



The Role Of Socio-Economic Background In Shaping Children's Identity And Self-Concept

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Abstract

This study examines the impact of socio-economic background on the identity, self-concept, and self-esteem of children in several areas of Assam. The research acknowledges childhood as a critical phase for psychological and social development, investigating the influence of parental income, education, and employment on these characteristics, while also analyzing gender disparities. A descriptive and inferential survey study approach was utilized, utilizing a self-constructed questionnaire delivered to a stratified random sample of 80 children's aged 14 to 17. Data were examined utilizing descriptive statistics, Analysis of Variance (ANOVA), and Independent Samples t-tests with SPSS software. The findings reveal statistically significant differences in identity, self-concept, and self-esteem attributable to variances in parental socio-economic position. Higher parental income, education, and occupational position were specifically correlated with enhanced identity development and elevated self-concept and self-esteem in adolescents. Furthermore, significant disparities in gender were seen, as male individuals had superior scores in both identification and self-concept compared to their female counterparts. These findings highlight the essential influence of socio-economic factors on children's psychological development and stress the necessity for region-specific treatments, inclusive educational policies, and psychosocial support systems adapted to the socio-economic conditions of Assam.

Keywords: Identity, Self-Concept, Self-Esteem, Gender, Socio Economic

Introduction

Life presents challenges from the beginning to the end and from birth to mortality. Stress, adversities, challenges, and disgrace all impede our lives, in addition to pleasure. The period of adolescence, which is a transition from infancy to maturity, is a critical period in the development of enduring habits, values, beliefs, and perceptions. The self-concept of adolescent students is a critical factor in their conduct, as it significantly impacts their lives. Self-awareness is achievable by each individual as they mature and develop. This incorporates the perceptions of one's physical appearance and other tangible attributes, which are all part of "one's identity." It also encompasses the self-perception of one's qualities, competencies, responsibilities, attitudes, beliefs, values, and potential future successes (Vyas, Shubha, 2016).

A child's social, emotional, psychological, cognitive, and economic health are all significantly impacted by his family. Children are shaped by their home environment as parents are the primary figures in their social development. So, it shapes how a kid responds to the world around him. A child's brain develops at a rate that is most noticeable throughout the first four years of his existence. During his early years, his parents and the home environment have an even greater impact on his growth than the school does altogether. When it comes to matters of health, wellness, home duties, recreation, religious upbringing, relationships within the community and neighborhood, and career development, parents have the ultimate authority (Ali et al., 2005). A good family environment is the only place a kid can have the support, warmth, uniqueness, belonging, chances, and rewards they need to grow up healthy and strong (Didsbury et al., 2016). There is a strong correlation between parental education and their children's social status and academic achievement. The children rely on them for both their financial and emotional support. Diversity in socioeconomic status and parental education level are two factors that contribute to the unique characteristics of today's students (Xu et al., 2022). Historically, parents' educational and occupational position as well as their own family's socioeconomic level have been seen as predictors of their children's academic performance. There is mounting evidence that socioeconomic status and parental education levels are only two of many psychological and social elements that influence children's academic performance (Sutarto et al., 2022). A family's social and economic status are determined by their family's socioeconomic background. When it comes to a child's academic success, this is the single most important aspect. Family income, employment, education level, and residence are the factors that make up a person's socioeconomic background. Family customs, attitudes, and conduct are all determined by socioeconomic status (Spencer et al., 2017). Parents from more privileged backgrounds may find it easier to participate in their children's schooling, for example. The social skills and problem-solving techniques that children need to succeed in school may be something that parents may acquire and then pass on to their children (Rezai et al., 2022). As a result, it's appropriate to assume that students whose parents are better off financially and educationally will be more motivated to succeed in school, have more confidence in their own talents, and employ more efficient study techniques than their less-educated counterparts (Namaziandost & Çakmak, 2020).

