Relationship of socio economic status with frustration, self-concept, study habits and academic achievement of adolescents

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Abstract
The present research is conceived and formulated on a very wide canvas of adolescents in India in context of their socio-economic status and its relation with frustration, self-concept, study habits and Academic-Achievement. Socio-economic status concerns both directly and indirectly, covertly and overtly upon dimensions of life in several manners which are inter-connected, impinging upon one another and directing the human behaviour. The investigator undertook the study in government as well as private schools located in Delhi. Descriptive survey method upon 450 samples from class XI was utilized to gather the data. 'Socio-economic Status Scale' (SESS), 'Reactions to Frustration Scale' (RFS), Self-concept Scale (SCS) and 'Study Habit Inventory' were used, and for data analysis Mean, SD and Correlation techniques were applied. Negative negligible correlation was found between frustration and SES whereas Positive negligible correlation was found in self-concept and socio-economic status of adolescent student. Study habit and SES showed significant and positive low correlation. Academic achievement and socio-economic status were also found significantly correlated.

Keywords: adolescents, socio-economic status, frustration, self-concept, study habits, academic achievement

Introduction
Socio-economic status (SES) is one of the most widely used contextual variables in educational research which is often used to find its correlation with various variables such as study habits and academic achievement. Socio-economic status refers to as a finely graded hierarchy of social position which can be used to illustrate a person's overall social position or reputation. It can be indicated by a number of sub concepts such as, level of education, profession, economic position, lifestyle, health, aspiration, use of gadgets, services and leisure facilities that the family enjoys.

It is true that human behaviour is directed by various environmental forces and is goal-oriented. The unlimited wants, desires, goals, ambitions and needs of individual within the complex society of today, has developed a chaotic situation among the adolescents. There is a lack of feelings of love, compassion and belongingness among adolescents towards their peers which reflects constantly on decline due to several factors. Hence, the adolescents of today are finding it more difficult to adjust in the environment and have developed refrainment type of behaviour. Such behaviour leads to a situation where they find frustrating conditions around themselves, and hence, differing behaviour patterns are reflected (Roni Factor, *et al*. 2013; Patricia *et al*. 2008; Carol & Paul, 2006; Khashan, 2003) [41, 39, 24]. The impact of such frustration may reflect thwarting or blocking of a person's dominant motives, needs, desires, drives and purposes. This is one of the major reasons where frustration among adolescents is increasing day by day. Under frustrated conditions a state of hopeless emotive behaviour and disgust are reflected (Amy, *et al*. 2006) [2] and hence it impacts the mental condition of a person due to failure to satisfy some motives and desires or due to delayed desired outcome (Wolfe, 1994). Though, it is a normal reaction to stress and to hassles of everyday life however, psychologists believed that frustration increases the probability of aggressive behaviour. Researches (Sargent1948) [44] have shown that frustration cause depression, guilt, disappointment, apathy, anxiety and other emotive behaviours. Its impact reflects increased aggression which is compensatory of continued frustration. It also shows resignation, fixation and regression, and thus, it is an '*act which results injury to organism*' (Dollard *et al*., 1939) [13].

Actually behaviour of adolescent students depends largely on his self-concept and it plays a significant role in an adolescent life. During the process of growth and development, every individual acquires the awareness of 'self'. This includes 'ones identity' in the sense that the impressions one has about one's physical appearance and other tangible properties. It further includes the conception of oneself about one's traits, abilities, roles, attitudes, beliefs, values and the possibilities of future. Referring to School subject choice Marsh and Young (1997) [31] says that self-concept in specific school subject are significantly related to subsequent coursework selection between the choice of the subject students want to study and the choices of what they actually pursue. Thus, in the modern era, 'self-concept' is recognized as a potent means for making a deep study of personality as it helps in understanding human behaviour. It is believed that 'self' is a principal controlling agent, which shapes human destiny. In reality, 'self' is viewed by the majority of psychologists as the nucleus of human being. The development of self-concept involves a slow process of differentiation, in which the child gradually emerges into

focus out of his total world of awareness. Further, it progressively and clearly leads a child to understand who and what he/she is, and also, what his/her position in relation to his environment is.

