

## **EFFECT OF SOCIO- ECONOMIC STATUS ON SELF- CONFIDENCE OF SENIOR SECONDARY SCHOOL STUDENTS**

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### **Abstract**

The present study attempted to find out the effect of Socio- Economic Status on Self- Confidence of Senior Secondary School Students. 120 students select randomly from class 11<sup>th</sup> between 16 to 18 years age group from two senior secondary schools of Jhajjar constituted the sample. Descriptive Survey Method was used in this study. Data was collected with the help of standardized tool i.e. Socio- economic status scale, development by Singh, Shyam and Kumar, (2012) and Self- Confidence Inventory, development by Agnihotry (1973) and 't' test was applied to find out the significant of difference between means of different groups. The result concluded that high and middle socio- economic status does not affect the self- confidence of senior secondary school students. There is a significant difference in self-confidence of male and female students of middle socio-economic status. The results show that females of middle socio-economic status have self-confidence as compared to males of middle socio-economic status and females of middle socio-economic status have self-confidence as compare to females of high socio-economic status but in low socio-economic status but in low socio-economic status gender do not affect the self-confidence of senior secondary school students.

### **INTRODUCTION**

Self- confidence, Merriam-Webster Online defines it as “confidence in oneself and in one’s powers and abilities”. Self- confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get things go right. (Basavanna, 1989). It refers to an individual’s sense of his or her value or worth, or the extent to which a person values , approves of, appreciates, prizes, or likes him or herself (Blascovich & Tomaka, 1991). Education plays a wide role in boosting one’s self-confidence. Self- confidence may result from a person’s belief in whether he or she can performs a task – a belief derived from whether or not they succeeded in performing the task in the past (Burns, 1993).

According to Chapin (1928), “The Socio- Economic Status is defined as the position that an individual or family occupies with reference to the prevailing average standard of

cultural possessions and participation in group activity of the community. Adolescence, the period of transition from childhood to adulthood, is a critical time for the development of lifelong perceptions, beliefs, values and practices. At this period of life, the self-confidence of an individual undergoes important changes, influenced not only by the already- mentioned socio-economic status, but also by variety of other intrapersonal, interpersonal and socio-cultural determinants. Researches also show 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. Socio-economic position has a clear impact on developing self-confidence, especially during the important stage of adolescence. According to Lee and Loader, "Socio-Economic Status of the effects the child's developing personality either directly or indirectly".

#### **NEED OF THE STUDY**

Socio-Economic Status (SES) remains a topic of great interest to study children development. Children from lower Socio-Economic Status backgrounds are at risk of lower achievement behavioral problem, dropping out of school, health problem, anxiety, depression, lower self-confidence & other negative outcomes (William O' Bearden 2001). The impact of Socio-Economic Status on child development suggests that these problems do not necessarily arise directly from low Socio-Economic Status but from the impact it has on parents of the children which in turn influence the socio-emotional development of children. Psychological distress caused by the consequences of poverty related to this type of Socio-Economic Status still remains a topic of discussion while dealing with children development. It has been seen that a child with self-esteem grows logically as well as the path of his growth is positive. The reason of his logistic growth may lie in his socio-economic status. If his background is socially, economically, financially sound then definitely he is found to be confident in contrast to low socio economic status. The whole game is played by the education which leads to a good socio-economic or a poor socio-economic status and thus can affect a life badly or make a life brightly.

#### **OBJECTIVES OF THE STUDY**

- To study and compare the self-confidence of high socio-economic status and middle socio-economic status of students.

- To study and compare the self-confidence of high socio-economic status of male and female students.
- To study and compare the self-confidence of middle socio-economic status of male and female students.
- To study and compare the self-confidence the low socio-economic status of male and female students.
- To study and compare the self-confidence of high socio-economic status and middle socio-economic status of male students.
- To study and compare the self-confidence of high socio-economic status and middle socio-economic status of female students.

#### **HYPOTHESES OF THE STUDY**

- There is no significant difference in self-confidence between senior secondary school students of high socio-economic status and middle socio-economic status.
- There is no significant difference in self-confidence between male and female senior secondary school students of high socio-economic status.
- There is no significant difference in self-confidence between male and female senior secondary school students of middle socio-economic status.
- There is no significant difference in self-confidence between male and female senior secondary school students of low socio-economic status.
- There is no significant difference in self-confidence of male senior secondary school students between high socio-economic status and middle social-economic status and middle socio-economic status.
- There is no significant difference in self-confidence of female senior secondary school students between high socio-economic status and middle socio-economic status.

#### **SAMPLE**

The study was carried out on 120 students of 11<sup>th</sup> Class of two schools of district Jhajjar.

#### **VARIABLES**

- Dependent Variable : Self-Confidence
- Independent Variable : Socio-Economic Status

**STATISTICAL TECHNIQUES**

‘t’ value was the main statistical techniques employed is the analysis of the data obtained from the Socio-Economic Status Scale and Self-Confidence Inventory in order to test the hypotheses.

**Table -1**

Mean, S.D. and ‘t’ value of Self-confidence of high and middle Socio-Economic Status of Senior Secondary School Students.

Variable	Sample Size	Mean	S.D.	‘t’ Value
High SES Students	35	26.77	7.34	1.21
Middle SES Students	40	29.08	8.92	

Table-1 shows that the mean score of High SES students are 26.77 and that of middle SES students are 29.08. Standard Deviations are 7.34 and 8.92 respectively. The obtained ‘t’ value is 1.21 which is not significant at 0.05 as well as 0.01 level of significance. Thus the null hypothesis ‘There is no significant difference in socio-confidence between senior secondary school students of high socio-economic status and middle socio-economic status’ is accepted. The investigation found that the two groups do not significantly differ in self-confidence. This shows that High and Middle Socio-economic status does not affect the self-confidence of Senior Students Secondary School.

