

SELF-ESTEEM OF HIGH SCHOOL STUDENTS IN RELATION TO THEIR SOCIO ECONOMIC STATUS



A

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CERTIFICATE

This is to certify that Ms. Savita Khajuria student of M.Ed Semester IV, Session 2018-2020, bearing Roll No. 1801021 has worked under my supervision for her dissertation entitled: "Self-esteem of high school students in relation to their Socio-economic status."

Her dissertation is fit for submission, in partial fulfillment of their requirements for the award of the Degree of Master in Education.

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ABBREVIATIONS USED

SE	Self esteem
SES	Socio economic status
SEI	Self -esteem inventory
SESS	Socio economic status scale
S.D.	Standard deviation
SE _M	Standard Error Mean
df	Degree of Freedom
ANOVA	Analysis of Variance
MIER	Model Institute of Education and Research
J&K	Jammu and Kashmir



ABSTRACT

Self-esteem reflects a person's overall subjective emotional evaluation of his or her worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs and emotions such as triumph, despair, pride, and shame. Socio-economic status to be significantly related to self-esteem. In general, those with higher socio-economic status report higher self-esteem than those with lower socio-economic status. The present study attempts to examine the self-esteem of high school students in relation to their Socio-economic status. The study is quantitative in nature and the sample consists of 200 students from schools located in Jammu city through Simple Random Sampling Technique. The main objective of the study is to study the significant difference in self-esteem of high school students at different level of socio-economic status, self-esteem of male and female high school students and the relationship between self-esteem and socio-economic status. In this study two standardized tools namely *Self-esteem inventory* (SEI) developed and standardized by M.S Prasad and G.P. Thakur (1977), *Socio-economic status scale* (SESS) developed and standardized by Sunil Kumar Upadhyay and Alka Saxena (2008) have been used. The objectives of the study were: 1) to study the significance difference in self-esteem of high school students at different level of socio-economic status, 2) to study the significance difference in self-esteem of male and female high school students and 3) to study the relationship between self-esteem and socio economic status. For analyzing the data-test, Anova and Pearson's Co-efficient of correlation have been employed. The results indicate that there exists no significant difference in self-esteem of high school students at different levels of socio-economic status as well as in relation to gender. However, it was found that there exist significant positive relationship between self-esteem and socio economic status indicating that lower the socio-economic status, the lower would be the self-esteem of the high school students.

CHAPTER 1

1.1 MEANING OF SELF-ESTEEM

Self-esteem refers to a person's beliefs about their own worth and value. It also has to do with the feelings people experience that follows from their sense of worthiness or unworthiness. Self-esteem is important because it heavily influences people's choices and decisions. In other words, self-esteem serves a motivational function by making it more or less likely that people will take care of themselves and explore their full potential. People with high self-esteem are also people who are motivated to take care of themselves and to persistently strive towards the fulfillment of personal goals and aspirations. People with lower self-esteem don't tend to regard themselves as worthy of happy outcomes or capable of achieving them and so tend to let important things slide and to be less persistent and resilient in terms of overcoming adversity. They may have the same kinds of goals as people with higher self-esteem, but they are generally less motivated to pursue them to their conclusion.

Self-esteem reflects an individual's overall subjective emotional evaluation of their own worth. It is the decision made by an individual as an attitude towards the self-esteem encompasses beliefs about oneself, as well as emotional states, such as triumph, despair, pride and shame.

Self-esteem is attractive as a social psychological constructs because researchers have conceptualized it as an influential predictor of certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships, and criminal behaviour. Psychologists usually regard self-esteem as an enduring personality characteristic (trait self-esteem), through normal, short term variations ("state" self-esteem) also exist.

Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about oneself, such as the appraisal of our own appearance, beliefs, emotions and behaviour. Self-esteem is a indicator of good mental health. It is how one feels about ourselves. Some self doubt, particularly during adolescence, is normal even healthy but low self-esteem should not be ignored. In some instances, it can be a symptom of a mental health disorder or emotional disturbances. Self-esteem is the collection of feelings that we have about ourselves or "self-perception". How define ourselves influences our motivations, attitudes and behaviour and affects our emotional adjustment. Patterns of self-esteem start very early in life. Self-esteem start very early in life.

Self-esteem can also be defined as the defined as the combination of feelings of capability with feelings of being lived.



Healthy self-esteem results when the right balance is attained. As a child tries, fails, tries again, fails again, and then finally succeeds, it develops ideas about their capabilities. At the same time, it creates a self concept based on interaction with other people. That is why parental involvement is instrumental in helping a child to form accurate, healthy self perceptions. There's nothing wrong with trying to improve a child's self-esteem. Feeling good about oneself is healthy and valuable. But the way of improving self-esteem makes a big difference. When it is done with compliments, even if children feel better about themselves, they will become more vulnerable to depression when they hit one of life's inevitable setbacks. They may feel good about themselves, but if they are weak and incompetent, life will eventually take them down. Self-esteem is often confused with confidence. Self-confidence is the knowledge that one can succeed in relationship, career, goal etc. Self-esteem, on the other hand, is the capacity to like and love oneself; and feel worthwhile, irrespective of all the ups and downs of life.

Someone with a healthy self-esteem simply likes himself or herself. A healthy self-esteem is not contingent on the success because there are always failures to contend with. Neither is it a result of comparing ourselves with others because there is always someone better. Gray (2001) defines "Self-esteem as one's more or less sustained sense of liking oneself". Diane and Carlock (2010) say that self-esteem is an evaluation of the emotional, intellectual, and behavioral aspects of the self-concept.

People who feel that they are likable and loveable (in other words people with good self-esteem) have better relationships. They are more likely to ask for help and support from friends and family when they need it. How we look at our self also decides how we believe people judge us. This is why many with low self-esteem get stuck in unhealthy relationship, if we don't like or love ourselves it's easier to believe that others will not love us too.

Self-esteem is an intrinsic and universal part of human experience. It is a key idea for explaining the "inherent secrets" of human behavior as a cure for social and individual issues (Ward, 1996). Personal experiences are a major source of self-esteem development. Both positive and negative personal life experiences one has, creates attitudes toward the self which can be favorable and develop positive feelings of self-worth or can be unfavorable or develop negative feelings of self-worth. In starting years of children's life, parents are the most significant and important influence on self-esteem and the main source of both positive and negative experiences a children will have. The emphasis of unconditional love, care, in parenting how to books, represents the importance of a children developing a stable sense of being cared for and respected. These feelings translate into later effect of self-esteem as the children grow older.

In the school years, academic achievement is a significant contributor to develop self-esteem. A children consistently achieving success or consistently failing, strongly affect their individual self-esteem. Social experiences are second important contributor for develop self-esteem. As child's go through school they begin to understand and recognize differences between themselves and their class mates. Using social comparisons, child assess whether they did better or worse

than classmates in different activities. These comparisons play an important role in shaping the children's self-esteem and influence the both positive and negative feelings they have about themselves.

Styles of parenting also play a crucial role in child's self-esteem development. Student in primary school who have high self-esteem tend to have parents who are caring, supportive adults who set clear standards for their children and allow them to voice their opinion in decision making. Although some researches thus far have reported only a correlation of warm, supportive parenting style and child having high self-esteem it could easily be thought of as having some causal effect in self-esteem development.

Experiences in childhood that contribute to healthy self-esteem include being listened to, being spoken to respectfully, receiving appropriate attention and affection and having accomplishments recognized and mistakes or failures acknowledged and accepted. Personal experiences that contribute to low self-esteem include being harshly criticized, being physically, sexually or emotionally abused, being ignored, ridiculed or teased or being expected to be "perfect" all the time.

The development of self-esteem is a lifelong task from the moment we are born, we are all developing, refining and changing our sense of personal identity and self-acceptance. Here are some steps that can help us in improving our self-esteem. Use positive words to motivate and encourage yourself. Forgive yourself for your mistakes and focus more on your strength than our weaknesses. Self-esteem is essential to our ability to function in a healthy way. Without the foundation of a solid sense of self-worth, we are unable to take the risks and make the decisions necessary to a productive life. A healthy self-esteem allows us to "be ourself", handle stress effectively and maintain an overall sense of well beings. Low self-esteem corrodes our love lives, career, family bonds and most importantly, our internal sense of well-being.

According to Holly (1987), self-esteem is influenced by culture, child rearing practices, achievement-related attributions and interactions with parents and teachers. Adolescence, being the stage of turmoil, is one of the periods in life of children, when self-esteem increases and is highly influenced by the environment. Women are conditioned to suffer low self-esteem and inferior status. According to the Indian culture, the 'females' had been held in high esteem throughout the ages and have been worshipped.

With changing times, gender perceptions are a societal construct, which are dependent upon socio-cultural practices in which the children, adult and youth grow up (NIHFW, 2005).

Self-esteem is also viewed both as a personality trait and a psychological state. People have a typical level of self-esteem that is consistent across time. Studies by Yabiku et al. (1999), also found that children have higher self-esteem when their parents are loving, supportive and deeply involved in their lives. Self-esteem has also been found to have a direct correlation with quality and strength of parent-child relationships. Children from families with poor communication

methods or dysfunctional families tend to have low self-esteem and trouble finding their own identity (Nunley, 1996). Even though one's self forms according to experiences and relationships with families, school, work, etc., it is really a person's perception of these experiences and relationships that have a greater impact on one's self esteem (Mecca et al., 1989).

Socio-economic position has a clear impact on developing self-esteem, especially during the important stage of adolescence. At this period of life, the self-esteem of young people 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. Adolescence, the period of transition from childhood to adulthood, is a critical time for the development of lifelong perceptions, beliefs, values and practices. An adolescent struggle with the developmental tasks of establishing an identity, accepting changes in physical characteristics, learning skills for a healthy lifestyle and separating from family. Therefore, before entering adulthood, it is important for the adolescent to develop high self-esteem and the ability to care for the self.

Family, peers and significant others play a major role in the development of an adolescent's self-esteem. The family in particular, as the primary environment at this period of life, provides an important background for developing and creating the initial sense of oneself. Factors such as gender, socio-economic status, personality and mental health and support from family and other relationships are all suggested as important influences in the field of the developing self-esteem during the adolescence, ultimately affecting outcomes in the area of mental health and health behaviour. Socio-economic status is less strongly associated with self-esteem in comparison to personality dimensions and mental health constructs, which are very similar and strongly associated. Social support from family, friends and significant others could be seen again as conceptually more distinct in relation to self-esteem.