Socio-economic status plays an important role in determining the level of self-concept in an individual. It is the first important thing in determining, what a student is and what he is going to be in future and what he feels about himself and others. In some homes, the parents who are well educated and possess good social background and wholesome personality, they nurture their children according to the changing lifestyle, fashion and psychological principles. So, as a result of this changing pattern of behavior among adults, their children (adolescents) also develop positive thinking about others and themselves. The social economic and educational statuses of his family, his neighborhood, moral qualities of his associates etc. are the major determinants of quality of academic achievement of a student Demarest et.al 1993. Not surprisingly, low income adolescents have less achievement motivation and much higher risk of educational failure than the students belongs to high income family Schultz, (1993) [45]. In particular, compared with their more affluent counterparts, low-income adolescents receive lower grades, earn lower scores in class tests, and are much more likely to drop out of the school (Tenda, Schneidr & Kao, 1996) [23] ; Hauser, Simmons & Pager 2000). Low-income students usually attend schools with lower funding levels, which result in reduced availability of textbooks and other instructional materials, laboratory equipment, library books, and other educational resources; low-level curricula; and less-qualified teachers and administrators (Kozol, 1991; Oakes, 1990) [27, 37]. Many research studies have been conducted in social sciences to find out influences of socio-economic status on adolescent self-concept, Valenzuela, 1971; Heyneman, 1975; Chauhan, 1982; White, 1982; Yadav, 1989; Harikrishan, 1992; Crnic & Lamberty, 1994) [48, 21, 7, 49, 50, 17, 9]. Kormos *et al*. (2013) [26] suggests that social class has an overall medium-size effect on motivational factors with self-efficacy beliefs being the most strongly related to socio-economic status.

Human beings are known as the creature of habits which is one of the prominent attributes of character. The term study habit has been used to mean various methods, activities and practices adopted by the students in their schools and college studies. Effective study consists of much more than merely memorization of fact. It calls for knowing where and how to obtain facts and the ability to make intelligent use of time. For this purpose student must be able to organize, classify and arrange facts accordance with the subject being studied, it includes, students' habit of concentration, notes taking, time budgeting and various study methods (Smith, 1961) [46]. Study habits and strategies are behaviors that the learners produce with required aids to teach (Mayer, 1987) [33]. This includes four component, concerning the what, when and why and how of study strategies. It is a mental process that learners deliberately recruit to help themselves learn and understand as self-regulated or autonomous learning (Brandtt, 1989) [4]. Therefore SES is the first important parameter in determining what a student is, and, what he is going to be in future and also what he feels about himself and others. Dahiya (2013) [10] found significant effect of parental involvement on study habits of senior secondary students,

this suggests that in many cases, parents who are well educated, having well social background and wholesome personality nurture their children in a proper psychological fashion. As a result, their children develop positive thinking about others and themselves. This is because the socio-economic status of parents influences the study habits of the child. In the light of above discussion, the present study was designed to investigate the relationship of socio-economic status with frustration, self-concept, study habits and academic achievement of Sr. Sec. School students. The novelty and validity of the present study justify with the time to study and explore the unknown so that development of the adolescents as well as of the nation can be accelerated. Therefore, the study was explored under major objective i.e. to study the relationship of socio economic status with frustration, self-concept, study habits and academic achievement of adolescent students with the hypotheses. That is:

1. There exists is no significant correlation between socio-economic status and frustration, self-concept, study habits & academic achievement of adolescent students.

Need of the Study
Various environmental forces and internal qualities affect the human behaviour, such as their attitudes, aptitudes, interests, likings and various other personality traits. Normally the period of adolescence with prominent physical and emotional changes does not appear to be high stressful as is ordinarily assumed. Most adolescents manage change and develop without making those appear as problems. If they are given authentic knowledge about these changes and development, and if, parents, teachers and other adults share their concerns with extended support to them, it will be easier for them to cope with these changes. There is a need to give proper attention to the adolescents as they account for one fifth of the world's population.

Frustration involves the thwarting or blocking of a person's dominant motives, needs, desires, drives and purposes. It leads to depression, guilt, disappointment, apathy, anxiety and other such emotions which ultimately affect the achievement of the individual. Self-concept also plays a significant role in an adolescent life. During the process of growth and development, every individual acquires the awareness of his 'Self'. Education helps the learners in the development of their self-concept with the attainment of knowledge by way of good study habits. Efficient learning depends upon the development of efficient study habits and skills and as such one of the continuous objectives of teaching should be the improvement of study habits and skills of the students. So it has been noticed that frustration, self-concept and study habits of adolescents have significant place in their lives.

Adolescence is a stage which is highly influenced by many things around the world such as socio-economic status, study habits, self-concept, emotional maturity and so on. While important initiatives have been undertaken with regard to adolescents in the country, there is a need to understand further the relation of socio-economic status upon other variables stated in the study. The present study is a new area of study in context of India and is an effort to explore new dimensions which has been unexplored so far. It provides an adequate understanding of relation of socio-economic status

on student's frustration, self-concept, study habits and academic achievements. The novelty and validity of the present problem justify with the time to study and explore the unknown so that development upon the area of adolescents could be broaden.