**Graph 1** :Mean Scores of High SES and Middle SES Students of Senior Secondary Students

**Table-2**

Mean, S.D. and ‘t’ value of Self-confidence of high SES male and females of Senior Secondary School Students.

Variable	Sample Size	Mean	S.D.	‘t’ value
High SES Males	20	27.25	9.75	0.41
High SES Females	15	26.13	6.02	

Table-2 shows that the mean score of High SES male is 27.25 while that of high SES female is 26.13. Standard Deviations are 9.75 and 6.02 respectively. The obtained ‘t’ value is 0.14 which is not significant at 0.05 as well as 0.01 level of significance. Thus the null hypothesis ‘There is no significant difference in self-confidence between male and female senior secondary school students of high socio-economic status’ is accepted. The investigator found that the two groups do not significant difference in self-confidence of high socio-economic status males and female students of senior secondary.

**Table- 3**

Mean, S.D. and ‘t’ value of Self-confidence of Middle SES males and females of Senior Secondary School Students.

Variable	Sample Size	Mean	S.D.	‘t’ value
Middle SES Males	18	26.11	4.51	2.81
Middle SES Females	22	31.5	7.01	

**Table-3** shows that the mean score of Middle SES male is 26.11 while that of Middle SES female is 31.5. Standard Deviations are 4.51 and 7.01 respectively. The obtained’ value is 2.81 which is significant at 0.05 as well as 0.01 level of significance. Thus the null hypothesis ‘There is no significant difference in self-confidence between male and female senior secondary students of middle socio-economic status’ is rejected. The investigator found that the two group differ significant difference in self-confidence. That there is a significant difference in self-confidence of those male and female students who belong to middle socio-economic status. Female of Middle Socio-economic status have high self-confidence as compared to males of middle socio- economic status.

**Table 4**

Mean, S.D. and ‘t’ value of Self-confidence of Low SES males and females of Senior Secondary School Students.

Variable	Sample	Mean	S.D.	‘t’ value
Low SES Males	24	29.29	7.25	1.60
Low SES Females	21	33.71	10.06	

Table 4 shows that the mean score of Low SES males is 29.29 while that of Low SES females is 33.71. Standard Deviations are 7.25 and 10.60, respectively. The obtained 't' value is 1.60 which is not significant at 0.05 as well as 0.01 level of significance. Thus the null hypothesis "There is no significant difference in self-confidence between male and female senior secondary school students of low socio-economic status is accepted. The investigator found that two groups do not differ significantly in self-confidence. That there is no significant difference in self-confidence of those male and female students who belong to low Socio-economic status.

**Table-5**

Mean, S.D. and 't' value of Self-confidence of high SES males and middle SES males of Senior Secondary School Students

Variable	Sample Size	Mean	S.D.	't' value
High SES Males	20	27.25	9.75	0.41
Middle SES Males	18	26.11	7.01	

Table-5 shows that mean score of High SES males is 27.25 while that of middle SES males is 26.11. Standard Deviations are 9.75 and 7.01 respectively. The obtained 't' values is 0.41 which is not significant 0.05 level as well as 0.01 level of significance. Thus the null hypothesis "There is no significant difference in self-confidence of male senior secondary school students of high socio-economic status and middle socio-economic status" is accepted. The investigator found that the two groups do not differ significantly in self-confidence. That there is no significant difference in self-confidence of high and middle socio-economic status of male students.

**Table-6**

Mean, S.D. and 't' value of Self-confidence of High SES females and middle SES females of Senior Secondary School Students.

Variable	Sample Size	Mean	S.D.	't' value
High SES Females	15	26.13	4.51	2.93
Middle SES Females	22	31.5	6.02	

Table 6 shows that mean score of High SES females is 26.13 while that of middle SES females is 31.5. Standard deviations are 4.51 and 6.02 respectively. The obtained 't' value is 2.93 which is significant 0.05 level as well as 0.01 level of significance. Thus the null hypothesis 'There is no significant difference in self-confidence of female senior secondary school students between high socio-economic status and middle socio-economic status' is rejected. The investigator found that the two groups differ significantly in self-confidence. That there is a significant difference in self-confidence of female students of high socio-economic status and female students of middle socio-economic status. Females of middle socio-economic status have high self-confidence as compare to females of high Socio-economic status.

## **FINDINGS AND CONCLUSION**

The findings of the present investigation are-

### Finding 1

- There is no significant difference in self-confidence between male and female of high socio-economic status and middle socio-economic status.
- This also shows that high and middle socio-economic status does not affect the self-confidence of senior secondary school students.

### Finding 2

- There is no significant difference in self-confidence between male and female students of high socio-economic status.
- This also shows that in high socio-economic status gender does not affect the self-confidence of senior secondary school students.

### Finding 3

- There is a significant difference in self-confidence of male and female students of middle socio-economic status.
- This also shows that females of middle socio-economic status have high self-confidence as compared to males of middle socio-economic status.

### Finding 4

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

- This also shows that in low socio-economic status gender does not affect the self-confidence of senior secondary school students.

#### Finding 5

- There is no significant difference in self-confidence of male students between high socio-economic status and middle socio-economic status.
- This also shows that high and middle socio-economic status does not affect the self-confidence of male students of senior secondary school.

#### Finding 6

- There is significant difference in self-confidence of female students between high socio-economic status and middle socio-economic status.
- This also shows that high and middle socio-economic status affect the self-confidence of female senior secondary school students.

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