Problem statement

The identity and self-concept of children are fundamental psychological constructs vital for their intellectual, social, and emotional development. These characteristics are especially vulnerable to external effects throughout adolescence, with the family environment exerting considerable impact. The perceptions children have on themselves and their societal responsibilities are significantly shaped by their socioeconomic background, encompassing parental income, education, and work, among other familial aspects. The impact of these socioeconomic determinants on children's psychological development is little comprehended in regions such as Assam, where economic and educational disparities persist. Despite a proliferation of national and international studies on child development, there is a paucity of region-specific research examining the impact of socioeconomic status on children's identity formation and self-concept within the sociocultural diverse context of Assam. In addition, the gender differences in these effects have attracted little attention. The absence of such information complicates the efforts of educators, policymakers, and mental health professionals to devise targeted and effective responses. This study examines the extent to which socioeconomic determinants influence children's identity, self-concept, and self-esteem in many districts of Assam. It also examines any significant gender-based differences.

Research objectives

- To study the various socio-economic factors influencing the identity and self-concept of children in selected districts of Assam.
- To study the impact of parental income, education, and occupation on the development of children's self-concept and self-esteem.
- To study the differences in identity and self-concept development among male and female children across different socio-economic backgrounds.

Hypothesis

H₀: There is no significant influence of socio-economic factors on identity and self-concept of children in selected districts of Assam.

H₁: There is significant influence of socio-economic factors on identity and self-concept of children in selected districts of Assam.

H₀: There is no significant impact of parental income, education, and occupation on the development of children's self-esteem.

H₂: There is significant impact of parental income, education, and occupation on the development of children's self-esteem.

H₀: There is no gender wise difference in identity and self-concept development.

H₃: There is no gender wise difference in identity and self-concept development.

Review Related Literature

(Chaturvedi, 2025) This study examines the self-concept and academic performance of rural and urban secondary school students in the Amroha district of Uttar Pradesh. The study employed a random sample of 200 students from both urban and rural areas to provide a fair comparison. Information was gathered using the students' annual exam results and a self-concept measure developed by Dr. R.P. Srivastava. Children in urban areas had significantly better levels of self-concept and academic achievement than their rural counterparts, drawing attention to the significant disparities between the two groups. Grades are affected by factors such as students' socioeconomic level, the quality of their education, and the resources that are accessible. Children in metropolitan areas tend to have a more positive self-image and do better in school because they have more opportunities to participate in extracurricular activities, access to better facilities, and teachers with greater expertise. On the flip side, children living in rural areas face challenges that hinder their academic performance, such as limited access to educational resources, less opportunities to develop their talents, and economical constraints. According to the research, individualized programs are the key to closing the achievement gap and promoting educational fairness. Some of the recommendations include increasing financing for rural schools, reworking laws to address the unique needs of rural students, and enhancing teacher preparation to work with students from rural regions. If policymakers and educators work together to eradicate these disparities, all students, regardless of their geographic location, may have access to a quality, equitable education.

(Waseem et al., 2024) Emotional abuse, which is often overlooked, can harm adolescents' mental health. Cultural focus on traditional values and parental authority in India makes emotional abuse frequent yet often disregarded. This study analyzes the complex interaction between resilience, self-concept, and abuse in Indian youth to understand how culture affects emotional abuse. This study analyzes how Indian 13–17-year-olds handle emotional abuse and its implications on self-esteem and resilience. The study explores how emotional abuse such rejection, frightening, ignoring, isolation, and corruption impacts Indian adolescents' psychological development and degrades them based on gender roles, academic achievement, and skin color. In-depth, semi-structured interviews with 20 emotionally abused Aligarh Muslim University students provided this qualitative finding. Participants felt comfortable discussing their experiences in confidential interviews. Analysis was done using NVivo thematic analysis. The thematic analysis found terrorization of women for resisting gender norms, academic performance demands, class comparisons, and skin color-based teen degradation. Emotional abuse misled kids into self-doubt, worthlessness, and low self-esteem. The study also indicated that emotional abuse drastically diminishes resilience, making life's obstacles harder for youth. This study demonstrates India requires fast, culturally appropriate emotional abuse treatment. Parents, educators, and local government must acknowledge emotional abuse's subtle but significant impacts. Future study should also compare cultural trends.

