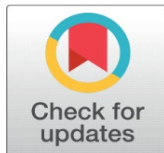


IMPACT OF SOCIO-ECONOMIC STATUS ON SELF CONCEPT OF THE ADOLESCENT LEARNERS

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ABSTRACT

In the present research paper, the impact of socio-economic status (SES) on self-concept of the adolescent learners of class XI in Khairput Block of Malkangiri District, Odisha was studied. The “Updated Kuppusswamy Socioeconomic Status Classification Scale for the Indian Population 2023” and “Standardized tool of Self-Concept Questionnaire (SCQ) developed by Dr. R. K. Saraswat” were used to collect sample data. The findings of this study highlight that the socio-economic status of the learners has significant impact on the self-conception of the adolescent learners. Higher is the socio-economic status, higher is the self-concept level of the adolescent learner and vice versa. Again, it has been found that there is no significant difference between the self-concept level of adolescent boys and girls. This study has been conducted in a tribal district of Odisha where a wide variety of people with different cultures and socio-economic status can be found. Hence, the findings of this study may help the teachers to make appropriate strategies and conduct various activities to develop self-concept of the adolescent learners having different socio-economic status.

Keywords: Socio-Economic Status (SES), Self-Concept and Adolescent Learners

1. INTRODUCTION

In this modern era of Educational Psychology many scholars and educationalists have shown their keen interest in the area of ‘Child’s Self-concept’ in recent years. Again, self-concept is one of the core life skills to be acquired by human child recommended by WHO. Many studies have been conducted in the recent past to study the impact of self-concept on the life of the learners (Personality, Attitude, Academic performance, etc.) as well as the factor influencing the self-concept of the learners. In that case, the Socio-economic status of the learner has a significant role in building the self-concept of the learners. Again, adolescent stage of human child is a better age to study the self-concept of the learners as it is the most crucial phase of human development. Here the researcher wishes to study the impact of socio-economic status on self-concept of the adolescent learners. Before going to the study, we should have clear understanding on the concept of ‘socio-economic status’ and ‘self-concept’ as follows.

Socio-economic status of a learner basically includes two main factors i.e. ‘social position’ and ‘economic condition’ of the family of the learner. It represents position that a family holds within hierarchical social structure and provides comprehensive evaluation of person’s work experience and their family’s economic and social standing relative to others. Different researchers use different criteria for measuring the social and economic status of the family. In Indian

context generally the caste position, educational qualification and occupation of the head of the family and monthly family income. SES significantly influences overall human functioning, including both physical and mental well-being. Many studies found that SES has significant impact on academic performance, attitude, personality and self-concept of the learners.

Self-concept is the image we have of ourselves. At its most basic, self-concept is a collection of beliefs one holds about oneself and the responses of others. It can also be termed as Self-awareness. It embodies the answer to the question: "Who am I?". Humanist psychologist Carl Rogers believed that self-concept is made up of three different parts i.e., Ideal Self, Self-Image and Self Esteem. Our self-concept can affect the way we communicate and how we respond to life. It enables us to recognize our worth, inner potential, liking, disliking, strength and weakness. A strong and positive self-concept allows us to stand firm in our beliefs, exhibit resilience in the face of challenges, and advocate for justice peacefully while upholding their integrity and authenticity. It empowers students with confidence, self-acceptance, and a strong sense of personal worth, contributing to academic achievement and future success in their community roles. Our Self-concept is based on the knowledge we gain about ourselves and through other's input and feedback. In addition to family members and close friends, other people in our lives can contribute to our self-identity. The opportunities of exposure we get in our life also contributes to our Self-concept. Thus, the Socio-Economic Status and cultural background of the learners play a major role in developing the self-concept.

As the Socio-Economic Status (SES) contributes to the self-concept of the learners and the self-concept further shape the personality and academic performance of the learners. the researcher wants to study the impact of Socio-Economic Status on the self-concept of the learners. Again, adolescent period is the most curial stage of human development as we experience drastic physical, mental, social and emotional changes. Sometimes the adolescent learners face difficulties in coping with this changes that may lead to stress, anxiety and depression. In this developmental stage the learners explore their self-identities and face identity crisis. Hence the researcher wants to study the Adolescent self-concept of the adolescent learners taking the class XI as sample. Again, Malkangiri is tribal district of Odisha where a wide verity of people with different culture and socio-economic status can be found. There is a different meaning of socialisation and education for the tribes especially the Particularly Vulnerable Tribal Group (PVTG), i.e. Bonda and Didayi. The famous Bonda hills is situated in Khairput Block of Malkangiri District. Hence, the previous studies on this topic may not be relevant and applicable to this area. That's why this study was conducted to study the impact of SES on Self-concept of the Adolescent Learner especially in a tribal area like Khairput, Malkangiri.

1.1. OBJECTIVES

- 1) To find out the Socio-economic status of the adolescent learners.
- 2) To find out the Self-concept level of the adolescent learners.
- 3) To study the impact of socio-economic status on self-concept of the adolescent learners.
- 4) To study the difference between the Self Concept level of adolescent boys and girls.

1.2. HYPOTHESES OF THE STUDY:

- 1) There will be no significant difference among adolescent learners of different socio-economic status group with respect to their Self-concept.
- 2) There will be no significant difference between the adolescent boys and girls with respect to their Self-concept.

1.3. DELIMITATIONS OF THE STUDY:

The study is delimited to the learners enrolled in class XI of all Govt. Higher Secondary School in Khairput Block of Malkangiri District. The study is also delimited to find out the self-concept of boys and girls of the Govt. Higher Secondary School.

2. METHODOLOGY

2.1. RESEARCH METHOD

Descriptive Survey Method was followed in the dissertation work to study the impact of Socio-economic Status on the Self Concept level of the adolescent learner and the difference in their self-concept level with respect to gender.

