

Vol 4 Issue 8 Feb 2015

ISSN No :2231-5063

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# International Multidisciplinary Research Journal

## *Golden Research Thoughts*

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**RNI MAHMUL/2011/38595**

**ISSN No.2231-5063**

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## **GRT** A STUDY OF SELF-ESTEEM AND SELF CONCEPT OF HIGH AND LOW SOCIO-ECONOMIC STATUS OF COLLEGE STUDENTS HIGH AND LOW SOCIO-ECONOMIC STATUS OF COLLEGE STUDENTS

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**Abstract:**-Objectives of the Study: 1. to search the self esteem of high and low socio-economic status college students. 2. To examine the self concept of high and low socio-economic status college students. Hypotheses: 1. There will be no significant difference between high and low socio-economic status college students on dimension self esteem. 2. There will be no significant difference between high and low socio-economic status college students on dimension self concept. Participants: A total of 80 students were selected for the present study belonging to Jalgaon district. Among them 40 high socio-economic status college students and 40 low socio-economic status college students. The age range of students was 18 to 25 years ( $M = 22.39$ ,  $SD = 3.10$ ). Non-probability purposive sampling was used. Tools: 1. Self Esteem Inventory This test is developed and standardized by M S Prasad and G P Thakur for measuring self esteem. 2. Differential Personality Inventory (DPI): This inventory is developed and standardized by L.N.K. Shinha and Arun Kumar Singh. This test measure for self concept. The test consisted of 150 Items. Variable: Independent variable: Socio-Economic Status a) High b) Low Dependent Variable: 1. Self Esteem 2. Self Concept Conclusion: 1. High socio-economic status college students have significantly high self esteem than the low socio-economic status college students. 2. High socio-economic status college students have significantly high self concept than the low socio-economic status college students.

**Keywords:** self esteem, self concept, socio-economic status, college students.

### INTRODUCTION

Research on both social class and self-esteem, it is somewhat surprising to find so little firm knowledge about their relationship. Perhaps this is because social class has commanded the attention of sociologists while self-esteem has primarily concerned psychologists; or it may be that investigators have considered it pointless to attempt to establish a conclusion too obvious to require confirmation. And, indeed, the argument that the individual's social status should be related to his personal feeling of worth seems as self-evident as to represent a virtual triviality. Although there certainly are successful people consumed with self-doubts and unsuccessful ones entirely satisfied with them, nevertheless, as William James long ago noted: "One may say, however, that the normal provocative of self feeling is one's actual success or failure, and the good or bad actual position one holds in the world. James's impressions are entirely consistent with Mead's (1934) theory of reflected appraisals. If the essential characteristic of social class, in the Weberian sense of "status group" (Gerth and Mills 1946), is unequal prestige, then one would expect those looked up to by society to develop a high level of self-respect, and vice versa. Obvious though these expectations are, the data are surprisingly inconsistent, at times showing no relationship (or even inverse relationships), at other times modest relationships, and at still other times moderate ones. The aim of this paper is to suggest that beneath this diversity is an underlying consistency which can be understood on theoretical grounds. The pattern of relationships, we believe, has been obscured by failing to take account of the factor of age and, hence, by overlooking the fact that a social structural variable, such as social class, may signify a radically different set of social

experiences and may be endowed with entirely different psychological meanings for individuals of unequal maturity. The most obvious demonstration of this point is that, for the adult, social class is achieved (at least in principle), whereas for the child it is unequivocally ascribed. From a sociological perspective, then, the fundamental meaning of social class differs for children and adults. The bulk of this paper will be devoted to advancing certain theoretical reasons for expecting the relationship of social class to self-esteem to vary across the age span and to examining these theoretical ideas in the light of empirical data.

Morris Rosenberg (1978) searched that the Social Class and Self-Esteem Among Children and Adults. The literature on the relationship of social class to self-esteem is riddled with contradictions, showing positive, null, and inverse relationships. Two studies examining this relationship are compare done, a sample of children aged 8-18; the other, a sample of adults aged 18-65. The results indicate virtually no association for younger children, a modest association for adolescents, and a moderate association for adults. Four principles of self-esteem development are advanced to account for these conditional relations-social comparison processes, reflected appraisals, self-perception theory, and psychological centrality. It is suggested that these principles apply equally to adults and children and that the identical principles help to explain why social class should have different effects on the self-esteem of children and adults.