(Okeke, 2023) The main objective of the research was to determine whether primary school-aged children's sense of self differed according to their parents' socioeconomic status. The inquiry was based on three questions and three possibilities. The book revolves around Carle Rogers's humanistic learning approach. Utilizing a correlational research technique, this inquiry was conducted. We opted to sample the entire population of 845 for pragmatic reasons. The Parental Socio-Economic Status and Children's Self-concept Questionnaire (PSESCSCQ) was a survey instrument that was created by researchers to collect data. Medical experts double-checked the questionnaire before giving it to participants. In order to collect data, the researchers—along with five research assistants—used a direct delivery and retrieval technique. Research problems were addressed by the application of Pearson product moment correlation analysis. They tested their theories using regression analysis (regression ANOVA). Study utilized dummy coding to code the parents' socioeconomic features so that the data could be standardized. Elementary school students' sense of identity is significantly affected by their parents' socioeconomic standing, as measured by their education, occupation, and money, according to the study's results. Parental socioeconomic status has a significant impact on their children's sense of identity, according to our findings. A parent's ability to instill a strong sense of self-worth in their child should not be diminished because of the parent's socioeconomic status.

(Bhatia et al., 2022) There are fascinating and difficult aspects of parenting small children. In this age of rapid psychological development, the dynamics of parenting are more important than ever before. The purpose of this research is to learn about parenting techniques, self-concepts, and the connection between the two from young boys and girls residing in metropolitan India. The composition of the sample consisted of fifty male and fifty female undergraduates from undergraduate programs in Delhi and the North Central Region (Delhi NCR). The acquired data was examined using statistical approaches including t-tests and correlation analysis. Unless we exclude the characteristics of marital adjustment and marital conflict, we do not find substantial gender differences in how parents are seen. On the whole, college students' self-concepts were comparable across genders; however, males reported greater levels in the Physical and Educational self-concept categories. The correlational analyses showed that the participants' self-concept was positively correlated with their evaluations of their parents' parenting approaches. This study emphasizes the significance of fathers' active involvement and dedication to their children's healthy development, highlighting the vital role that fathers play in parenting.

(Anmol & Rana, 2020) The primary objective of this research is to examine the ways in which adolescents' gender and socioeconomic status impact their identity formation. It was a two-tiered factorial design that was employed in the study. The current study included 120 adolescents, 60 of whom were male and 60 of whom were female. Students in the eighth, ninth, and tenth grades from Cuttack were randomly selected to participate. Study further separated the sexes according to their socioeconomic status. Teenagers from households with annual incomes of 5–10 lakhs made up the high socioeconomic level group, while those from homes with incomes of 50000/- and 1 lakh made up the low socioeconomic status group. Several dimensions of self-concept were used to compare the four groups of participants. Teenage boys from affluent backgrounds, girls from lower

socioeconomic backgrounds, and girls from affluent backgrounds who were adolescents were divided into three groups. Adolescents from higher socioeconomic backgrounds rated their physique, ethics, personalities, families, and social circles higher than those from lower socioeconomic backgrounds. Males gave themselves better marks for physical beauty, moral integrity, and self-worth than females did. The way boys and girls define themselves in relation to their social circles is strikingly similar.

(Gasa et al., 2019) This paper delves into how students' financial circumstances shape their sense of self. Thirteen students completed the survey that provided the data for the community service project. Several factors emerged during the course of this project's implementation that seemed to impact students' self-concept development in ways that were not initially expected, in addition to assisting students in using intervention tactics for self-esteem improvement. It seems like all of these factors may contribute to how a person's family and school economic status influence their identity formation. This was used to conduct the necessary statistical analysis. Statistical analysis revealed no relationship between self-concept and the three socioeconomic variables. Nevertheless, significant connections may emerge between many facets of one's financial status and their sense of identity. Thus, it is recommended that social welfare groups, educators, guidance counselors, and parents or guardians collaborate to address these pupils' needs.

(Sarkar, 2018) Examining the role of parent-child relationships (PCR) in the development of self-concepts in school-aged adolescents was the major aim of this study. To do this, we used a random selection process to pick 100 ninth graders—50 boys and 50 girls—from Kalyani University Experimental High School and Kalyani Shikshayatan, two schools in the Kalyani Municipality in the District Nadia in West Bengal, India. This study made use of two items that were translated into Bengali: the Parent Child Relationship Scale (created by Dr. Nalini Rao) and the Self-concept Scale (created by Dr. Saraswat). A t-test and the correlation coefficient (r) were used for data analysis. When parents are attentive and loving, children develop a strong sense of self. On the other hand, when parents are distant and uninvolved, children struggle with self-confidence.