2.2. POPULATION

All the learners of class XI enrolled in all the three Higher Secondary Schools present in Khairput Block of Malkangiri District constitute the population of the study.

2.3. SAMPLE

The Sample of study was 100 including 50 male and 50 female learners of class XI from three higher secondary schools present in Khairput block which has been selected using simple random sampling method.

2.4. TOOLS AND TECHNIQUES

- 1) "Updated Kuppaswamy Socioeconomic Status Classification Scale for the Indian Population 2023" was used to know the socio-economic status of the adolescent learner of class XI.
- 2) Similarly, the "Standardized tool of Self-Concept Questionnaire (SCQ) developed by Dr. R. K. Saraswat" to know the self-concept level of the adolescent learners of class XI.

2.5. DATA COLLECTION

The sample learners were provided both the tools and given proper instructions, guidance to fill these tools. Sufficient time and a conducive environment were provided to the sample learners to fill these tools.

Data analysis

Two different statistical tools were used for data analysis and interpretation i.e. 'Single Factor ANOVA' and t-test (Two sample assuming unequal variance).

3. RESULT AND DISCUSSION

Results of the study are discussed through two tables according to the objectives framed.

Table 1

Anova: Single Factor						
SUMMARY						
Groups	Count	Sum	Average	Variance	Alpha Value	
UPPER LOWER	63	11049	175.38	145.14	0.05	
LOWER MIDDLE	27	4870	180.37	137.47		
UPPER MIDDLE	10	1858	185.80	85.29		
ANOVA						
Source of Variation	SS	df	MS	F stat	P-value	F crit
Between Groups	1187	2	593.48	4.32	0.016	3.09
Within Groups	13341	97	137.53		P-value<0.05	
					Significant Difference	
Total	14528	99				

The above table shows that the p-value obtained from the ANOVA is 0.016 which is less than the Alpha Value, i.e. 0.05. It means there is no significant evidence to accept the Null Hypothesis. As P Value, $0.016 < 0.05$ the Null Hypothesis was rejected and the research hypothesis was accepted, i.e. there is a significant difference among the self-concept level of the three different socio-economic status groups from lower to higher. It indicates that there is a significant impact of Socio-economic Status on the Self-concept of the adolescent learners.

Again, F Statistic value is 4.32 while the F Critical Value is 3.09. Very clearly the F stat is greater than F crit. Hence, the Null Hypothesis was rejected, and the Research Hypothesis was accepted. It means there is a significant difference among the self-concept level of the three different socio-economic groups.

t-Test: Two-Sample Assuming Unequal Variances		
	Self-Concept score of Male	Self-Concept score of Female
Mean	176.08	179.62
Variance	148.48	141.34
Observations	50	50
Hypothesized Mean Difference	0	
df	98	
t Stat	-1.47	
P(T<=t) one-tail	0.07	
t Critical one-tail	1.66	
P(T<=t) two-tail	0.14	(P-value > 0.05) No significant Difference
t Critical two-tail	1.98	Alpha Value= 0.05

This table revealed that the p-value obtained from the t-test is 0.14 and the alpha value is 0.05 (Table No. 4). Clearly the p-value is greater than the alpha value which means the Null Hypothesis was accepted and the research hypothesis was accepted. Hence, there is no significant difference between the self-concept level of adolescent boys and girls.

the t-Statistics is -1.47 while the t-Critical is 1.98. As the t-Statistics is smaller than t Critical the Null Hypothesis is accepted, and the research hypothesis is rejected. It means there is no significant difference between the self-concept level of the adolescent boys and girls.

4. CONCLUSION

The study of the impact of socio-economic status on self-concept level of adolescent learners gave the following conclusion.

- 1) There is a significant impact of the socio-economic status on the self-concept level. Hence, there is a significant role of the socio-economic status in developing the self-concept of the adolescent learners.
- 2) there is no significant difference between the self-concept level of the adolescent boys and girls. It means that gender has no significant role in developing the self-concept of the adolescent learners.

5. SUGGESTIONS/EDUCATIONAL IMPLICATION

The study of the impact of SES on the self-concept of the adolescent learners has wide educational as well as social implications as mentioned below:

- 1) SES and Self-concept significantly influence the personality, learning, socio-personal quality and academic performances, etc. of the learners. Hence, proper study of these two variables will help the teachers to understand their learners in a better way.
- 2) An inclusive and learner's friendly classroom environment should be created to cater the learning and psychological needs of the learners of different level of SES and self-concept.
- 3) The students with lower SES should be given more attention and care by the teacher during classroom transaction.

- 4) The socio- cultural and economic background of the learners can be integrated as a resource in classroom instruction especially in Social Science and Literature subjects.
- 5) There should be enough scope for development of self-concept of the learners in the curriculum as it one of the important life skills recommended by WHO.
- 6) The teacher should keep the SES level of the learners in mind while preparing instructional strategies and selecting content for the learners and in actual transaction as well.
- 7) The learners with negative self-concept sometimes show abnormal behaviour, low self-esteem and may be anxious, aggressive and socially withdrawn which may lead to mental depression. So, such learners can be identified earlier with the help this study and given proper care and attention in classroom transactions. Special counselling session may be arranged for such learners to mainstream them.
- 8) Dedicated sessions by the psychological experts may be organized in the school in frequent intervals for development of Self-concept of the adolescent learners.
- 9) This study will help the teachers to develop a sense of gender equality among learners and create a gender-neutral classroom environment in school.
- 10) It also helps the parents, family members and the society to foster gender equality.
- 11) The study will help the Government to make educational and welfare policies for development of the people of rural tribal areas with low SES.

CONFLICT OF INTERESTS

None.

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