1.1.1 Types of Self-esteem:

The following are different types of self -esteem:

Low Self- esteem:

It is a condition that keeps individuals from realizing their full potential. A person, who has low self-esteem, feels incompetent, unworthy, and incapable. In fact, persons with it feel so poorly about them, these feelings make the person remain with continuous low self -esteem.

High Self-esteem

People who have high self-esteem generally feel good about their ability to participate, confident in social situations and happy with the way. Generally they have following things, they are confident, they have good sense of self-worth, they are positive, encouraging and supportive to others, and they possess good communication. They are extrovert, energetic, ambitious, and they



learn from their mistakes. These things give them the strength and flexibility to take charge of their lives and grow from mistakes without any fear

Inflated Self- esteem:

People with this type of self-esteem are characterized by having a strong personality and believing themselves better than the people around them. Therefore, they never listen or pay any attention to them. They also tend to blame others in stressful situations and have a very big ego. They are not able to correct their own mistakes or criticize themselves. They are characterized by being very materialistic and superficial.

1.1.2 Factors of Self-esteem:

There are several factors that influence self-esteem, some factors are following

- **Age:** Self-esteem tends to grow up steadily until middle school, when the transition of moving from the familiar environment of elementary school to a new setting confronts children with new demands. Self-esteem either continues to grow after this period or begins to decrease.
- **Culture:** Cultural forces profoundly influence self-esteem. Children from collectivistic cultures rarely call on social comparison to improve their self-esteem contrasted with children in individualistic societies, they are likely to be less concerned with whether another child is better at a skill than they are. In various cultures gender –stereotyped expectations for physical attractiveness and achievement have a detrimental effect on the self-esteem of many girls. In adolescence, they score somewhat lower than boys in general sense of self-worth, partly because they feel more insecure about their abilities (Crain, 1996).
- **Child rearing practices:** Children and adolescents whose parents are warm and accepting and who provided reasonable expectations for mature behavior feel especially good about themselves. Warm, positive parenting lets young people know that they are accepted as competent and worthwhile. 30 At the point parents help or make choices for their youngsters when they do not need assistance, children and adolescents frequently experience low self-esteem. These controlling parents convey a sense of inadequacy to children-that their behavior needs to be controlled by adults on the ground they are ineffective in managing it themselves. (Pomerantz& Eaton, 2000; Berk, 2003). At long last, overly tolerant, indulgent parenting is linked to unrealistically high self-esteem, which also undermines development. Warmth and maturity demands are ingredients of high self-esteem.
- **Motivation:** Motivation is a psychological factor that arouse an organism to act towards a desired goals and elicits, controls and systems certain goal directed all behaviors. Motivation can be considered a driving force; a psychological drive that compels or reinforces an actions toward a desired goal. Motivation may be rooted in a basic impulse

to optimize well-being, minimize physical pain and maximize pleasure. It can also originate from specific physical needs such as eating, sleeping or resting and sex.

- **Socio-economic status:** it 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, when their own attributes are assessed. Socioeconomic status is typically broken into three categories, High SES, middle SES, and low SES to describe the three areas a family or an individual may fall into.

1.1.3 SOCIO ECONOMIC STATUS

Socio-economic status is a term used by sociologists, economists and other social scientists to describe the class standing of an individual or group. It is measured by a number of factors, including income, occupation, and education, and it can have either a positive or negative impact on a person's life.

Some Socio-Economic Status (SES) encompasses not just income but also educational attainment, financial security, and subjective perceptions of social status and social class.

Socio-economic status can encompass quality of life attributes as well as the opportunities and privileges afforded to people within society. Further, SES is a consistent and reliable predictor of a vast array of outcomes across the life span, including physical and psychological health. Thus SES is relevant to all realms of behavioral and social science, including research, practice, education and advocacy.

Socio Economic Status 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 other, based on household income, earner's as well as combined income, whereas for an individual's Socio-economic status only their own attributes are assessed. However, socio-economic status is more commonly used to depict an economic difference in society as a whole.

Socio-economic status is typically divided into three levels (high, average and low) to describe the three places a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupations) can be assessed.

Socioeconomic status is a measure of an individual's family's economic and social position based on education, income and occupation. This section will present data on measures related to



socioeconomic status. These includes measures of income (family and household income, and poverty levels), and much measures associated with income and social status (educational level and employment levels).

The term socioeconomic is composed of two words that is socio and economic. Socio is concerned with the society which is joint stock company to which parents of students and social infrastructure belong and economic denotes the material belongings of a person. Social status is an indication of one's position of respect, prestige and influence in social structure. Economic status refers to income which is usually derived from the set of occupational activities, he ownership of the both occupational activities and general income.

Kuppaswamy (1960) stated, "socioeconomic status is composed of three variables that is education, occupation and income".

SES is an economic and sociological combined of total measure of a people's work experience and of an individual's or family's economic and social position in relation to others, based on their income, education and occupation. When measuring a family's SES, the house hold income, earners education and also occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

Socioeconomic status plays an important role in adolescents, emotional and social adjustment by affecting their self-concept to certain extent (Leelavati, H. R. and Saroja, K. 1989). Adolescents reared in socio-economically advantaged families would be more likely to be high in self-concept than would those from families possessing fewer advantages (Collins and Burger, 1969). Coopersmith (1967) examined the influence of social class on self-concept and the findings documented both positive and negative with regard to the relationship between self-concept and sociological variable. Chiu (1987) found that for both boys and girls in Unites States and Taiwan, those with high sociometric status were significantly higher in self-concept than those with medium or low status. There was no difference in self-concept between children with medium and low sociometric status. Thus, socio-economic status is one of the most striking indices of prestige and success. Persons higher in social hierarchy have more prestigious occupations and higher incomes and tend to live in spacious and luxurious homes located in well laid out localities. These persons are considered more successful in life and they tend to receive material and social benefits that might prompt them to believe that they are superior and worthier than others. So, one's self-esteem varies directly with one's social background. In the present study researchers shows that socioeconomic status is one of the most important factor to develop the self-concept of adolescents and built the personality.

1.1.4 EFFECTS OF SOCIO-ECONOMIC FACTORS ON EDUCATION:



The studies in economics of education have focussed on the importance of education for socio-economic status, the reciprocal linkage between the socio-economic status and education is also equally important.

In the research studies in this field it has been shown how in the low-income countries, educational development is likely to be neglected.

Socio-economic status may also determine the preference of the parents for different categories of school, for example Parents with better socio-economic background are found to prefer unaided pre-primary schools on aided primary schools not only because the former provide better physical facilities at the place of learning but also because the un-aided 27 pre-primary schools are used as a good screening device at entry points.

Education is thus found to be a useful agent for improvement in socio-economic status so far as groups and communities suffering socio-economic deprivation are concerned. Socio-economic status is typically broken into three categories, high Socio-economic Status, middle Socio-economic Status, and low Socio-economic Status 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 4th variable, wealth, may also be examined when determining Socio-economic Status. In the present study the high Socio-economic status Adolescents are those who are above 75 percentiles and low Socio-economic Status Adolescents are below 25 percentiles.

Actually SES is often measured as a combination of education, income and occupation. SES is commonly conceptualized as the social standing or class of an individual or group. Research of SES as a gradient or continuous variable reveals inequities in access to and distribution of resources. SES is current research topic in behavioral and social sciences.

SES is evaluated as a combination of factors including income, level of education, and also occupation. It is a way of looking at how individuals or family fit into society using economic and social measures that have been shown to impact individuals' health and well-being. SES and health are closely related and SES can often have profound effects on a people's health due to differences in ability to access health care as well as dietary and other lifestyle choices that are associated with both finances and education.

Any social class has two aspects – Subjective and Objective. In its subjective aspect a men's class is a part of belonging to identification with something larger than him. In its objective aspect social class in the totality of the individual, the people of which, have similar positions in regard to occupation, economic and political status. Social status is the position of individual in his relationship with other individual by virtue of which he derives respect, prestige and, education and whereby he exerts in being known by the symbol of sign action of the respect tendered to him. The status in a group may be inherited but in modern society the status is achieved. They are

achieved on the basis of income, occupation and positive attitude towards education, environment, various house material e.g., radio, television, machines, computers, vehicles, etc. and in education and the types of schools in which he studies.

SES plays an important role in the life of a people. Personality, intelligence, attitudes, aptitudes, academic achievement, self-esteem and even interests are patterned by SES background of the individual. The SES pays rewards and punishment both to a people. (Chaudhari et. al. 1998). SES refers to the position that an individual and family occupies with reference to prevailing average standards, cultural possession and also participation in group activity of community. SES includes both the social and economic status of the individual in the group (Chain, 1944).

1.1.5 Self-esteem and Socio economic status:

Socio-economic position has a clear impact on developing self-esteem, especially during the important stage of adolescence. At this period of life, the self-esteem of young people 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. Adolescence, the period of transition from childhood to adulthood, is a critical time for the development of lifelong perceptions, beliefs, values and practices. An adolescent struggle with the developmental tasks of establishing an identity, accepting changes in physical characteristics, learning skills for a healthy lifestyle and separating from family. Therefore, before entering adulthood, it is important for the adolescent to develop high self-esteem and the ability to care for the self.

Self-esteem has well-known consequences not only on current physical and mental health and health-related behaviour, but also on future health and health-related behaviour during adulthood.

Some previous researches show SES to be significantly related to self-esteem. In general, child with higher SES report higher self-esteem than those with lower SES (Rhodes, et. al. 2004; Francis, 1996). Among SES factors, income of family seems to be most related to self-esteem among adolescents. (Brindorf S. et. al. 2005). The contribution of personality and mental health problem in the relation between SES and self-esteem have important implication for the design of promotional programs aimed at enhancing self-esteem (Zuzana et. al. 2009). SES has a clear impact on developing self-esteem during the stage of adolescence. To be able to intervene effectively on self-esteem, evidences are needed on other factors that lead from SES to self-esteem. Student with low SES seem to be more vulnerable in comparison with their peers of higher SES and were identified as a target group for health promotion program.

1.2 NEED AND SIGNIFICANCE OF THE STUDY



School education is the core of the wider term “Educational growth” and no one can deny that success in school education builds self-esteem and self- confidence with leads to better adjustment with the self and with the group. Self-esteem is considered to be the keystone of personality. Adolescent is the most important period of human life.

