt to be described as a case study. In our present research the main area of concern is the socio-economic status of a particular tribal community of Manipur in relation to other inhabitant communities. There is a great deal of requirement to have an over view of the trend of socio-economic condition of Kuki women over time, the changes over time. At the same time the study makes attempt to visualise the socio-economic status of the Kuki women, in comparison to other community women. At the ultimate phase of the study efforts are made to search for the causal factors of the socio-economic status of Kuki women. From these it is reasonably understandable that case study method is necessary for such an all-embracing and comprehensively research. In our Study 'Case' that is, the social phenomenon is the kuki community women. At same time it is also fact that our case study is confined within the District Churachandpur. So it is

quite obvious that generalisation on findings about the phenomenon cannot be made for the state Manipur as a whole.

3.6. Conclusion

The conceptual framework discussed in this chapter will be used as a road map for the thesis and as a tentative theory of the phenomena that is going to be investigating. In the next chapter the concept, variables and the relationship between the construct and the factors will be discussed in a broader sense.