

## A study of socio-economic status and self-esteem in relation to career and family values

CHANDRA KUMARI AND DIPTI SRIVASTAVA

### ABSTRACT

The present study has been conducted with the aim to know the relationship of socio-economic status and self-esteem with career and family values among college female students. Total samples of 100 college female students in the age range of 20 to 23 years were selected from four streams of post graduates courses. Socio-economic status and career and family values were measured through standardised psychological tools. The data were analysed by percentage, mean, standard deviation, t-values and Karl Pearson 'r'. The analysis revealed that the socio-economic status affected the career and family values.

**KEY WORDS :** Self-esteem, Socio-economic status, Career values and Family values

Kumari , Chandra and Srivastava, Dipti (2011). A study of socio-economic status and self esteem in relation to career and family values, *Adv. Res. J. Soc. Sci.*, 2 (1) : 29-31.

### INTRODUCTION

Socio-economic status would be a ranking of an individual by the society he/she live in, in terms of his/her material belongings and cultural procession along with the degree of respect, power and influence he/she yields. Socio-economic status influences values, differences in home management, family life, self-esteem and career orientation.

Self-esteem has been recognized as a predictor of social problems in the researches of psychological and social development. Self-esteem has been found to have a direct relationship with families, school, career, socio-economic status, education, values, age, socio-cultural practices and sex role.

Change in socio-economic and political conditions in India, like many of the third world countries; have brought about a change in attitudes, beliefs and values system of the women. There have been alterations in the entire fabric of the society. The women folk, especially with higher levels of education are in dilemma to choose between traditionally female roles *i.e.* wife and mother within home and non-traditional roles, *i.e.* career person outside home. In case of later, the role of former still goes and hence the duality of the role for career women.

In other words, modern tradition has not been accepted fully and a great confusion in moral and social norms is still there. The techno-economic changes do not swap the traditional social structure absolutely. There remains a zone of indifference in the realm of which traditional and modern values co-exist.

Certain studies indicate that high self-esteem is linked to better performance but others found no difference as well as occupational success leads to high self-esteem.

Faver 1981 rightly observes that female vary in their values they assign to attainment through family or career activity. Female who plan to delay having a family because of career commitment are likely to see their career as play significant role in their psychological fulfilment (Greenglass and Dervins, 1982). Arnold (1993) found by the end of collage many of the woman had altered their career plans or lowered their aspirations to accommodate a hypothetical family. Tanwar and Sethi (1987) explored the relationship of sex-role orientation, self-esteem and socio-economic background to career and family values among collage females, and found collage females with a more positive self-image and having androgynous and masculine sex-role orientation are more career oriented while maintaining their family orientation, both at high and

#### Correspondence to:

CHANDRA KUMARI, Department of Human Development, Banasthali University, BANASTHALI (RAJASTHAN) INDIA

#### Authors' affiliations:

DIPTI SRIVASTAVA, Department of Human Development, Banasthali University, BANASTHALI (RAJASTHAN) INDIA

low level of S.E.S. Robin (2002) found a significant finding regarding the effects of S.E.S. on self-esteem. Individual with a higher S.E.S. have higher level of self-esteem than individual who have lower S.E.S.

Review of literature shows that not much information could be traced on relationship of socio-economic status and self-esteem with career and family values. Hence, the present study was conducted to assess the self-esteem of the college female students, what socio-economic status they belong and how these two factors are related with career and family values. Hence, in the light of the above discussion the problem was stated as, “A study of socio-economic status and self-esteem in relation to career and family values with the following objectives :

The objective are to study the socio-economic status of college female students, to study the self-esteem them, to study the career and family values of college female students, to find the relationship of socio-economic status with career and family values among college female students and to find the relationship of self-esteem with career and family values among them.

## METHODOLOGY

Samples of 100 college female students in the age range of 20 to 23 years were selected from four streams of post graduates students of Banasthali University of Rajasthan State. Out of these four streams, a total 100 female students were selected randomly.

The tool of the study included-

- Socio-economic scale constructed by Rajeev Lochan Bharadwaj.
- Self constructed self-esteem scale.
- Career and family values scale (for college female) constructed by Dr.Sadhana Tanwar and Dr. Kulvinder Singh.

### Procedure of data collection:

The subjects selected for this study were personally approached by the investigators in order to seek their co-operation in filling the forms frankly without any reservation. All the subjects were assured that their answer would be kept strictly confidential. Data collected were analysed statistically using percentage, mean, standard deviation, t-value and ‘r’ value and interpretation were made accordingly.