Personal experiences are a major source of self-esteem development. Both positive and negative personal life experiences one has, creates attitudes toward the self which can be favorable and develop positive feelings of self- worth or can be unfavorable or develop negative feelings of self-worth. In starting years of children’s life, parents are the most significant and important influence on self-esteem and the main source of both positive and negative experiences a children will have. In the school years, academic achievement is a significant contributor to develop self-esteem. A children consistently achieving success or consistently failing, strongly affect their individual self-esteem. Student who have high self- esteem tend to have parents who are caring, supportive adults who set clear standards for their children and allow them to voice their opinion in decision making. Among the factors that may determine the academic outcomes are the family’s socio economic status, family type and the home location. The family socio economic status is commonly determined by the parent level of education, occupation and income levels. Families with high socio economic status provide their children with more opportunities at home to build academic skills. Those of low socio economic status are more concerned with providing basic needs and do not put much emphasis on their children’s academic achievement. This study aims to study self-esteem and socio-economic status among the high school students.

1.3 STATEMENT OF THE PROBLEM

SELF ESTEEM OF HIGH SCHOOL STUDENTS IN RELATION TO THEIR SOCIO ECONOMIC STATUS.

1.4 OPERATIONAL DEFINITIONS

Self-esteem means the extent to which an individual believes himself or herself to be capable, sufficient, and worthy as measured by Self-Esteem Inventory by M.S. Prasad and G.P Thakur (1977).

Socio Economic Status means the position that an individual or family occupies with reference to prevailing average standards of cultural possessions, effective income, material possessions, level of education and aspiration and participation in group activity of community as measured by Socio Economic Status Scale by Sunil Kumar Upadhyay and Alka Saxena (2008).

1.5 OBJECTIVES OF THE STUDY

1. To study the significance difference in self-esteem of high school students at the different level of socio-economic status..



2. To study the significance difference in self- esteem of male and female high school students.
3. To study the relationship between self-esteem and socio economic status.

1.6 HYPOTHESES OF THE STUDY

Based on the assumptions, the hypotheses of the research problems are formulated as:

- 1) There is no significant difference in self- esteem of high school students at different level of socio-economic status..
- 2) There is no significant difference in self- esteem of male and female high school students.
- 3) There is no significant relationship between self-esteem and socio-economic status.

1.7 DELIMITATIONS OF THE STUDY

- The present study has been confined to ten high schools located in Jammu city.
- Self-esteem has been measured through one tool that is Self-Esteem Inventory by M.S. Prasad and G.P Thakur (1977).
- Socio-economic status has been measured through one tool that is Socio Economic Status Scale by Sunil Kumar Upadhyay and Alka Saxena (2008).
- The study has been delimited to schools affiliated to Jammu and Kashmir School Board of Education and CBSE.



CHAPTER 2

REVIEWS OF RELATED LITERATURE

2.1 INTRODUCTION:-

The search for reference material is time consuming but fruitful phase. For any worthwhile investigation a review of related literature involves locating, reacting, evaluating of the report as well as the casual investigation and the opinion that are related to the individually planned research project. The general purpose of review is to hold the research work for a through understanding and insight into the work already done and the area left untouched and unexplained. The related studies also enable the problems as suggestion for further research.

A literature review is a text of a scholarly paper which includes the current knowledge including substantive findings as well as theoretical and methodological contribution to a particular topic . A systematic review is focused on a research questions, trying to identify, appraise. It gives an overview of what are the prevailing theories and hypothesis are being asked and what methods and methodologies are appropriate and useful.

Review of related literature is significant of any research work to know others have learned from similar research situations and help in the formation of hypothesis for the study. The related studies in any field forms the foundation upon which future work is depend. Review of related literature matter the investigator fully aware with the previous work that has been done. It also provides an opportunity of gaining insight in the methods, measure subject and approaches employed by other research workers. A careful review of research, journals, books, dissertations, thesis and other source of information about the problem to be investigated is one of the important steps in the planning of any research study.

2.2.Review on Self-esteem studies

Suman et.al (2003) conducted to explore the relationship between self- esteem and family environment. A sample of 175 students was selected through random sampling and taken up for the study that the relationship between self- esteem of school children and their family environment is positive and significant. Again there exists significant difference between the self-



esteem of students belonging to high and low family interaction group. The impact of socio economic status on the self- esteem is found to be insignificant. It can be concluded that family interactions or environment influenced the self- esteem of secondary school students.

Rattan (2006) studied on that individual's self-esteem has been shown to be linked with physical appearance. A random sample comprising of 100 male and 100 female (N=200) adolescents was selected. The subjects were administered the Current Thoughts Scale and the Dieting Beliefs Scale for assessing their state self-esteem and their weight locus of control. The result revealed that boys had significantly higher appearance self-esteem than girls, while girls had significantly higher dieting belief in comparison to boys. Performance self-esteem was positively and significantly correlated with social self-esteem.

Meers and Prathapan (2008) carried a study on self- esteem as correlates of achievement in social studies. The study was conducted with the sample of 600 students from 16 schools of Thrissur districts in Kerala, the tools used for the study was Self -esteem inventory (Usha and suchitra, 2002) and Achievement Test in social studies (Meer and prabhitha, 2007). The result showed that the achievement in social studies varies with regard to difference in their self-esteem. The achievement in social studies of boys varies with regard to difference in their self-esteem.

Nagar (2008) conducted the self-esteem of adolescent girls and the factors affecting in Kangra District of Himachal Pradesh. A total sample of study of 112 school going girls in the age range from 14 to 19 years were selected from five villages of Kangra district. Self- esteem was measured through self- esteem scale and the means and percentages were calculated. Results indicated that majority of the girls had average scores of self-esteem with an average of 83.56. Self-esteem scores were found to be positively correlated with the educational status of the girls. The analysis also revealed that the family type of girls affected the scores of self-esteem.

Robins (2008) conducted a study on the prospective effects of low self-esteem and depression in adolescence and young adulthood. The authors used 2 large longitudinal data sets, each with 4 repeated assessments between the ages of 15 and 21 years and 18 and 21 years, respectively. Cross-lagged regression analyses indicated that low self-esteem predicted subsequent levels of depression, but depression did not predict subsequent levels of self-esteem. These findings held for both men and women and after controlling for content overlap between the self-esteem and depression scales.

Sherina (2008) conducted a study to determine the mean self-esteem score, and to determine the association between self-esteem and age, sex, race, religion, number of siblings, ranking among siblings, family function, parental marital status and smoking among adolescents aged 12 to 20 years old. A cross sectional study design using random cluster sampling method was done. Four out of a total of 35 secondary schools in 99 Klang District, Selangor were selected. Respondents consisted of individual students in selected classes from the four selected schools. Data was

collected using a self-administered, structured, pre-tested questionnaire and was analyzed using the SPSS version 12.0. Out of 1089 respondents, 793 completed the questionnaire (response rate 73.82%). The overall mean self-esteem score was 27.65. The mean self-esteem score for males (27.99) was slightly higher than females (27.31). The differences in the mean scores by race were statistically significant. There was a statistically significant relationship between mean Self-esteem scores and sex, age, race, religion, number of siblings, smoking and family function. There was no statistically significant difference between mean self-esteem score with parental marital status and with ranking among siblings. The overall mean self-esteem score was 27.65. Self-esteem was associated with sex, age, race, religion, number of siblings, smoking and family function.

Josh (2009) studied the self-esteem and academic achievement of adolescents. The result indicated that there were no significant difference with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significantly higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

Peixoto (2010) studied self-concept, self-esteem and academic achievement and strategies for maintaining self-esteem in students experiencing academic failure. The participants were 955 adolescents in the 7th, 9th and 11th grades at four secondary schools in Lisbon. Three hundred fifty-two of these students had retaken a year at least once in their school careers, whilst 603 had never done so. The data were collected using both a self-concept scale and a scale for evaluating attitudes towards school. Results showed that self-esteem is maintained through positive self-representations in non-academic facets of self-concept and or by devaluing school-related competences. They also showed that younger students are less likely to maintain self-esteem by devaluing the school experience.

Zuzana et.al (2010) conducted a study on socio economic difference in self-esteem of adolescents influenced by personality, mental health and social support. A sample of 3694 elementary-school students from Slovakia (mean age = 14.3 years, 49% boys) filled out the Rosenberg Self-esteem Scale, the Family Affluence Scale, the Ten-Item Personality Inventory, the 12-item General Health Questionnaire and the Perceived Social Support Scale. Hierarchical linear regression showed family affluence, personality dimensions of extroversion, emotional stability and openness to experience, as well as mental health subscales and social support from family and significant others to be associated with self-esteem. Results indicate that personality dimensions and mental health subscales contribute to the association between family affluence and self-esteem. The contribution of personality and mental problems in the relation between socio-economic status and self-esteem may have important implications for the design of promotional programs aimed at enhancing self-esteem.

Freire and Tavares (2011) in their study examined the relationship between self-esteem and emotion regulation with subjective wellbeing (life satisfaction) and psychological wellbeing (happiness and meaning) of 216 adolescents. Results revealed that self-esteem had a strong and positive relationship with wellbeing. Self-esteem was found to be the significant predictor of wellbeing.

Vishalaksh and Yeshodhara (2012) studied the relationship between self-esteem and academic achievement (format) of students of standard 9th from four school of Mysore city. The sample of the study constitutes 321 students of standard 9th from government and private school of Mysore city. The schools were selected through random technique. The Coppersmith Self-Esteem inventory (CSEI) was used to find out Self-Esteem and total scores on second semester exam is considered to determine the level of Academic Achievement of Students. The data analyzed through descriptive statistics, T-test and Pearson's coefficient of correlation used spss (version 16.0). Results revealed positive relationship between Self-Esteem and Achievements of students.

Ashra (2013) conducted a study on the locus of control and self-esteem among youth male and female. Result show that there was no significant difference in locus of control and self-esteem with respect to both youth male and female. While the correlation between locus of control and self-esteem reveals 0.54 positive correlation.

Nahid (2014) examined the relationship between self-esteem and academic achievement among girl students in Mysore city of Karnataka. The subjects were (1035 girls) representing four geographical areas the East, West, North, and South, of Mysore city. The sample age ranged from 14 or 16 years. The response on the measure of Self-esteem was assessed using Self-Esteem Inventory, (CSI) by Cooper smith. The level of self-esteem and academic achievement among two groups revealed that there are significant differences among girl students" with high level of self-esteem and girl students" with low level of self-esteem on their academic achievement in favour of students with high self-esteem. The results also revealed that there is no significant difference between two age groups in term of self-esteem.