(Rita et al., 2014) Students at senior secondary (SS) school II in the Aguata education zone of Anambra State, Nigeria, had their self-perceptions and academic performance analyzed in connection to their socioeconomic position. A significance threshold of 0.05 was used to evaluate two null hypotheses and two research questions that guided the investigation. An ex-post facto design was used in the investigation. Three hundred SSII students were randomly selected from ten coed secondary schools. A reliability instrument that has been trial-tested and face-validated was used as the study's instrument. Statistical methods such as analysis of variance, standard deviation, and mean were employed to investigate the data provided by the respondents. Students' self-perception and academic achievement are significantly affected by their socioeconomic background, according to research.

Research Methodology

This study seeks to examine the influence of socio-economic background on the identity and self-concept of children, specifically in several regions of Assam. A methodologically rigorous and organized approach is required due to the complexity of psychological development and the multiple nature of socio-economic influences.

Research Design

This study used a descriptive and inferential survey methodology to investigate the influence of socio-economic background—namely parental income, education, and occupation—on the identity, self-concept, and self-esteem of children. A quantitative methodology was employed to gather and evaluate data from teenage pupils, assuring objectivity, replicability, and generalizability.

Population and Sample

The study concentrated on school-age adolescents, namely individuals aged 14 to 17, who are pivotal in the formation of their identities and self-concepts. A stratified random sampling method was employed to choose a sample of 80 students from this cohort, ensuring representation across gender and socioeconomic status.

Method and Tool Used

A quantitative survey approach was utilized to fulfill the study's objectives and evaluate the offered hypotheses. The principal tool for data collection was a researcher-developed self-structured questionnaire, especially designed to evaluate the socio-economic background, identity, self-concept, and self-esteem of children.

Data analysis

The Statistical Package for the Social Sciences (SPSS) was employed to code, tabulate, and analyze the data obtained from the self-structured questionnaire. Descriptive and inferential statistical approaches were employed for a comprehensive data analysis. Descriptive statistics were employed to assemble the demographic and socioeconomic data of the participants, including means, frequencies, percentages, and standard deviations. Inferential statistics were employed to evaluate the hypotheses and examine the relationships and differences among the variables. Analysis of Variance (ANOVA) was employed to see if statistically significant differences in identity, self-concept, and self-esteem occurred based on various socioeconomic factors, including parental income, education, and employment. Furthermore, gender-based differences in children's identity and self-concept were assessed utilizing the Independent Samples t-test. A threshold of 0.05 ($p < .05$) was developed to ascertain statistical significance. The researcher assessed the extent to which children's

psychological development is affected by their socioeconomic background and obtained credible results with these statistical approaches.

Results

This section presents the statistical investigation conducted to examine the effects of socioeconomic factors on children's identity and self-concept. Descriptive statistics, t-tests, and other inferential tests are used to evaluate the created hypotheses.

Table 1.1: Age wise distribution of participants

Age		
	Frequency	Percent
14 years	13	16.3
15 years	24	30.0
16 years	24	30.0
17 years	19	23.8
Total	80	100.0

The age distribution of participants, shown in Table 1.1, indicates that the majority of participants are in the 15 to 16-year age group. Both 15-year-olds and 16-year-olds each comprise 30.0% of the overall sample, signifying equal representation. Individuals aged 17 constitute 23.8%, and the youngest group, 14-year-olds, represents the least significant share at 16.3%.

