



Impact of Socio-Economic Status and Academic Achievement of Adolescents on their Self-Efficacy, Self Confidence and Emotional Maturity

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ABSTRACT

This study is an attempt to see the influence of SES and academic achievement of adolescents on their self-efficacy, self confidence and emotional maturity. The sample of the study consists of 572 (M+F) students studying in 11th and 12th class at Karnataka College, Kittle college and Janata Shikshana Samithi college, situated at Dharwad, Karnataka State, India. Different scales developed by Jerusalem and Schwarzer (1992), Rekha Agnihotri (1987) and Singh and Bhargava (1984) were used to measure Self-efficacy, self-confidence and Emotional maturity of adolescents respectively. Kuppuswamy's () Socioeconomic status scale was used to classify the classes of socioeconomic status. The obtained data were subjected to one-way ANOVA and Scheffe's tests. Results revealed that socio-economic status of adolescents has significantly influenced the self-efficacy of adolescents ($F=7.75$; $p<0.001$) but not their self-efficacy and emotional maturity. More specifically, adolescents with low socio economic status have high self-efficacy than those with moderate and high socioeconomic status.

Introduction

Every human being serves as an essential pillar in the nation's growth and development. Human resources, when nurtured and guided appropriately, become the driving force behind a country's economic, social, and cultural advancement. However, not all individuals begin life with equal opportunities. While some are privileged with abundant resources, quality education, and strong family support, others are deprived of even the most basic necessities such as food, shelter, and access to education. These inequalities create distinct developmental pathways that profoundly influence an individual's personality, behavior, and potential contributions to society.

Children and adolescents, often regarded as the future citizens and torchbearers of a nation, represent a dynamic group that holds the power to transform the country's destiny. In today's era of globalization, rapid technological advancements, and increasing competition, the youth face multifaceted pressures that influence their mental health, behavior, and emotional well-being. The formation of a balanced personality requires not only academic excellence but also a nurturing psycho-social environment that fosters self-efficacy, confidence, and emotional maturity.

Personality development in adolescence is influenced by a complex interplay of demographic, social, and economic factors. Among these, **Socio-Economic Status (SES)** and **academic achievement** are particularly crucial determinants. SES shapes the child's access to educational opportunities, quality learning environments, and exposure to experiences that build resilience and confidence. Similarly, academic achievement contributes significantly to an adolescent's self-perception, motivation, and sense of competence. Together, these factors affect their emotional regulation, interpersonal relationships, and overall personality growth.

Moreover, the family's influence—both direct and indirect—plays a pivotal role in shaping a child's academic performance and psychological health. Adolescents from supportive family backgrounds often exhibit higher self-confidence, stronger self-efficacy beliefs, and better emotional adjustment compared to those from disadvantaged settings. Conversely, lack of parental support or economic instability may lead to emotional instability, low confidence, and poor academic outcomes.

Given these interconnections, it becomes imperative to explore **how socio-economic status and academic achievement influence the self-efficacy, self-confidence, and emotional maturity of adolescents**. Understanding these relationships can provide valuable insights for educators, policymakers, and psychologists in designing effective intervention strategies that foster holistic development among the youth.

Hence, the present study makes an earnest attempt to examine the **impact of socio-economic status (SES) and academic achievement on adolescents' self-efficacy, self-confidence, and emotional maturity**. By identifying the nature and extent of these influences, the study aims to contribute to the formulation of educational and developmental programs that support adolescents in achieving their full potential—academically, emotionally, and socially.

In this direction here is an attempt to see the impact of SES and academic achievement of adolescents on their self-efficacy, self confidence and emotional maturity.

Objective

To study empirically the impact of demographic factor such as Socio economic status and academic achievement of adolescents on their self-confidence, self-efficacy and emotional maturity.

Hypotheses

- **Ha₁:** Do the socio economic status of adolescents influence significantly their self-confidence.
- **Ha₂:** Do the socio economic status of adolescents influence significantly their self confidence.
- **Ha₃:** Do the socio economic status of adolescents influence significantly their emotional maturity.