## OBSERVATIONS AND DISCUSSION

The background information of the sample is given in the Table 1. The result of the socio-economic status of college female students reveals that majority of the sample

**Table 1 : Frequency and percentage of respondents of the socio-economic status (n=100)**

Socio-economic variables	Number	Respondent %
<b>Class</b>		
Upper middle class	4	4%
Middle class	96	96%
<b>Earning</b>		
Single earner parents	72	72%
Dual earner parents	28	28%
<b>Father’s education</b>		
Post graduate	50	50%
Graduate	49	49%
Below graduation	1	1%
<b>Mother’s education</b>		
Post graduate	36	36%
Graduate	55	55%
Below graduation	9	9%
<b>Parents education (on the whole)</b>		
Post graduate	86	43%
Graduate	104	52%
Below graduation	10	5%

parents were educated up to graduation (52%) and were single earner (72%) and fell in the category of middle class (96%). Only 5% of the parents were educated below graduation and were dual earners (28%) and fell in the category of upper middle class (4%).

Self-esteem is a person’s judgments about one’s ownself, which includes positive and negative evaluations. Self-esteem can be low or high depending on the individual and the environment. Pleasant feelings and enhanced initiatives are the two benefits of high self-esteem. The scores of college female students were mostly in the range of 105 to 124, which means they were in the high self-esteem category (50%), although about 4% of them had low self-esteem. 46% of the respondents were in the category of average self-esteem category of average self-esteem (Table 2).

**Table 2 : Frequency and percentage distribution of respondent on self-esteem (n=100)**

Self-esteem scores	Categorization	Number	Response %
105 -124	High self-esteem	50	50%
85 - 104	Average self-esteem	46	46%
65 - 84	Low self- esteem	4	4%

Educated females attach meaning to their work and family life in the modern society in which they have been supposed to play a dual role of careerist and housewife simultaneously. The result of the career and family values

indicates that majority of respondents fell in the category of average career and family value (62%), only 1% of college female students were found to have low career and family values. The high career and family values were found in 37% of college female students (Table 3).

**Table 3 : Frequency and percentage of respondents on career and family values (n=100)**

Career and family values	Categorization	Number	Response (%)
144-170	High career and family values	37	37%
117-143	Average career and family values	62	62%
90-117	Low career and family values	1	1%

All the calculated value of ‘r’ and its conversion to ‘t-ratio’ was insignificant. Thus, Table 4 reveals weak or very weak correlation between socio-economic status and career and family values, self-esteem and career and family values. It can be inferred that higher the socio-economic status of female students, greater is the career

**Table 4 : Relationship between different variables**

Sr. No.	Variables	Correlations	t-values
1.	Socio-economic status and career values	0.15	1.51(NS)
2.	Socio-economic status and family values	-0.18	0.81(NS)
3.	Socio-economic status and overall career and family values	0.07	0.69(NS)
4.	Self-esteem and career values	-0.02	0.21(NS)
5.	Self-esteem and family values	-0.12	0.21(NS)
6.	Self-esteem and overall career and family values	-0.16	1.61(NS)

NS=Non-significant

values among them. At the same time higher the socio-economic status, lower will be the family values among them. It can also be interpreted that higher the self-esteem

of the female students, lower is the career and family values among them.

**Conclusion:**

Thus, it is concluded that research is needed to develop guidance tools and techniques suitable to Indian students. Further, there is urgent need to develop guidance techniques at various stages of education to maintain a balance between career and family values keeping in mind the perspectives and comments of the present study with regard to socio-economic status and self-esteem.

**LITERATURE CITED**

Arnold, K.D. (1993). Undergraduate aspiration and career outcomes of academically talented women. A discrimination analysis. *Roeper Review*, **15**(3) : 169-176.

Greenglass, Esther R. and Drivins, Reva (1982). Factors palated to marriage and career plans in unmarried women. *Sex-Roles*, **8**(1) : 57-71.

Robins, R.W. (2002). Global self-esteem across the life span. *Psychology & Ageing*, **17**(3) : 423-424.

Tanwar, S. and Sethi, A.S. (1987). The relationship of sex-role orientation, self-esteem and socio-economic background to career and family values among college females. Ph.D. Thesis in Psychology, Himanchal Pradesh University, Shimla. pp. 121-128.

\*\*\*\*\*