

# Effect of Socio-Economic Status on Self-Confidence of Senior Secondary School Students

## Abstract

The purpose of the study was to investigate the self confidence of senior secondary school student in relation to socioeconomic status. Survey method was used. A sample of 120 students of senior secondary school was selected from Bahadurgarh City. The investigator used socio-economic status scale(2006) developed by Rajbir Singh, Radhay Shyam, Satish Kumar and self confidence inventory (1987) developed by Dr. Rekha Agnihotry (ASCI) findings of the study showed no significant difference in self confidence of those male and female students who belong to high socio- economic status and middle socio economic status.

**Keywords:** Socio Economic status (SES), Self confidence, Adolescents, Senior secondary school, Self esteem, Self awareness.

## Introduction

Education is a life-long process which plays an important role in self-confidence of an individual. Self-confidence which means positive attitude towards one's self. It is very much important in one's life as it enhances the level of an individual. This can be attained by various means but education plays a wide role in boosting one's self-confidence. If any individual is well-educated, he can represent his thoughts, ideas etc. very confidently whereas if one has not perused basic education he / she will hesitate to do the same. The moving wheel of life is based on education let it be direct or indirect. To maintain a good and healthy life, one has to earn and if any individual is well educated he can fulfill his daily needs as well as his desires and so his financial status will be high and thus living a life created by his even and so education is not just a mere word rather something to work it upon and thus plays a vital role in socio-economic status.

It's high time that everyone should be educated and for this government has started different scheme so that no one is life behind without education and hence developing self-confidence so thus living a good and comfortable life with high social-economic status.

## Socio-Economic Status (SES)

Socio-Economic Status is one of the most widely studied constructs in the social sciences. Socio comes from the word 'social' and refers to people and the ways (level) they fit into the community in which they live. It reflects how well they are educated, have jobs etc. Economic refers to the financial position of people within society and include, how much they regularly earn, whether own a house and assets owned etc. Socio-Economic Status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education and occupation. When analyzing a family's SES, the household income, earners' education and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

Socio-Economic Status is typically broken into three categories, high SES, middle SES, and low Socio-Economic Status to describe the three areas a family or an individual may fall into one of these categories. When placing a family or individual into one of these categories any or all of the three variables (income, education and occupation) can be assessed. A 4<sup>th</sup> variable, wealth, may also be examined when determining socio-economic status. Several ways of measuring socio-economic status have been proposed, but most include some quantification of family



**Sarita Dalal**

Research Scholar,  
Deptt. of Education,  
Dakshina Bharat Hindi Prachar  
Sabha, Chennai, Tamil Nadu  
India

income, parental education, and occupational status. Research shows that Socio-Economic Status is associated with a wide array of proposed, with most involving differences in access to material and social resources or reactions to stress-inducing conditions by both the children themselves and their parents. For children, Socio-Economic Status impacts well-being at multiple levels, including both family and neighbourhood. Its effects are moderated by children's own characteristics, family characteristics, and external support systems.

#### **Review of Literature**

A careful review of research journal books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. A review of the related literature must precede any well planned research study.

#### **Purpose of the Review**

1. The review of related literature enables the researcher to define the limit of his field. It helps the researcher to delimit and define his problem.
2. By reviewing the related literature, brings the researcher can avoid unfruitful and useless problem areas.
3. Through the review of related literature, the researcher can avoid unintentional duplication of well established finding.
4. The review of related literature gives the researcher an understanding of the research methodology which refers to the way of study is to be conducted.
5. The final and important specific reason of reviewing the related literature is to know about the recommendation of previous researchers listed in their studies for further research.

#### **Identifying The Related Literature**

The first step in reviewing the related literature is identifying the material that is to be read and evaluated the identification can be made through the use of primary and secondary sources available in the library.

In the primary sources of information the author reports his own work directly in the form of research articles, books, monographs, dissertations or theses. Such sources provide more information about a study than can be found elsewhere.

In secondary sources the author compiles and summarizes the finding of the work done by others and gives interpretations of these findings. In them the author usually attempts to cover all the important studies in an area reported an encyclopedia of education, education indexes, abstracts, bibliographical references and quotation sources.