Troncone et.al (2014) conducted a study on self-esteem and academic achievement in secondary school students in Campania, Italy. Since one of the crucial practical implications of identifying the factors involved in academic achievement is to facilitate the teaching learning process, the main variables that have been associated with achievement should be investigated simultaneously in order to provide information as to their relative merit in the population examined. In contrast with this premise, limited research has been conducted on the importance of self-esteem on scholastic achievement. To this aim a sample of 439 subjects (225 males) with an average age of 12.36 years (SD = 0.99) from three first level secondary school classes of Southern Italy, self-esteem and socio-economic status were evaluated. Findings show that the academic results correlated significantly with some dimensions of self-esteem. Moreover, hierarchical regression analyses brought to light, in particular, the predictive value of openness to experience on academic marks. The results, stressing the multidimensional nature of academic

performance, indicate a need to adopt complex approaches for undertaking action addressing students' difficulties in attaining good academic achievement.

Rajeswarriet.al. (2014) studied self-esteem and academic achievement of high school students. The primary purpose of this study was to determine the influence of self-esteem on academic achievement among high school students in Miandoab City of Iran. The methodology of the research is descriptive and correlation that descriptive and inferential statistics were used to analyze the data. Statistical Society includes male and female high school students in Miandoab City in 2013-2014, that their numbers were 610 people which includes a string of experimental sciences and human sciences. Sample of the study consisted of 40 patients, 20 patients were female and 20 were male. Selected randomly from among high school students. Tool to measure self-esteem questionnaire is that the Cooper smith 1966 by correcting on the scale of Rogers, Dymond (1945). The GPA scores was used as the basis of academic achievement. The result show (i) A very high correlation between academic achievement and self-esteem and concluded that there is significant positive correlation between self-esteem and academic achievement. (ii)The self-esteem in boys and girls is almost the same and there is no significant difference in this case, because the correlation is quite high in both groups.

Richard (2016) studied early adolescents' (N = 606) representations of relationships to teachers, parents, and friends are examined in relation to each other and to various measures of school adjustment, motivation and self-esteem. The relationship dimensions tapped included felt security, emotional and school utilization, and emulation with respect to each target figure. It was hypothesized that parent representations would predict those of both teachers and friends, whereas friend and teacher variables would not be significantly associated. It was predicted also that more positive representations of relationships to parents and teachers would each uniquely predict school functioning indices, whereas representations of friends would be largely unrelated to school-related outcomes. Representations of teachers, parents and friends all were expected to correlate with self-esteem relevant outcomes. These hypotheses were generally confirmed. The findings are discussed in terms of the significance of relatedness for motivation generally and the importance of the affective quality of adult-student relationships for educational outcomes in particular.

Bhagat(2016) conducted a study on the relationship between self- esteem and academic achievement of secondary school students. A sample consisted of 400 secondary school students of 9th class studying in government and private schools of Jammu District were taken for this study. The results of the study showed that a positive and significant correlation between positive-self males and their academic achievement. A positive and significant correlation was found between negative-self females and academic achievement.

Aruna (2018) studied the effect of self-esteem and student experiences and perceptions on gender bias in curricular practices. The study revealed that there was significant difference exists in the mean score of the students experiences and perceptions on gender bias in curricular practices for the sub sample boys and girls, government and private. But in rural and urban samples there is no significant differences. Further the result of the study shows that the score obtained for student experiences and perceptions on gender bias and practices. The study also focuses on the relationship between self-esteem and student experiences and perceptions on the gender bias in curricular practices is negative.

Eggermont (2019) in their study examined the role of social media in building the self-esteem of younger adolescents. Results from a cross-sectional survey ($N = 725$, $Mage = 11.61$, $SD = 1.01$) provided support for a serial mediation between online self-presentation and self-esteem through both perceived online popularity and the need for popularity. Specifically, we found that self-presentation on social media was positively related to pre- and early adolescents' self-esteem, via their perceived online popularity (e.g. receiving "likes"). However, results also revealed a relationship between online popularity and users' need for popularity, which was in turn negatively associated with self-esteem. Findings indicate that when pre- and early adolescents engage in online self-presentation, they can generate feedback such as likes on social media. Although such positive appraisals are positively associated with their self-esteem, they also appear to provoke an increased dependence on social approval, which is paradoxically related to decreased self-esteem.

Balkis (2019) studied on sample of 1993 high school students completed self-report measures of relational violence victimization, self-esteem, social support, symptoms of depression and anxiety. We conducted a moderated mediation model analysis in order to detect whether there is an indirect effect from relation violence victimization on depression and anxiety through self-esteem, and this indirect effect is dependent on the moderation of social support. Results indicated that relational violence and social support have a direct and interactive effect on self-esteem. Self-esteem mediates the relationships between relational violence, depression, and anxiety. Furthermore, the findings suggest that the indirect effect of relational violence on depression and anxiety through self-esteem may vary depending on the level of social support.

Review on Social Economic Status Studies

Jemberu (2002) conducted a study on the influence of family socio economic status on educational and occupational aspirations of high and low achieving adolescents. The present result showed that the impact of socio economic status on education aspiration was minimal, its influence an occupational aspiration was larger. Achievement highly influenced educational aspirations, but its impact on occupational aspiration was insignificant.

Pramod (2002) in their study examined the influence of sex and SES on creative thinking of 140 girls and boys of IX standard of government secondary schools of Orissa and found no sex

difference in creativity. It was found that positive and significant relationship exists between SES and creativity. Further, it was revealed that girls with high SES surpass the boys with high socio-economic status in their creative measure.

Upadhaya and Sexena (2008) developed a scale to measure (SES) of students studying in urban as well as rural areas. The scale consisted of 31 items in five parts i.e. education, personal information, family, income and others (cultural, material possessions). It was tested on 109 adolescents studying in secondary schools. The test retest reliability was found to be 0.83.

Panda(2002) studied the effects of socio-economic status on academic performance. The purposes of the study were to compare the academic performance of upper, middle and lower socio-economic status group of students. The main objectives of the study were; To determine whether there exists difference between socio-economic status groups of urban and rural areas in their performance scores. To compare the difference in academic performance of boys and girls at different levels of socio-economic status. Total 300 students of 8th standard of different secondary schools of Orissa were selected as sample of the study. 150 from urban and 150 from rural areas were selected by applying of random sampling procedure. Major findings of the study were the socio-economic status of students affects academic performance in the examination as the results showed that there exists significant difference between different socio-economic status groups in respect of their academic performance. There exists no difference between the high and average, and average and low SES group regarding academic performance scores. There exists difference between the high and low SES group regarding academic performance scores. This indicates that there is an effect of socio-economic status of family on academic performance of the students. The students' of urban area with high level of SES obtained a higher score in academic performance than the students of low SES level from both urban and rural area. This reveals that there is impact of SES on academic performance of urban and rural students.

Mayri (2003) in their study reported that a study of family and school factors that affect the academic achievement of residential school children studying IX and X classes. The result indicated that girls were superior to boys. Family factors like parental aspirations and socio economic status significantly contributed to academic achievement.

Parida (2005) studied the impact of socio-economic status on the academic performance of secondary school students. A sample of 300 secondary school students from Sambalpur district of Orissa were taken with the help of simple random sampling technique. The findings were that there was a significant positive correlation between socio-economic status and their academic performance. Further, the students those were belonging to the high Socio-economic status had more academic achievement than the low socio-economic status children.

Barry (2006) examined the effect of socio economic status on academic achievement. This research addresses the increasing importance of student test scores by examining the factors that

influence test scores. Composite test scores of - 127 -tenth grade students from educational longitudinal study of 2002 are examined using a four part model which includes student role performance, school, family and peer factors. Ordinary least squares analysis indicates that the strongest predictor of student test scores is socio economic status, resulting in a statistically significant increase in the standardized coefficient of .224 points. These result support previous research and possible directions for public policy are given.

Ewumi (2008) carried a study on gender and socio-economic status as correlations of students academic achievement in senior secondary schools. Results revealed (I) negative significant relationship between gender and academic achievement ($r = -.260; P < .05$), (ii) no significant relationship between socioeconomic status and academic achievement ($r = .083; P < .05$).

Sharkey (2008) studied the relationship between some psychological factors and socio-economic status with academic performance of secondary school students. Significant factors at the student level were student's locus of control, self-esteem, peer academic value, parental expectation and parent-child communication along with the student's socio-economic status had significant impact on their academic performance

Alam (2009) studied the effects of creativity and socio-economic status of students on academic performance. The objectives of the study were; To determine the relation between academic performance and creativity of students. To determine the relation between academic performance and socioeconomic status of students. The sample of the study comprises 400 students of 9th standard selected from different government schools of Darbhanga and Madhabani districts of Bihar. The findings of the study were, there is positive correlation between the creativity and academic performance. There is positive correlation between the socio-economic status and academic performance.

Veselska (2009) studied socio economic differences in self-esteem of adolescents influenced by personality, mental health and social support. Result show that hierarchical linear regression showed family affluence, personality dimensions of extroversion, emotional stability and openness to experience, as well as mental health subscales and social support from family and significant others to be associated with self-esteem. Result indicate that personality dimensions and mental health subscale contribute to the association between family affluence and self-esteem.

Memones (2010) conducted a study on the impact of parental socio-economic status on students' educational performances at secondary schools of District Malir, Karachi. Major objectives were; To find out the impact of parents level of education on academic performance of matriculation examination students. To determine the impacts of parents occupation on academic performance of the students matriculation examination. To know whether there is impact of family income on academic performance of the students' matriculation examination. The samples of 240 students both male and female were taken from 16 secondary schools out of which 8 Government secondary school and 8 Private secondary schools. The sample students were taken only those

who had passed matriculation examination in 2004 from the Board of Secondary Education Karachi. Major Findings of the study were; Major findings of the investigation revealed that there was significant relation between the level of education of parents and academic performance of the students. Parent's occupation had also significant relation with academic performance of the students. Significant relation was found between the family income and academic performance of the students' matriculation examination in Karachi.

Saifi (2011) examined the effects of socio economic status on students achievement. Result were calculated in percentage from. The findings revealed that the stable SES of a family reflects in the academic achievement of students in many ways. It is also concluded that parent's education does matter in the educational attainment of their children. Information technology and other facilities enhanced the performance of the students and they do well in the schools. Eventually it was proven by the result that stable socio economic status of a family brings comfort, positive attitude and healthy environment which leads to high academic achievements at the part of students.

Coronel et.al. (2011) explored the effect of SES on social skills that contribute to socialization. The sample consisted of 283 adolescents. The age of adolescents was between 11 to 12 years and they were studying in school. Results were analyzed for low and high socio-economic status. Significant difference was found in level of social skills leading to socialization among these groups. Students from families of higher socio-economic status were better.