Methodology

Descriptive survey method was used to gather the data. This method is designed to procure information on conditions and practices as they exist. In the present investigation, the population was stipulated and defined as all adolescent male and female adolescent students studying in class XI of schools in Delhi. The sample consisted of both adolescent girls and boys students studying in class XI. In totality 15 schools were finalized from all over Delhi as sample schools and 450 sample students were selected from class XI. Special care was taken to select equal representation of boys and girls. Every geographical area was represented by two governments and one private school i.e. government boys' school, government girls' school and public co-ed school. In this manner, the final sample of 450 students was chosen, breakup detail of which has been given in the Table- 1.

Table 1: Distribution of Sample

Area	Type	North	East	South	West	Central	Total
Schools	Public (co-ed)	29	31	30	31	37	158
	Govt. boys	27	28	25	38	30	148
	Govt. girls	31	32	27	25	29	144
Total		87	91	82	94	96	450

Tools used

The following tools have been utilized to collect the data:

- **'Socio-Economic Status Scale'** (SESS) standardized by A. K. kalia and Sudhir Sahu is utilized to measure the socio economic status of adolescents
- 'Reactions to Frustration Scale' (RFS) standardized by B. M. Dixit and D. N. Srivastava is utilized for measuring frustration among adolescents.
- 'Self-Concept Scale' (SCS) standardized by S. P. Ahluwalia is used to measure the self-concept of the adolescents.
- 'Study Habits Inventory' (PSSHI) standardized by M. N. Palsane and Sadhana Sharma is utilized to measure the study habits among the adolescents.
- 'Academic-Achievement' is determined on the basis of marks/ Cumulative Grade Points Average (CGPA) scores obtained in the previous class (10th) Examination conducted by Central Board of Secondary Education (CBSE).

Statistical Techniques

In order to study the nature of data Correlation technique was also utilized to find out the co-relation between independent and dependent variables.

Data Analysis and Interpretation

The objective of the present study was to explore the relationship of socio-economic status with frustration, self-concept, study habits and academic achievement of adolescent students. Investigator categorized all the students into three categories on the basis of socio-economic status a) high SES b) middle SES c) low SES respectively. Table -2 shows correlation in socio-economic status and frustration of adolescent students.

Table 2: Correlation between socio-economic status and frustration of adolescent students

Variables	N	Df	r	Significance level
Socio-economic status and frustration	450	448	-.070 *NS*	*Not Significant*

NS- Not Significant

The perusal of table-2 shows correlation between socio-economic status and frustration of adolescent students. For df 448, the table values of coefficient of correlation (r) at 0.01 level is 0.11. The calculated value of coefficient of correlation (r) is -.070 which is less than the table value at 0.01 level of significance.

Hence, the null hypothesis '*there exists no significant correlation between socio-economic status and frustration of adolescent students*' is accepted and found not-significant. It denotes that both the variables have negative negligible correlation. It can be interpreted that socio-economic status does not affect frustration level of the students. Further, frustration may occur due to any reasons and not necessarily due to socio-economic status which is usually believed in common circumstances. The score finds no relation and hence, the researcher believed that frustration may occur independent of socio-economic conditions. As the Table- 2 also depicts both have negative negligible correlation. Chadha & Gill, 1985 [6] also supported the same in their research. It indicates a significant negative relationship between frustration and socio-economic status, which other researches like; McCoy *et al*., 1999 [34]; Brooks-Gunn & Duncan, 1997 [8]; Bolger *et al*., 1995; Lahey *et al*., 1995; Moore *et al*., 1994; McLeod & Shanahan, 1993; Takeuchi *et al*., 1991; Patterson *et al*., 1989; Starfield, 1989; Sameroff *et al*., 1987 also explored, low socio-economic status children have more manifest symptoms of psychiatric disturbance and maladaptive social functioning as compared to other children.

Table 3: Correlation between socio-economic status and self-conceptof adolescent students

Variables	N	Df	r	Significance level
Socio-economic status and self-concept	450	448	.087 *NS*	*Not Significant*

NS- Not Significant

Above table- 3 shows correlation between socio-economic status and self-concept of adolescent student. For df 448, the table values of coefficient of correlation (r) at 0.01 level is 0.11. The calculated value of coefficient of correlation (r) is .087 which is less than the table value at 0.01 level of significance.

Hence, the null hypothesis '*there exists no significant correlation between socio-economic status and self-concept of adolescent students*' is accepted and found not-significant. It denotes that both variables (socio-economic status and self-concept) have positive negligible correlation. It can be inferred that socio-economic status does not affect self-concept of the students considerably. However it cannot be totally denied that self-concept stands alone and do not get affected due to socio-economic conditions of the person as the score shows positiveness of relation, though non-substantial and significant. It further can be inferred that due to this positiveness of correlation between socio-economic status and self-concept, the difference gets affected, either positively or negatively. As the Table-3 also depicts both have positive negligible correlation. Venkatamaiah *et al.*, (1998) also supported the findings, that majority of urban school children had high and average self-concept, but there exist no relation between male and female's socio-economic status and self-concept.