#### **Reference Material**

1. Research Periodicals
2. Abstracts
3. Theses and Dissertations
4. Newspapers and Pamphlets
5. Government Documents
6. Monographs
7. Computer Generated Reference Materials

#### **Organising the Related Literature**

After making the comprehensive survey of the related literature, the next step for the researcher is to organize the pertinent information in a systematic manner. It should be done in such a way as to justify carrying out the study by showing what is known and what remains to be investigated in the topic of concern.

#### **Statement of the Problem**

Effect of Socio-Economic Status on Self-Confidence of Senior Secondary School Students

#### **Operational Definition of The Key Words**

##### **Socio-Economic Status**

Socio-Economic Status is considered as an indicator of economic and social position of a person in society (Stawarski and Boesel, 1988).

##### **Self-Confidence**

Self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get thing go all right. (Basavanna, 1975).

#### **Objectives of the Study**

1. To identify the socio-economic status of school students.
2. To identify the self-confidence of school students.
3. To compare the self-confidence of male and female students of high socio-economic status and middle socio-economic status.

#### **Hypotheses of the Study**

1. There is no significant difference in self-confidence between students of high socio-economic status and middle socio-economic status.
2. There is no significant difference in self-confidence between male and female students of high socio-economic status.

#### **Sample**

The study was carried out on 120 students of class 11<sup>th</sup> and 12<sup>th</sup> of two schools of Bahadurgarh. These 120 students were randomly selected. The age of the students is ranged between 16 to 18 years. In order to obtain match groups of the students, socio-economic status test was given to selected 120 students. After the self-confidence test was held on the same students. The research investigation was carried out on 120 students of class 11<sup>th</sup> and 12<sup>th</sup> of two schools spread over the Bahadurgarh city.

#### **Variables**

The various variables switched influence the study that is independent variable, dependent variable, control variable have been summarized below:

##### **Dependent Variable**

Self-confidence

##### **Independent Variable**

Socio-economic status

#### **Tools Used**

1. Socio-economic status scale, Developed by Rajbir Singh, Radhey Shyam, Satish Kumar, Department of Psychology, M.D. University, Rohtak.
2. Self-Confidence Inventory, Developed by Dr. Rekha Agnihotry (ASCI)

**Description of the Tool****Socio-Economic Status Scale**

SES is considered as an indicator of economic and social position of person in society.

**Direction of Administration**

Before giving the scale to the respondents the researchers have to ensure that he/she has explained the purpose of testing and that this information will only be used for research and academic purposes and shall not be used for any other purpose without their consent. Before collecting the scale, the researcher must have to check that all the questions have been answered. Check that the subject has filled in the columns and general information about their age, sex, caste and address etc.

**Scale Format and Description**

There are 25 statements in the scale. One item each for caste and occupation. Two items for family (type and size), one item for educational qualification of self and other members. Four items related to monetary matters (i.e. income, savings, income tax and deposits). One item was kept for entertainment expenses per month while four items related to housing (type and size). Item NO. 15 (real estate) has been divided into three parts (A) agricultural land holding, (B) residential plots and their sizes, (C) shops and their locations. In order to cover life areas nine items relating to social, religious, political and academic participation have been included. Item NO. 25 related to household possessions (material and livestock).

**Scoring Keys**

Scores on item no. 5, 7, 14, 15, and 25 are additive. Whereas on rest of items only single score is given. In all questions marks had given in descending order from top to bottom. Highest mark is given to first option and zero or one is given to last option.

**Delimitations of the Study**

1. The present study is confined to 120 students only.
2. The study is restricted only to the senior secondary school students.
3. The sample is delimited only two schools of Bahadurgarh city.

**Main Findings**

The findings of the present investigation are summarized here under the following sub-heads:

**Findings 1**

There is no significant difference in self-confidence between male and female of high socio-economic status and middle socio-economic status.

**Findings 2**

There is no significant difference in self-confidence between male and female students of high socio-economic status.

**Educational Implications**

1. Emphasis should be given to all students whether they are belonged to any SES, everyone should attain higher and higher self-confidence as it helps in building their future strong.

2. Students should be motivated to participate in various quizzes and debates to improve their self-confidence.
3. Teachers and parents should try to negotiate gap of SES's from the mind of students.
4. So, if special attention is given to the students, their self-confidence can be increased manifold.

**Suggestions for Further Research**

1. A similar study can be extended to a large sample selected from all the cities and districts of Haryana and for longer span of time.
2. A study of similar nature may be taken a sample comprising higher classes.
3. A similar study can be done by taking more variables like environment, area of location, educational development of children etc.

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