Mahmoudi (2012) studied adjustment, type of family environment and self- esteem among adolescence. A total of 560 adolescent students studying in Mysore and Yasouj cities were randomly selected. The sample consisted of 560 Students of standard IX (310 Students from Mysore city and 250 Students from Yasouj city). Findings of this study revealed that Indian and Iranian students differed significantly in all areas of adjustment. But with respect to health and emotional adjustment, Indian students were better adjusted, than their counter parts at Iran and in cases of social and home adjustment, Iranian students were better adjusted than Indian students. With respect to self -esteem, Indian students have significantly higher self- esteem scores in all the components except for lie self -esteem than their Iranian counter parts. On the whole, Indian students had significantly better family environment than Iranian students. The interaction effect of self -esteem and family environment for various adjustments were found to be not-significant for among Indian and Iranian samples.

Teodor (2012) examined the influence of socio-economic status on school performance. Result were analyzed, they were able to determine that school performance is, indeed, influenced by the hours spent learning, free time, the presence of siblings in the family home place, (in the rural or urban area) all of which are metrics the socioeconomic status.

Doren (2013) in their study examined the effects of socio economic status on academic achievement in open and closed societies.” Results suggest that more closed, more corrupt

countries have smaller effect of socio economic status on achievement than more open, less corrupt countries. However, countries with a more unequal distribution of income also have smaller socio economic achievement gaps than do more equal countries.

Chandra and Shaikh (2014) examined the awareness of socio economic status on academic performance of secondary school students of Lucknow City. The objectives of the study were; To determine the awareness of SES on the performance of the secondary level students. To determine the relationship between academic performance and SES of secondary level students. By applying purposive sampling procedure, samples of 614 students from secondary schools of Lucknow city of Uttar Pradesh were selected. Out of which 358 male students and 256 female students were selected between the age group of 13 and 17 years. The major findings of the study were; There is significant difference between high SES and average SES category students of secondary level in respect of academic performance. The students belonging to high SES have higher academic performance as compared to students belonging to average SES level. The students belonging to low SES differ significantly from the students belonging to high SES in respect of their academic performance. There exists significant difference in academic performance between the secondary school students belonging high SES and low SES. There is positive correlation between SES and academic performance of students.

Kumari et.al. (2014s) conducted a study on the impact of socio-economic status on aggression among adolescents in age group of 13-17 years. Sample size was 400 adolescents (200 boys and 200 girls) from low and middle level of socio-economic status. Results show that low socio-economic developmental adolescents were more assertive and suspicious while middle socio-economic developmental adolescents expressed more indirect aggression.

Chaudhary and Gulati (2015) investigated the effect of low SES on the development of few life skills i.e. self-confidence, emotional intelligence, interpersonal skills and stress management among urban adolescent girls. The sample for study consisted of 150 adolescent girls in the age group of 15 to 17 years. These girls belonged to families with low socio-economic status. They were studying in government senior secondary school at Ludhiana. The results showed that girls living with parents having graduation degree, working mothers, more siblings and joint families tend to have higher level of self-confidence and interpersonal skills. However, the girls with matriculate mothers possess higher level of stress as well as developed more stress coping strategies as compared to girls in other categories.

Rather and Sharma (2015) investigated the effect of socio-economic status on the academic grades. Sample size was 200 adolescents studying in secondary school in Aligarh district of Uttar Pradesh. The study showed that strong relationship exists between SES and academic achievements of the adolescents. Further it was found that male students performed better and got higher marks in comparison to their female.

Kumar (2015) examined academic performance of secondary school students in relation to academic motivation. The main objectives of the study were; The impacts of academic

motivation on the performance of school students Relation between the academic performance and academic motivation of school students. The samples of 200 students of 9th class were selected from six different schools of Pataudi block of Gurgaon District and Rewari block of Rewari District. Equal numbers of male and female students were selected randomly between the age group 14 and 16. The major findings of the study showed that there were positive correlation between the academic motivation and academic performance. It means high academic motivation group have high performance and low academic motivation have low academic performance.

Ogunshola and Adewene(2016) analyzed the effects of parental socio-economic status on academic performance of students in selected schools in Edulga of Kwara State Nigeria. The objectives of the study were. Determine the effects of socio-economic status of parents on academic performance of students. Determine the impact of educational background of parents on academic performance of the student. Determine the impact of educational qualification of parents on academic performance of the student. To study whether there is any link between health status and academic performance of the students. The sample of the study covers both male and female students of three senior secondary schools. Total 180 students were selected randomly as sample of the study, sixty (60) students from each school. The age of the sample student ranges from 11 to 19 and above. Results of the study showed there exist no significant effect of educational background and socio-economic status of parents on academic performance of students. Educational qualification of parents has significant effect on academic performance of students. But the result of the study clearly indicated that the mean score of the students found higher whose parents are education and belong to high SES as compared to those whose parents are not educated and belongs to low SES. There is found health status of students have a significant relation with academic performance.

Dhingra and Chauhan (2017) investigated to determine the level of life skills of adolescents along with the impact of SES and education of the parents on the level of life skills. A sample of both genders in the age group of 14-16 years and studying in classes VIII, IX and X were randomly selected from schools located in Delhi. Results show that adolescents had average level of life skills. The scores regarding coping with stress were minimum. Correlation between education of the parents and life skills of students was found to be significant.

Scherer and Siddiq (2019) examined the relation between students socioeconomic status (SES) and students information and communication technology (ICT) literacy—a skillset that has found its way in educational curricula. Using three-level random-effects modeling across 32 independent K-12 student samples that provided 75 correlation coefficients, identified a positive, significant, and small correlation, $r = 0.214$, 95% CI [0.184, 0.244]. This correlation varied between studies and was moderated by the type of SES measure, the type of ICT literacy assessment, the broad categories of ICT skills assessed, the assessment of test fairness, and the sampling procedure employed. The findings of this meta-analysis suggest that students' ICT literacy differs between socioeconomic status groups, thus pointing to a gap in the domain of

ICT. However, the relation between SES and ICT literacy was weaker than those reported in other educational domains, such as mathematics and reading.

2.4 CONCLUSION

From the above studies it is clear that there exist a correlation between two variables i.e. Self-esteem and Socio –economic status. However, there are few studies which show even a positive correlation between the self-esteem and academic achievement and boys would higher on self-esteem as compared to girls. A few studies also showed significant differences between boys and girls in relation to their self- esteem and socio economic status.



CHAPTER-3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. The proper direction in any research work yield positive and meaningful results. The direction determined by the research methodologies and strategies, the investigator has adopted for completing the task.

Research design may be referred to as the plan of the study that will answer the research objectives. Research designs are the specific procedures involved in the research process which are: data collection, data analysis and report writing. Research design provides a framework for the collection and analysis of data. A research design describes in details the methodology adopted for the study, the nature and size of the sample and the sampling techniques used in selecting the sample, the tool used and the process of preparations of the tools, the data collection process and the techniques of data analysis. In other words, it provides the blueprint of the research.

This chapter provides the information about population. Sample, which has been the basis of research and provides a picture of the instrument used, collection and procedure employed for tabulation of data and also the statistical techniques used. The chapter shows the detail of the procedures following in conducting this piece of research. In addition to this, it also provides a picture of the instruments employed for the analysis of data.

According to Clifford woody, “Research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organising and evaluating data; making deductions and reaching conclusions and at last carefully testing the conclusions whether they fit the formulating hypothesis.”

3.2 DESIGN OF THE STUDY

The design of the research is actually a blueprint of the procedure for the completion of various research steps including valid conclusions.

3.2.1 Method



To achieve the objectives of the present study, proper methodology is required to select an appropriate sample and a tool so as to get information from students. It must be appropriate, feasible, objective, reliable, well planned and well understood. The Descriptive Survey Method of research has been applied for the present study.

3.2.2 Variables of the study

The following variables have been involved for studies in the present research:

Independent variable: A variable that does not depend on another variable or variable for its value. In this study the following were the independent variables

- Gender (male and female)
- Socio-economic status

Dependent variable: A variable whose value depends on the value of another variable (or variables) In this study the following was the dependent variables

- Self-esteem

3.2.3 Population of the Study

A research population is also known as a well –defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. Population refers to any collection of specified group of human being or non- human entities such as objects, educational institutions, time units and geographical areas.

Population of the present study includes all the students studying in government and private high schools from Jammu city.

3.2.4 Sample of the Study

The process by which a relatively small number of individual or objects are selected and analyzed in order to find out something about the whole population from which they are selected, is called sampling. Sampling is the essence of the research.

In the present study, a sample of 200 students studying in higher secondary schools has been selected through Simple Random Sampling Technique.

3.1 Details of the selected sample

S.NO	NAME OF SCHOOLS	MALE (100)	FEMALE (100)	N=200
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1	Ranbir Higher secondary School Jammu	20		20
2	Government Boys Higher secondary School Bakshi Nagar Jammu	20		20
3	Government Girls Higher secondary School Mubarak Mandi Jammu		20	20
4	Govt. Girls Higher Secondary Schools Shastri Nagar Jammu		20	20
5	Mahavirjain higher secondary school Jammu	10	10	20
6	JK Public School Mubarakh Mandi	10	10	20
7	Luthra Higher.Sec.,Kachi chawni Jammu	10	10	20
8	Lawrence public school, Jammu	10	10	20
9	Vidyapeth public Hr. sec. school. Choganslathia Jammu	10	10	20
10	Govt. Higher Sec. School Gandhi Nagar Jammu	10	10	20
	Total	100	100	200

3.3 TOOL EMPLOYED AND IT'S DESCRIPTION

For the purpose of the accomplishment of objectives, the following tools of research have been used by the researches.

- Self- esteem- develop and standardized by M.S Prasad and G.P Thakur(1977)
- Socio -economic status- develop and standardized by Sunil Kumar Upadhyay and Alka Saxena (2008)

SELF-ESTEEM INVENTORY



Self Esteem Inventory by M.S. Prasad and G.P. Thakur (1977) was used in the study. Self-esteem Inventory is divided into two parts. There are thirty statements in each part of the inventory. Each statement has seven point answer scale. The self-esteem is socially perceived self was to be determined by the basis of the same set of statements. Out of thirty items seventeen are socially desirable and thirteen items are socially undesirable. The items which are socially desirable would get 7 scores if answered completely true and 1 if answered completely false. The socially undesirable items would be scored in the opposite manner i.e. the completely false point would get 7 scores and completely true would get 1 score.

SCORING

Of the thirty items, seventeen are socially desirable and thirteen are socially undesirable. The items which are socially desirable would get 7 scores if answered completely true and 1 if answered completely false. Other intermediates answers would get scores accordingly. The socially undesirable items would be scored in the opposite manner, that is the completely false point would get 7 scores and completely true would get 1 score.

