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## EFFECT OF SOCIO-ECONOMIC STATUS ON SELF CONFIDENCE AMONG TEACHERS

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### Abstract

The present study finding out the influence of socio-economic status on the self-confidence of Teachers In this present study the investigator had tried to identify the difference in the level of self confidence among the High socio economic status and Low socio economic status Teachers of Kalaburagi district, the researcher used the SES tool to measure the economic status of the Teachers to divide them into high and low economic groups, one hundred Teachers both high socio economic status and low socio economic status Teachers in equal number these were taken as sample of study, the Self Confidence Scale Of M.Basavanna Was Administrated. used in this study to assess the level of self confidence in Teachers due to their socio economic status factor, the scale given to Teachers and instructed about the test, after the completed the test the data separated like, high socio economic status data and low socio economic status data, both data were compared to reveal the answer to the research hypothesis, objective of the study were to find the significance difference in self confidence among teachers due to their socio economic status, hypothesis of the study was there would be the significant difference in self confidence among Teachers due to socio economic status factor, the investigator used the statistical techniques like mean, sd, t test in this study to prove the research hypothesis

**Keywords:** Socio Economic Status, Self Confidence Factor.

### Introduction

Socio-economic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed. Or more commonly known to depict an economic difference in society as a whole.

Socio-economic 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. 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.

Additionally, low income and education have been shown to be strong predictors of a range of physical and mental health problems, including respiratory viruses, arthritis, coronary disease, and schizophrenia. These problems may be due to environmental conditions in their workplace, or, in the case of mental illnesses, may be the entire cause of that person's social predicament to begin with. Education in higher socio-economic families is typically stressed as much more important, both within the household as well as the local community. In poorer areas, where food and safety are priority, education can take a backseat. Youth audiences are particularly at risk for many health and social problems in the United States, such as unwanted pregnancies, drug abuse, and obesity.

Self-confidence is an attitude, which all individuals have positive yet realistic views of themselves and their situations. Self-confidence people trust their own abilities have a general sense of control in their lives and believe that, within reason, they will be able to do what they wish, plan, and expect. Like self-esteems, self-confidence refers to individual's perceived ability to act effectively in a situation to overcome obstacles and to get things goes all right. Hence self-confidence is believed to increase one's performance. The higher level of confidence generates enthusiasm for the given activity. It is the variation in confidence that makes differences in performance of sports activity/ social activities. Therefore, studying the influence of confidence assumes importance.

Basavanna .M (1975) studied self-confidence in relation with self and ideal self and found that self-confidence people particularly who were capable. Successful and adjusted, had significantly higher self-ideal and self-congruence than those who were low in their level of self-confidence.

Hence several researchers have made significant attempts to relate motivation with sports and found significant association between the level of motivation and the corresponding sports activity. It has been proved empirically that persons with greater amount of motivation are found to be superior to others who are less motivated. This reveals that the motivated groups improve significantly in the given sports activity more than the non-motivated group (Hansen, 1967). However, there is no single motivational technique that is superior to other techniques. This marks very clearly that each motivational technique is, by and large, important depending



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upon the conditions in which it is presented. Hence motivational techniques produce desirable effects to the extent that a coach or coaches present them wisely. In a similar way, the social factor like social support, SE5, personal factors like self-confidence have significant impact on the performance of persons. Thus, present study makes an attempt to assess the influence of all such factors on performance of sportsman selected from the colleges of Gulbarga division. Research Questions.

Linda L.Dunlap (2004), in her paper, „What all children need: theory and application“ provides that sibling relationships typically are children’s first social network and form the basis for relationships with others. Siblings are usually children’s first playmates, intimate friends, protectors, enemies, competitors, confidantes and the role models. They are an important source of support school-age children, in particular. During this time siblings are not only companions but also help with difficult tasks and provide comfort during emotional stress. The bond formed between siblings is one of the most complex, long-lasting, and important connections in life. Typically, no other relationship lasts as long or has such a great impact. Siblings, who are close in age, often argue more but also develop closer bonds. Children who have siblings tend to work very well with peer.

**Method of the study**

**Objective of the study**

- ❖ To find out the level of self confidence among high and low SES status Teachers
- ❖ To find out the significance difference among high and low SES Teachers in their self-confidence.

**Hypothesis of the study**

- ❖ There would be significant difference between high and low SES Teachers in their self-confidence.
- ❖ There would be the effect of SES status on the self-confidence of teachers

**Sample of the study**

One hundred Teachers were chosen for this research study, fifty teachers were measure in high socio-economic status and other fifty Teachers were chosen from low socio-economic status. The sample categorized high and low SES status through the measuring scale.

**Tool of the study**

❖ **SOCIO-ECONOMIC STATUS SCALE**

The socio-Economic Status (SES) scale developed by Bhardwaj Gupta and Chaushan (1984) was used in the Present study to measure the social, educational, professional and economic perspective of the participants. Scoring was done accordingly to the norms that were given in the manual.

❖ **Self Confidence Inventory (SCI).**

The self-confidence inventory (SCI) developed by Basavanna .M (1975). The questionnaire consists of 100 items. The odd-even (split-half) reliability co-efficient calculated by spearmen brown formula is found to be 0.94. This scale is developed and standardized by Basavanna (1975), which consists of 100 items in all. The response categories are true of false. The score range is 0 to 100. According to manual lower the score higher would-be level of self-confidence and vice versa. The reliability of the scale is 0.67. The validity of the scale is found to be satisfactory.

**Data Analysis & Interpretation**

**Table 1- Shows the mean, SD, t values of Self-confidence of High and Low Socio-economic status in Teachers of Kalaburagi district.**

Group	Mean	N	Std. Deviation	t-values
High SES Teachers	39.54	50	7.783	3.207**
Low SES Teachers	44.88	50	8.247	

Significance at 0.05 levels.



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In the self-confidence test the lower mean score indicates higher the self-confidence and higher the mean score indicates lower the self-confidence according to the manual.

This clearly indicates that high SES Teachers sample group have scored low mean score this indicates that more self confidence, Where the Low SES sample group have scored higher mean score in the self confidence test this showing that low socio economic status Teachers having lower self confidence than the high socio economic status teachers The t-value is 3.207\*\* significance at 0.05 level.

### Conclusion

Conclusions of the research study.

- ❖ There is a significance difference in self confidence among High and Low Socio-economic status in sample groups of teachers
- ❖ The Socio-economic factor has the influence on the self confidence level among teachers.
- ❖ The study shows that the self confidence of Teachers effected by the socio-economic status.
- ❖ There is need to give the more financial assistance to Teachers to improve their self confidence.

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