Sample

The quota sample of the present study consists of 572 students studying in 11th and 12th classes (Pre University courses) from three different colleges which are having the students from all socio economic status but the colleges having same environmental conditions. The age range of the students is 16-19 years as the study intended to focus on the adolescents. The selected colleges in the study are Karnatak College, Janata shikshan Samithi College and Kittle College situated in Dharwad, Karnatak, India.

Measures used

- **Agnihotri's Self-confidence Inventory (ASCI):** Developed by Rekha Agnihotri (1987), it consists of 50 items with 'yes' or 'no' responses. A lower score indicates a higher level of self-confidence.
- **The Generalised Perceived Self-efficacy Scale:** Developed by Jerusalem and Schwarzer (1981), this version has 10 items with four response options.
- **Emotional Maturity Scale:** Developed by Singh and Bhargav (1984), it has five components: emotional instability, emotional regression, social maladjustment, personality disintegration and lack of independence. A higher score on the scale indicates a lesser degree of emotional maturity.

Procedure

The above-mentioned three scales were administered on the selected sample of adolescents. The obtained responses were scored and further transformed to standard (T) scores. These standard scores were further subjected to ANOVA and Scheffe's tests.

Results and Discussion

Table 1: Sum of squares and 'F' values showing the impact of SES of Adolescents on their Self-efficacy, Self confidence and Emotional maturity

Variables	Sources of Variance	Sum of Squares	Degrees of freedom	Mean Squares	'F' values	Significance
Self-efficacy	SSA	172.91	2	86.46		0.00
	SSW	6361.17	570	11.16		
	SST	6534.08	572			
Self-confidence	SSA	49.25	2	24.62	0.24	1.00
	SSW	57231.11	570	100.00		
	SST	57280.36	572			
Emotional maturity	SSA	62.57	2	31.28	0.46	0.63
	SSW	12524.98	183	68.44		
	SST	12587.55	185			

*** Very highly significant

An inspection of table-1 reveals that the SES of adolescents has significantly influenced their self-efficacy ($F=7.75$; $p<0.001$) . whereas it has not influenced significantly self-confidence and emotional maturity of adolescents.

Table 2: Scheffe's 'S' values for Stress, Parent-child Relationship (F+M) and Scores of Adolescents with Low, Moderate and High Socioeconomic status

Variables	Groups Compared	Mean Difference	Standard Error	'S' Values
Self-efficacy	L-M	1.12	0.31	3.61***
	L-H	1.19	0.40	2.98**
	H-M	-0.07	0.40	-0.17
Self-confidence	L-M	-0.10	0.93	0.11
	L-H	0.69	1.19	0.58
	H-M	-0.79	1.16	0.68
Stress	L-M	0.19	1.31	0.14
	L-H	2.01	2.10	0.96
	H-M	-1.82	2.20	-0.83

L-Low, M-Moderate, H-High

1. A perusal of table-2 reveals that the difference between group comparisons is significant only for self-efficacy. More specifically adolescents from low and moderate SES differ significantly very high (3.61; $p < 0.001$) and low and high academic achievers differ significantly high ($S = 2.98$; $p < 0.01$) in their self-efficacy. In other words, adolescents with lower socio economic status have higher self-efficacy than those with moderate and high socio economic status.

2. The fact that adolescents from lower socioeconomic status have higher self-efficacy than those from moderate and high socioeconomic status can be because today's parents are giving importance to educate their child, they aspire for higher achievement of their children and to improve their life style. Because parents are having lower education occupation and income they do not wish their children to suffer like them hence their expectations and pursuance makes their children hard working.

Conclusions

1. The SES of adolescents has influenced significantly self-efficacy of adolescents.
2. Adolescents with low SES have higher self-efficacy compared to those who are with high and moderate.
3. Academic achievement of adolescents has influenced significantly neither their self confidence nor the emotional maturity.

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