Reliability:

The two sets of the inventory were administered to a sample of 400 students. Split-half reliability coefficients were calculated for both the sets of the inventory which came out to be 0.82 and 0.78 for personally-perceived self respectively. Of the 400 students, 150 students were administered the two sets of the inventory again after a gap of six weeks for evaluating re-test reliability coefficients. Re-test reliability coefficients were found for both the tests were 0.69 and 0.66 respectively for personally-perceived self and socially –perceived self.

Validity:

For ascertaining the validity, the scale was administered to a group of 200 students. T Validity coefficient of the inventory was 0.84.

Socio-economic status scale (SES)

Socio –Economic status Scale (SESS) developed by Sunil Kumar Upadhyay and Alka saxena (2008) has been used to assess the SES of Higher Secondary school students it assess five areas: Personal information (2) Family (3) Education (4) Income and(5) Others (cultural &material possession)

Scoring

Scoring and factor wise items serial number of Socio –economic scale (SESS) has been given in the table 3.3

Table 3.3

S.No	Factors	No.of Items	Scoring
1.	Personal Information	Q.1	-3 marks for open category - 2 marks for O.B.C. - 1 mark for SC and ST category
		Q.2	-4 marks for urban -3 marks for urban -2 marks for semi urban -1 mark for rural
2.	Family	Q.1	-2 marks for joint, 1 for single
		Q.2	-2 marks for yes, 1 for no
		Q.3	-2 for yes, 1 for no
		Q.4	-2 for yes, 1 for no
3.	Education	Q.1	-0 for non-educated -1 marks for educated upto Class IVth -2 marks for educated upto primary -3 marks for educated upto 8th -4 marks for educated upto 10th -5 marks for educated upto 12th -6 marks for educated upto Graduate -7 marks for educated upto Post graduate. -8 marks for P.hd. -9 marks for D.Lit.
		Q.2	Scoring procedure as used in Q.1 is to be repeated.
		Q.3	-1 mark for each brother/sister studying in IX to XII -2 mark for each brother/sister studying in first degree level -3 mark for each brother/sister studying above first degree level
		Q.4	-1 mark for private -2 mark for govt. and aided -3 mark for convent/public
		Q.5	-1 mark for Hindi -2 mark for English
		Q.6	-1 mark for yes, 0 mark for no
		Q.7	-1 mark for yes, 0 mark for no
		Q.8	-1 mark for yes, 0 mark for no
		Q.9	-1 mark for yes, 0 mark for no
		Q.10	-1 mark for yes, 0 mark for no

4.	Income	Q.1	-1 mark for each source of income with a maximum of 3 marks.
		Q.2	-1 mark for Labour -2 marks for skilled labour -3 marks for small farmer up to 5 acres -4 marks for teachers/farmer upto 10 acres -5 marks for College and university teacher -6 marks for Managerial executives/Class- 1 service.
		Q.3	- The scoring procedure as used in Q.No. 2 is to be repeated
		Q.4	-1 mark for total per month income uptoRs. 5,000.00 -2 mark for total per month income uptoRs. 12,000.00 -3 mark for total per month income uptoRs. 18,000.00 -4 mark for total per month income uptoRs. 25,000.00 -5 mark for total per month income uptoRs. 35,000.00 -6 mark for total per month income above than to Rs. 5,000.00
5	Others	Q.1	-1 mark for yes, 0 for no
		Q.2	-1 mark for each 2 room with a maximum of 4 marks
		Q.3	-1 mark for room rent up to Rs. 1000 -2 mark for room rent up to Rs. 2500 -3 mark for room rent up to Rs. 4000 -4 mark for room rent above than Rs. 4000
		Q.4	-1 mark for yes, 0 for no
		Q.5	-1 mark for(i) -2 mark for(ii) -3 mark for(iii)
		Q.6	-1 mark for each servant with a maximum of 4 marks.
		Q.7	-2 mark for(i) -1 mark for(ii) -0 mark for(iii)
		Q.8	-1 mark for yes, 0 for no
		Q.9	-1 mark for yes, 0 for no
		Q.10	-1 mark for each
		Q.11	-0 for no -1 mark for up to Rs. 100 -1 mark for up to Rs. 100

			-3 marks for above than Rs. 500
	Total	31	

Reliability

The reliability of the scale was found satisfactory. The scale was administered to a representative group of 109 students of secondary schools. On the basis of this administration the test retest reliability was calculated and found to be 0.83.

Validity

The validity of this scale was computed by correlating with SESS of shah (1986) it to be 0.78 This scale was also valid in terms of the unknown groups administration (N=22 for high SES group. And N+18 for low SES group respectively as it found to measure high (95% of correctness and low of correctness) socio –economic states appropriately.

3.4 DATA COLLECTION

The data collected for the study was quantitative in nature. The quantitative data has been collected by the tools namely Self-Esteem Inventory and Socio-Economic Status Scale.

3.5 ADMINISTRATION OF THE TOOL

Administration of SES is very easy. There is no time limit but students take 20-25 minutes to complete it. Responses are scored according to the scoring key provided.

The investigator visited the schools personally for the collection of the data. First of all, the investigator approached the heads of the institutions and the purpose of the data collection was explained to them. The high school students included in the sample were selected randomly by the investigator and a cordial atmosphere was developed for them.

The students were informed that their responses were kept confidential and therefore be frank, honest, bold and sincere while answering the questions. After providing the necessary instructions, the investigator distributed copies of self-esteem Inventory and Socio-Economic Status Scale. Every attempt was made to remove their doubts and difficulties. The students were directed to read the statements one by one and tick the suitable response in the scale. After filling the responses, answer-sheets were collected back. In this way, the scale was administered on all selected high school students and thus the data was collected.

3.6 STATISTICAL TECHNIQUES EMPLOYED

To analyze the collected data, the following statistical techniques have been employed by the investigator:

- t-test
- Pearson's Coefficient of correlation
- Anova

CHAPTER-IV

ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analyse is to reduce data into intelligible and interpretable form so that meaningful results can be arrived at. "Analysis of the data can be done in the light of objectives of the study". (Kerleinger,2014)

The most important step in any research project is analysis and interpretation of the data collected. After the data has been collected and tabulated, it must be processed and analysed properly, so as to draw proper inference. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking of complex factors into simpler parts and putting them in new arrangement for the purpose of interpretation.

Collection of the data has no meaning unless it is tackled, properly analysed and interpreted by sophisticated techniques. Barr says, analysis is an important phase of the classification and summarization of data. So, the interpretation is considered as one of the most important step in the total procedure of research.

In this study data have been collected from ten high school students studying in government and private school of Jammu city. Data was collected by administering self-esteem and socioeconomic status. The analysis of results and their interpretation has been given in the following sections.

4.2 RESULTS AND FINDINGS

The resulting data has been analysed using by following statistical techniques namely Mean, standard Deviation, t-Test, Pearson's Coefficient of correlation and Anova.



4.2.1 To study the significance difference in self -esteem of high school students at different Level of socio –economic status.

Table 4.1 *Values of Sum of squares, DF, Mean square, F for the significance difference in Self –esteem of high school students at different Level of socio –economic status*

	Sum of squares	Df	Mean square	F	Levels of Significance
Between Groups	3376.60	4	844.15	1.98	N.S
Within Groups	83110.79	195	426.2		
Total	86487.39	199			

S.no	N	Mean	Std. Deviation	Std. Error
1.0 (High) 75 or above	3	281.00	12.52	7.23
2.00 (Above average) Between 62 to 74	64	284.95	21.38	2.67
3.00 (Average) Between 49 to 61	81	283.23	21.70	2.41
4.00 (Below average) Between 36 to 48	36	274.30	18.53	3.08
5.00 (low) 35 or above	16	275.87	16.85	4.21
Total	200	281.55	20.84	1.47

Table 4.1 shows that the calculated value of ANOVA in self-esteem of high school students at different level of socio-economic status are 1.98. Since obtained F-Value ($F=1.98$, $df=4$, 195) has not been found significant at 0.05 level, it can be said that the value of F is 1.98 which is less than table value. Thus it can be inferred that there is no significant difference at 0.05 level in the self- esteem of high school students at different levels of socio-economic status. Therefore, Null hypothesis is accepted.

4.2.2 To study the significance difference in Self- esteem of male and female high school students.

Table 4.2 *Values of Mean, S.D, SE_M and t for Significant difference in Self–esteem of male and female high school students.*

GENDER	N	MEAN	S.D	SE_M	df	t-value	Level of significance
FEMALE	100	280.55	18.29	1.82	198	0.68	N.S
MALE	100	282.56	23.17	2.31			

Table 4.2 shows that the mean value of scores for self- esteem of male and female students is 282.56 and 280.55 and the value of standard deviation is 18.29 and 23. 17. The calculated t-value is 0.68 (less than table value 1.97) therefore it is not significant at 0.01 level of significance. Hence the t- value is not significant, the null hypothesis is accepted. Hence, it is concluded that there is no significant difference of self-esteem of male and female high school students.

4.2.3 To study the relationship between self- esteem and socio-economic status.

Table 4.3 *Values of Correlation between Self- esteem and Socio-economic status. (N=200)*

Variables	N	Socio-economic status	Level of Significance
Self- esteem	200	0.20	Positive correlation (Significant at 0.01)

Table 4.3 shows that the calculated value of co-efficient of correlation between self-esteem is 0.20 against df 198. The table value of r to be significant at 0.01 and 0.05 level of significance is 0.18 and 0.13 but the calculated r value is more than the table value indicating positive low relationship between self-esteem and socio-economic status. It can be inferred that self-esteem was depended upon socio-economic status. Therefore, hypothesis no.3 stating that “There will be significant relationship between self- esteem and socio economic status” indicating positive correlation. Therefore, the Null hypothesis is rejected.

Conclusion: It can be concluded that no significant difference has been found in self-esteem of high school students at different levels of socio-economic status as well as in relation to gender. However a significant relationship has been found between self-esteem and socio economic status.

CHAPTER 5

FINDINGS, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

The results section of the research is where a researcher reports the findings of his research study based upon the information gathered as a result of the methodology/methodologies applied for the purpose. After processing the data, obtaining and interpreting the result in previous Chapter, the findings have been delimited and discussed in the present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of the same investigators. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all the concerns of study. As such some suggestions have been given for the further research. This chapter is therefore, devoted to focusing the findings, conclusion, discussion of result of the study and for indicating their implications and suggestions for further studies or research.