According to Gouc (2007), socio-economic background is relative standing of a family in a society based on its income, power, background and prestige. It can also be the relative position of a family or individual on hierarchical social structure based on access to or control over wealth, prestige and power. Ovute (2009) explained that family socio-economic background includes family income, standard of house occupied or rented, family size, parental education and level of family stability among other factors. From the foregoing, socio-economic background can be categorized into levels such as high, middle and low.

Self-concept, also called self construction, self identity or self perspective is a multi-dimensional construct that refers to an individual's perception of 'self' in relation to any number of characteristics (Bong, 1999). It is an internal model which comprises self-assessment (Gerrig, Richard, Zimbardo & Philip (2002). Self-concept can also be referred to as self evaluation or perception, and represents the sum total of an individual's beliefs about his or her attributes. Baldwin and Hoffman, (2002) perceive it as a variable with which an individual evaluates himself or herself in domains in which he or she considers important and it is influenced positively or negatively by an individual's age, gender, educational discipline/level and socio-economic status.

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

1. To search the self esteem of high and low socio-economic status college students.
2. To examine the self concept of high and low socio-economic status college students.

#### **HYPOTHESES:**

- 1) There will be no significant difference between high and low socio-economic status college students on dimension self esteem.
- 2) There will be no significant difference between high and low socio-economic status college students on dimension self concept.

#### **PARTICIPANTS:**

A total of 80 students were selected for the present study belonging to Jalgaon district. Among them 40 high socio-economic status college students and 40 low socio-economic status college students. The age range of students was 18 to 25 years (M=22.39, SD=3.10). Non-probability purposive sampling was used.

#### **TOOLS:**

##### **1) Self Esteem Inventory**

This test is developed and standardized by M S Prasad and G P Thakur for measuring self esteem. The test consisted of 30 Items. The subjects were required to respond to each item in terms of 7, 6, 5, 4, 3, 2, 1. The test split half Reliability Range from .82 to .78 and highly reliable.

##### **2) Differential Personality Inventory (DPI):**

This test is developed and standardized by L.N.K. Shinha and Arun Kumar Singh. This test measure for self concept. The test consisted of 150 Items. The subjects were required to respond to each item in terms of 'True' OR 'False'. The test – retest Reliability Coefficient Range from .73 to .86 which were high and significant indicating that

the Different dimensions of the Scale have sufficient Temporal Stability.

**Procedures of data collection**

The Data was collected from many colleges in Jalgaon district of Maharashtra state. To ensure the sampling representative in Jalgaon district was approached. The teacher was instructed to the college students that their responses were kept confidential. Instruction for each test was also given separately before they were asked to fill the responses. It was also assured that no item would be left blank. After collection the data were tabulated and total score were obtained for each test.

**Variable:**

**Independent variable:**

- 1) Socio-Economic Status    a) High        b) Low

**Dependent Variable:**

- 1) Self Esteem
- 2) Self Concept

**Statistical Analysis and discussion**

Mean, SD and 't' Value of high and low socio-economic status college students on dimension self esteem and self concept.

**Table No. 1**

Dimension	Type of Socio-Economic Status						t- ratio	df	p
	High (N =40)			Low (N = 40)					
	Mean	SD	SE	Mean	SD	SE			
Self Esteem	134.56	9.78	1.55	109.67	12.59	1.99	9.87**	78	0.01
Self Concept	13.09	2.89	0.46	10.17	3.02	0.48	4.41**	78	0.01

0.01= 2.63, 0.05= 1.99

Table no. 1 shows the mean of self esteem score of high socio-economic status college students 134.56 and low socio-economic status college students 109.67. The difference between the two mean is highly significant at both level ('t'= 9.87, df =78, P < 0.01) and it is concluded that high socio-economic status college students have significantly high self esteem than the low socio-economic status college students.

Second mean of self concept score of high socio-economic status college students 13.09 and low socio-economic status college students 10.17. The difference between the two mean is highly significant at both level ('t'= 4.41, df=78, P < 0.01) and it is concluded that high socio-economic status college students have significantly high self concept than the low socio-economic status college students.

Socio-economic status helps to determine self-concept, self-esteem, aspirations for the future, and the like. According to the Dictionary of Education, socio-economic status refers to a person's position in any given group, society or culture. The more realistic goal setting of children from higher as compared to lower class children is the result of greater feeling of security. Various cultural groups and socioeconomic status bring about different attitudes and values among adolescents. Undoubtedly class and socio-economic factors play a significant role in development and learning of children.

**CONCLUSION:**

- 1) High socio-economic status college students have significantly high self esteem than the low socio-economic status college students.
- 2) High socio-economic status college students have significantly high self concept than the low socio-economic status college students.

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