Table 4: Correlation between socio-economic status and study habits of adolescent students

Variables	N	df	r	Significance level
Socio-economic status and study habits	450	448	.165**	*Significant*

** Significant at 0.01 level

The perusal of table-4 shows correlation between socio-economic status and study habits. For df 448, the table values of coefficient of correlation (r) at 0.01 level is 0.11. The calculated value of coefficient of correlation (r) is .165 which is more than the table value at 0.01 level of significance. Hence, the null hypothesis '*there exists no significant correlation between socio-economic status and study habits of adolescent students*' is rejected and found significant. It denotes that both the variables (socio-economic status and study habit) have positive low correlation. It may be inferred that socio-economic status affects study habits in one way or the other. As the Table-4 also depicts both have positive low correlation. Similarly, Monika, 2011 found socio-economic level of students influences students' performance in science studies.

Table 5: Correlation between socio-economic status and academic-achievement of adolescent students

Variables	N	df	r	Significance level
Socio-economic status and academic achievement	450	448	.439**	*Significant*

** Significant at 0.01 level

Above table-5 shows correlation in academic achievement and socio-economic status. For df 448, the table values of coefficient of correlation (r) at 0.01 level is 0.11. The calculated value of coefficient of correlation (r) is .439 which is more than the table value at 0.01 level of significance. Hence, the null hypothesis '*there exists no significant correlation between socio-economic status and academic achievement of adolescent students*' is rejected and found significant. It denotes that both the variables (socio-economic status and academic achievement) have positive low correlation. As the Table-5 also depicts both have positive low correlation. Studies Rehman, 2001; Vamadevappa, 2000; Ramasamy, 1988 explored the same, that, academic achievement remain positively related to socio-economic status. Similarly, Alam (2001) witnessed significant positive correlation between, socio-economic status, and, academic achievement.

Apart from these, socio-economic status was not found significantly related with the academic achievement in studies, Asthana, 2011; Naderi, 2010; Day *et al*., 2010; Ong *et al*., 2010, whereas Panda, 1998,found significant difference, in academic achievement and socio-economic status of students studying in different types of schools.

Findings of the Study
On the basis of the careful analysis and interpretation of the objective and hypothesis of the study the investigator arrives at the following findings:-

▪ Negative negligible correlation is found between frustration and socio-economic status of adolescent students. It can be interpreted that socio-economic status does not affect frustration level of the students. Further, frustration may occur due to any reasons and not necessarily due to socio-economic status which is usually believed in common circumstances.
▪ Positive negligible correlation is found in self-concept and socio-economic status of adolescent student. It can be inferred that socio-economic status does not affect self-concept of the students considerably.
▪ Study habit and socio-economic status have significant and positive low correlation. It can be inferred that socio-economic status affects study habits in one way or the other.
▪ Significant correlation is found between academic achievement and socio-economic status of adolescent students. Academic achievement and socio-economic status both have positive low correlation.

Educational Implications
Any research work can be considered effective only when the fund of knowledge generated through it can be applied to improve the existing practices of education. The present study throws adequate light on Socio Economic Status and its relation with Frustration, self-concept, study habits and academic achievement. It is true that adolescents are future of a nation. If the adolescents are suffered with any disease or

mental conflicts, they cannot think about their progress and the development of their nation. Teacher's treatment should be judicious towards high and low Socio -economic status students. So that students belonging to low socio-economic status may not realize that they are discriminated on the bases of socio-economic status. The students belonging to low socio-economic status should be financially helped. Scholarship should be given to them. The students of low status should be encouraged to participate in different activities so that they can compensate their feelings of inferiority with education and co-curricular achievement. School staff members may generate an understanding that they can help parents and peers to become more effective supporters. They may provide suggestions for generating opportunities for appropriate positive reinforcement and help students learn to be more aware of the support they receive. The study has implications for the administrators of the school also. The principals may focus on building students' competencies and self-perceptions, which, in turn, will prompt their self-concept. Since study habits is found to be correlated with SES of students it is essential that learning institutions should play an important role in encouraging and institutionalizing parental, instructional, and peer mentoring programs to develop good study habits and positive learning attitudes among students. Study habits of students are teachable and learnable and hence the above mentioned suggestions can be helpful to improve the study habits of students. The policies should be made for the parents belonging to lower socioeconomic status to enable their children having equal educational opportunities in the educational institutions.

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