Researchers should organize the layout of the result section in the same way as he structured the hypotheses or research questions in the introduction section of his project. This will make it easier for the readers to follow his results. The following findings are drawn after the analysis and interpretations of data in the present study.

5.2 MAJOR FINDINGS OF THE STUDY

Major findings of the present study have been reported in the following subsections.

5.2.1 Research Objective 1

To study the significance difference in self –esteem of high school students at different Level of socio –economic status.

In order to study the significance difference in self-esteem of high school students at different level of socio-economic status, one way ANOVA was calculated. The value of f has been found not significant at 0.05 level. Therefore, the null hypothesis is accepted. It can be inferred that there is no significant difference at 0.05 level in the self- esteem of high school students at different level of socio-economic status.

5.2.2 Research Objective 2

To study the significance difference in self- esteem of male and female high school students.

In order to study the significance difference of self-esteem among male and female students, t-test was calculated. The value of t-test was not significant at both the level that is 0.01 and 0.05 level. Therefore, the null hypothesis is accepted. It can be said that there is no significant difference in self-esteem of male and female students. The mean score obtained by male students of self –esteem has been found to be significantly higher than the mean score obtained by female students. In other words, the self -esteem of male students is significantly higher than the self –esteem of female students.

5.2.3 Research Objective 3

To study the relationship between self- esteem and socio-economic status.

For the fulfillment of this objective, Pearson coefficient of correlation (r) has been computed to analyze the relationship between self –esteem and socio-economic status. The result show r value for the self -esteem and socio-economic status is 0.20 which is significant at the 0.01 level of significance. Therefore, the Null Hypothesis is rejected. It can be inferred that self – esteem was depended upon socio –economic status. There will be significant relationship between self-esteem and socio economic status.

5.3 DISCUSSION AND CONCLUSION

The following conclusions have been drawn after the interpretation of data:

- 1) The present result reveals that there has been no significant difference in self-esteem of high school students at different levels of socio-economic status (high, average and low). Therefore, the Null hypothesis is accepted. From the study it is found that there exist no significant difference in self-esteem of high school students at different levels of socio-economic status (high, average and low).
- 2) The result reveals that there has been no significant difference has been found in self-esteem of male and female high school students but the mean scores of males (282.56) are slightly higher than female students (280.55) and the calculated t-value is (0.68) which is less than the table value (1.97). Therefore, the Null hypothesis is accepted.
- 3) The result reveals that there is a significant positive low relationship has been found to exist between self-esteem and socio-economic status indicating lower the socio-economic status, the lower would be the self-esteem of the high school students and vice versa.

The results of the study highlight that there is no significant difference has been found in self-esteem of high school students at different levels of socio-economic status as well as in relation to gender. However a significant relationship has been found between self-esteem and socio-economic status.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

The utilization of the research findings of this study can be undertaken in various ways. Some of them can be summarized as follows:

- Self-esteem in students is considered an important factor in educational success. Teachers and parents can build self-esteem in students through different activities.
- Workshops and orientation programmes should be organized to improve the self-esteem of high school students by helping students setting realistic expectation and to learn from their mistakes.
- Constructive criticism should be given to students so that their self-esteem is not reduced.
- Self-esteem in students is considered an important factor in educational success. Teachers and parents can build self-esteem in students through different activities.
- Workshops and orientation programmes should be organized to improve the self-esteem of high school students by helping students setting realistic expectation and to learn from their mistakes.
- Constructive criticism should be given to students so that their self-esteem is not reduced.

5.5 SUGGESTIONS FOR FURTHER RESEARCH



- The present study was conducted on high school students of Jammu city only and a similar study can be conducted in other districts of Jammu as well as in other states also.
- A study may can be conducted to find out the effect of different social and psychological factors on self-esteem in relation to the socio-economic status.
- A similar study can be undertaken to find out the impact of family related factors on self-esteem of high school students.
- A comparative study can be conducted to compare the self-esteem and socio-economic status among students at different levels of education and in different type of institutions.



SUMMARY

TITLE: Self -Esteem of High School Students in relation to their Socio -economic Status

SUPERVISOR

INVESTIGATOR

Dr. Bharti Tandon

Savita Khajuria

Self-esteem

Self-esteem refers to a person's beliefs about their own worth and value. It also has to do with the feelings people experience that follows from their sense of worthiness or unworthiness. Self-esteem is important because it heavily influences people's choices and decisions. In other words, self-esteem serves a motivational function by making it more or less likely that people will take care of themselves and explore their full potential. People with high self-esteem are also people who are motivated to take care of themselves and to persistently strive towards the fulfillment of personal goals and aspirations. People with lower self-esteem don't tend to regard themselves as worthy of happy outcomes or capable of achieving them and so tend to let important things slide and to be less persistent and resilient in terms of overcoming adversity. They may have the same kinds of goals as people with higher self-esteem, but they are generally less motivated to pursue them to their conclusion.

Self-esteem reflects an individual's overall subjective emotional evaluation of their own worth. It is the decision made by an individual as an attitude towards the self-esteem encompasses beliefs about oneself, as well as emotional states, such as triumph, despair, pride and shame.

Self-esteem is attractive as a social psychological constructs because researchers have conceptualized it as an influential predictor of certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships, and criminal behaviour. Psychologists usually regard self-esteem as an enduring personality characteristic (trait self-esteem), through normal, short term variations ("state" self-esteem) also exist.

Socio-economic status

Socio-economic status is a term used by sociologists, economists and other social scientists to describe the class standing of an individual or group. It is measured by a number of factors, including income, occupation, and education, and it can have either a positive or negative impact on a person's life.



Some Socio-Economic Status (SES) encompasses not just income but also educational attainment, financial security, and subjective perceptions of social status and social class. Socio-economic status can encompass quality of life attributes as well as the opportunities and privileges afforded to people within society. Further, SES is a consistent and reliable predictor of a vast array of outcomes across the life span, including physical and psychological health. Thus SES is relevant to all realms of behavioral and social science, including research, practice, education and advocacy.

Socio Economic Status 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 other, based on household income, earner's as well as combined income, whereas for an individual's Socio-economic status only their own attributes are assessed. However, socio-economic status is more commonly used to depict an economic difference in society as a whole.

Socio-economic status is typically divided into three levels (high, average and low) to describe the three places a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupations) can be assessed.

Socioeconomic status is a measure of an individual's family's economic and social position based on education, income and occupation. This section will present data on measures related to socioeconomic status. These includes measures of income (family and household income, and poverty levels), and much measures associated with income and social status (educational level and employment levels).

B. NEED AND SIGNIFICANCE OF THE STUDY

School education is the core of the wider term "Educational growth" and no one can deny that success in school education builds self-esteem and self- confidence with leads to better adjustment with the self and with the group. Self-esteem is considered to be the keystone of personality. Adolescent is the most important period of human life. Personal experiences are a major source of self-esteem development. Both positive and negative personal life experiences one has, creates attitudes toward the self which can be favorable and develop positive feelings of self- worth or can be unfavorable or develop negative feelings of self- worth. In starting years of children's life, parents are the most significant and important influence on self-esteem and the main source of both positive and negative experiences a children will have. In the school years, academic achievement is a significant contributor to develop self-esteem. A children consistently achieving success or consistently failing, strongly affect their individual self-esteem. Student who shave high self- esteem tend to have parents who are caring, supportive adults who set clear standards for their children and allow them to voice their opinion in decision making. Among the factors that may determine the academic outcomes are the family's socio economic status, family type and the home location. The family Socio economic status is commonly determined by the parent level of education, occupation and income levels. Families with high socio economic status

provide their children with more opportunities at home to build academic skills. Those of low socio economic status are more concerned with providing basic needs and do not put much emphasis on their children's academic achievement. This study aims to study self-esteem and socio-economic status among the high school students.

C.OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To study the significance difference in self-esteem of high school students at different level of socio-economic status..
2. To study the significance difference in self- esteem of male and female high school students.
3. To study the relationship between self-esteem and socio economic status.

D. HYPOTHESES OF THE STUDY

Based on the assumptions, the hypotheses of the research problems are formulated as:

- There is no significant difference in self- esteem of high school students at different level of socio-economic status..
- There is no significant difference in self-esteem of male and female high school students.
- There is no significant relationship between self-esteem and socio-economic status.

E. SAMPLE

The sample consist of 200 students studying in high school in Jammu City. Simple Random Sampling technique was used in the present study.

F.TOOL USED

The present study will employ the following two standardized tools:

1. *Self-esteem Inventory* developed by M.S Prasad and G.P Thakur (1977).) Self-esteem Inventory is divided into two parts. There are thirty statements in each part of the inventory. Each statement has seven point answer scale. The self-esteem is socially perceived self was to be determined by the basis of the same set of statements. Out of thirty items seventeen are socially desirable and thirteen items are socially undesirable. The items which are socially desirable would get 7 scores if answered completely true and 1 if answered completely false. The socially undesirable items would be scored in the opposite manner i.e. the completely false point would get 7 scores and completely true would get 1 score.
2. *Socio-economic status Scale* developed by Sunil Kumar Upadhyay and Alka Saxena. It has been used to assess the SES of Higher Secondary school students it assess five areas: 1) Personal



Information (2) Family (3) Education (4) Income and (5) Others (cultural & material possession)

G.RESULT: In order to accomplish the objectives of the study, the following Statistical Techniques have been employed and the results are given in the tables.

Tables 1

Sum of squares, df, Mean square, and f for the self-esteem at different Level of socio-economic status among high school students.

	Sum of squares	Df	Mean square	F	Levels of Significance
Between Groups	3376.60	4	844.15	1.98	N.S
Within Groups	83110.79	195	426.2		
Total	86487.39	199			

Table 2

Mean, Standard Deviation and t value for the self-esteem of male and female students

GENDER	N	MEAN	S.D	SE _M	Df	t-value	Level of significance
FEMALE	100	280.55	18.29	1.82	198	0.68	N.S
MALE	100	282.56	23.17	2.31			

Table 3

Pearson's Coefficient of correlation between self-esteem and socio-economic status

Variables	N	Socio-economic status	Level of Significance
Self-esteem	200	0.20	Positive correlation (Significant at 0.01)

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H. FINDINGS

- No significant difference has been found in self- esteem of high school students at different levels of socio-economic status (high, average and low). Therefore, the Null hypothesis is accepted.
- No significant difference has been found in self-esteem of male and female high school students but the mean scores of males (282.56) are slightly higher than female students (280.55) and the calculated t-value is (0.68) which is less than the table value (1.97). Therefore, the Null hypothesis is accepted.
- A Significant relationship has been found between self- esteem and socio economic status indicating positive low relationship between self- esteem and socio economic status indicating lower socio-economic status report low self-esteem Therefore, the Null hypothesis is rejected.

I. EDUCATIONAL IMPLICATIONS OF THE STUDY

The utilization of the research findings of this study can be undertaken in various ways. Some of them can be summarized as follows:

- Self-esteem in students is considered an important factor in educational success. Teachers and parents can build self-esteem in students through different activities.
- Workshops and orientation programmes should be organized to improve the self- esteem of high school students by helping students setting realistic expectation and to learn from their mistakes.
- Constructive criticism should be given to students so that their self esteem is not reduced.
- Self-esteem in students is considered an important factor in educational success. Teachers and parents can build self-esteem in students through different activities.
- Workshops and orientation programmes should be organized to improve the self- esteem of high school students by helping students setting realistic expectation and to learn from their mistakes.
- Constructive criticism should be given to students so that their self esteem is not reduced.

J. SUGGESTIONS FOR FURTHER RESEARCH



- The present study was conducted on high school students of Jammu city only and a similar study can be conducted in other districts of Jammu as well as in other states also.
- A study may can be conducted to find out the effect of different social and psychological factors on self-esteem in relation to the socio-economic status.
- A similar study can be undertaken to find out the impact of family related factors on self-esteem of high school students.
- A comparative study can be conducted to compare the self-esteem and socio-economic status among students at different levels of education and in different type of institutions.

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Self Esteem Inventory (SEI)



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Self Esteem Inventory (SEI)

Constructed and Standardized by

M. S. Prasad and G. P. Thakur

Psychology Dept.

University of Bihar, Muzaffarpur

Name Age

Parent's Monthly Income Education

Caste Occupation

Address

Instructions

Several questions are given in this questionnaire. You read them carefully one by one. In front of every statement, probable indication are given in seven points which is separated from 'Totally Agree' to 'Totally Disagree'. You are expected to put correct mark on the indication, which in your view is appropriate for you, related to that statements. Following the same way, you have to reply all the statements of the questionnaire. Only after reading and reply one statement proceed to next. At the end, please check that you have expressed your opinion about every statements. Please reply, as early as possible to all the statements of this questionnaire. Your responses will be kept confidential.

Published By :

Agra Psychological Research Cell

Twari Kothi, Belanganj, Agra-282004

Statements	Totally Correct	Correct to a Large Extent	Partially Correct	Uncer- tain	Partially Wrong	Wrong to a large Extent	Totally Wrong
1. I am of very kind nature.	—	—	—	—	—	—	—
2. I am of ireritating nature.	—	—	—	—	—	—	—
3. Honesty in deeply rooted in me.	—	—	—	—	—	—	—
4. I am not a miser but an economic.	—	—	—	—	—	—	—
5. I have the capacity to adjust in any situation.	—	—	—	—	—	—	—
6. I am obstinate by nature.	—	—	—	—	—	—	—
7. I do not like to see things disturbed.	—	—	—	—	—	—	—
8. I can control my emotions easily.	—	—	—	—	—	—	—
9. I feel shy in learning something from my juniors.	—	—	—	—	—	—	—
10. I do not easily believe others.	—	—	—	—	—	—	—
11. I am the man who likes flattery.	—	—	—	—	—	—	—
12. I do obey my duties faithfully.	—	—	—	—	—	—	—
13. I impress others easily by my personality.	—	—	—	—	—	—	—
14. I, not being a moralist, am materialist.	—	—	—	—	—	—	—
15. I do not suffer from inferiority complex.	—	—	—	—	—	—	—
16. I do not consider myself an intelligent.	—	—	—	—	—	—	—
17. I do easily establish friendship with strangers.	—	—	—	—	—	—	—
18. I am Quarrralsome by nature.	—	—	—	—	—	—	—
19. I do not consider anyone superior in my contemporaries.	—	—	—	—	—	—	—
20. I don't get disappointed even at being unsuccessful.	—	—	—	—	—	—	—
21. I like to work alone rather combing with other.	—	—	—	—	—	—	—

22. I have habit to destroy the things.	—	—	—	—	—	—	—
23. I consider myself beautiful.	—	—	—	—	—	—	—
24. I consider hard labour, the only means of successful.	—	—	—	—	—	—	—
25. I, by nature can't see other's success.	—	—	—	—	—	—	—
26. I do consider it my duty to follow ruled and get it followed.	—	—	—	—	—	—	—
27. I do not believe in advocating.	—	—	—	—	—	—	—
28. I get very angry when someone does not believe me.	—	—	—	—	—	—	—
29. I do not take it bad to voilat the rules occasionally.	—	—	—	—	—	—	—
30. I have strong desire to become a great man.	—	—	—	—	—	—	—

Self Esteem Inventory (Part II)

Instruction

This time also you are being given the same Questionnaire. Previously, you replied considering what do you think of yourself. This time while replying, you have to keep this thing in view that what the people who know you think about you. After reading each statement think for a minute that what opinion have for you relating to that statement and then reply in the same manner as you had done earliar.

Statements	Totally Correct	Correct to a Large Extent	Partially Correct	Uncertain	Partially Wrong	Wrong to a large Extent	Totally Wrong
1. I am of very kind nature.	—	—	—	—	—	—	—
2. I am of irritating nature.	—	—	—	—	—	—	—
3. Honesty is deeply rooted in me.	—	—	—	—	—	—	—
4. I am not a miser but an economic.	—	—	—	—	—	—	—
5. I have the capacity to adjust in any situation.	—	—	—	—	—	—	—

6.	I am obstinate by nature.	—	—	—	—	—	—	—
7.	I do not like to see things disturbed.	—	—	—	—	—	—	—
8.	I can control my emotions easily.	—	—	—	—	—	—	—
9.	I feel shy in learning something from my juniors.	—	—	—	—	—	—	—
10.	I do not easily believe others.	—	—	—	—	—	—	—
11.	I am the man who likes flattery.	—	—	—	—	—	—	—
12.	I do obey my duties faithfully.	—	—	—	—	—	—	—
13.	I impress others easily by my personality.	—	—	—	—	—	—	—
14.	I not being a moralist, am materialist.	—	—	—	—	—	—	—
15.	I do not suffer from inferiority complex.	—	—	—	—	—	—	—
16.	I do not consider myself an intelligent.	—	—	—	—	—	—	—
17.	I do easily establish friendship with strangers.	—	—	—	—	—	—	—
18.	I am quarrelsome by nature.	—	—	—	—	—	—	—
19.	I do not consider anyone superior in my contemporaries.	—	—	—	—	—	—	—
20.	I don't get disappointed even at being unsuccessful.	—	—	—	—	—	—	—
21.	I like to work alone rather combining with others.	—	—	—	—	—	—	—
22.	I have habit to destroy the things.	—	—	—	—	—	—	—
23.	I consider myself beautiful.	—	—	—	—	—	—	—
24.	I consider hard labour, the only means of successful.	—	—	—	—	—	—	—
25.	I, by nature can't see other's success.	—	—	—	—	—	—	—
26.	I do consider it my duty to follow rules and get it followed.	—	—	—	—	—	—	—
27.	I do not believe in advocating.	—	—	—	—	—	—	—
28.	I get very angry when someone does not believe me.	—	—	—	—	—	—	—
29.	I do not take it bad to violate the rules occasionally.	—	—	—	—	—	—	—
30.	I have strong desire to become a great man.	—	—	—	—	—	—	—

Consumable booklet of USSESS



6.1.10 PT-223

Consumable Booklet

of

U S S E S S

Sunil Kumar Upadhyay (Kanpur)
Alka Saxena (Kanpur)

(English Version)

Please fill up the following informations :-

Name _____

Age _____ Sex _____

School _____

Class _____ Date _____

INSTRUCTIONS

1. This scale will be used only for research purpose and it will be kept confidential. Every Student is supposed to read the booklet attentively and respond correctly.
2. Wheresoever two or more than two options are given, put a tick ☒ mark on the correct option.
3. Fill up the right answer in the space provided.
4. If the student find any difficulty make it clarified with the help of the invigilator.

SCORING TABLE

Page	2	3	4	Total	Socio-Economic Status
Score					

Estd. 1947

☎ : (0562) 2464926

H. P. BHARGAVA BOOK HOUSE

4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

A. Personal Information

Score

1. Which category do you belong to

(i) Open or Unreserved ☐

(ii) Other backward class ☐

(iii) SC/ST ☐

2. You are the domicile of

(i) Urban ☐

(ii) Semi Urban ☐

(iii) Rural ☐

If your domicile is Urban the duration of stay

B. Family

1. The kind of family you belong to

(i) Joint ☐

(ii) Single ☐

2. Is your mother alive?

(i) Yes ☐

(ii) No ☐

3. Is your father alive?

(i) Yes ☐

(ii) No ☐

4. Do you have any brother/Sister?

(i) Yes ☐

(ii) No ☐

C. Education

1. Is your mother educated?

(i) Yes ☐

(ii) No ☐

If yes, what is her higher state of education

2. Is your father educated?

(i) Yes ☐

(ii) No ☐

If yes, what is his higher state of education

3. Are your brothers and sisters getting education?

(i) Yes ☐

(ii) No ☐

If Yes, state their class of study

(i) Class

(ii) Class

(iii) Class

4. The school in which you study is

(i) Private ☐

(ii) Government or aided by Government ☐

(iii) Convent/Public ☐

5. Medium of your education is

(i) Hindi ☐

(ii) English ☐

Total

4 Consumable Booklet of USSESS

		Score
3. If you are residing at a rented house, what is its monthly rent ?		
4. Do you have separate study room ? (i) Yes ☐ (ii) No ☐		
5. What does your family possess from the following ?		
(i) Bicycle ☐		
(ii) Scooter or Motor Cycle ☐		
(iii) Jeep or Car ☐		
6. How many servants/maids do you have in your house hold ?		
7. Where do your family members usually go to avail medical help ?		
(i) Private Doctor ☐		
(ii) Government Hospital ☐		
(iii) Any Doctor available in near by approach ☐		
8. Does any of your family member take part in social, cultural activities ? (i) Yes ☐ (ii) No ☐		
9. Does any one of your family is a member of Social or Political organization ? (i) Yes ☐ (ii) No ☐		
10. What do you possess in your house from the following :		
(i) Computer ☐ (ii) Refrigerator ☐		
(iii) Washing Machine ☐ (iv) Generator ☐		
(v) Telephone ☐ (vi) Mobile ☐		
(vii) Television ☐		
11. Do you get pocket money ? (i) Yes ☐ (ii) No ☐		
* If yes, how much monthly ?		
	Total	