Graph 1.1: Graphical representation of age wise distribution of participants

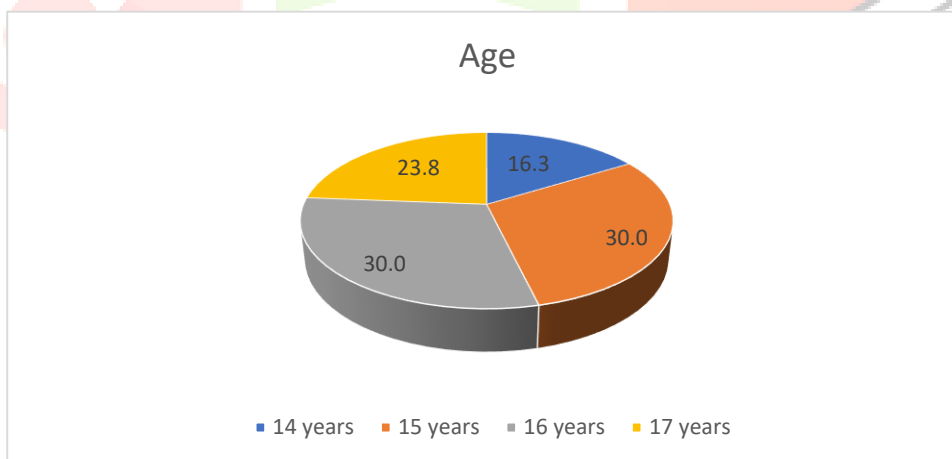


Table 1.2: Gender wise distribution of participants

Gender		
	Frequency	Percent
Male	50	62.5
Female	30	37.5
Total	80	100.0

Gender wise distribution is discussed in the table above. There are 50 males and 30 females are participated in this study, whose percentage are 62.5% and 37.5% respectively.

Graph 1.2: Graphical representation of gender wise distribution of participants

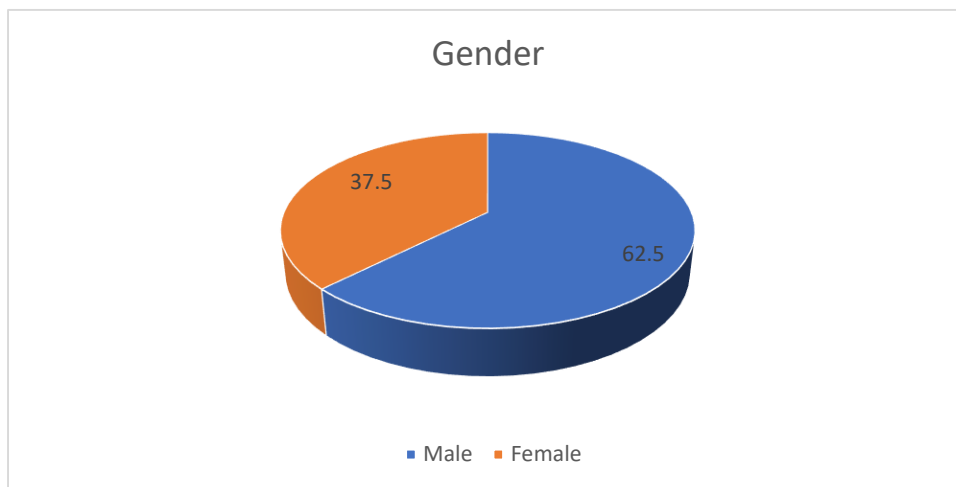
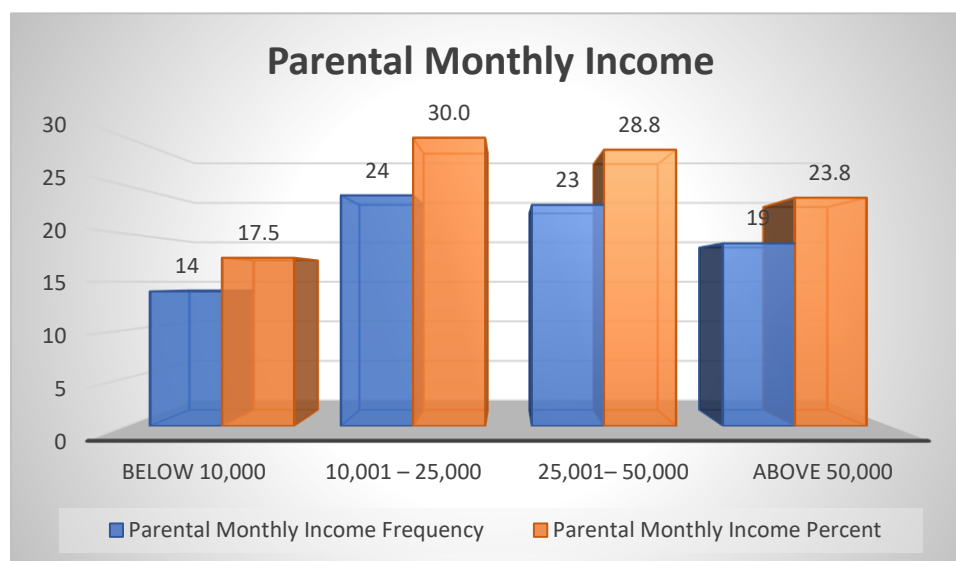


Table 1.3: Parental Monthly Income of participants

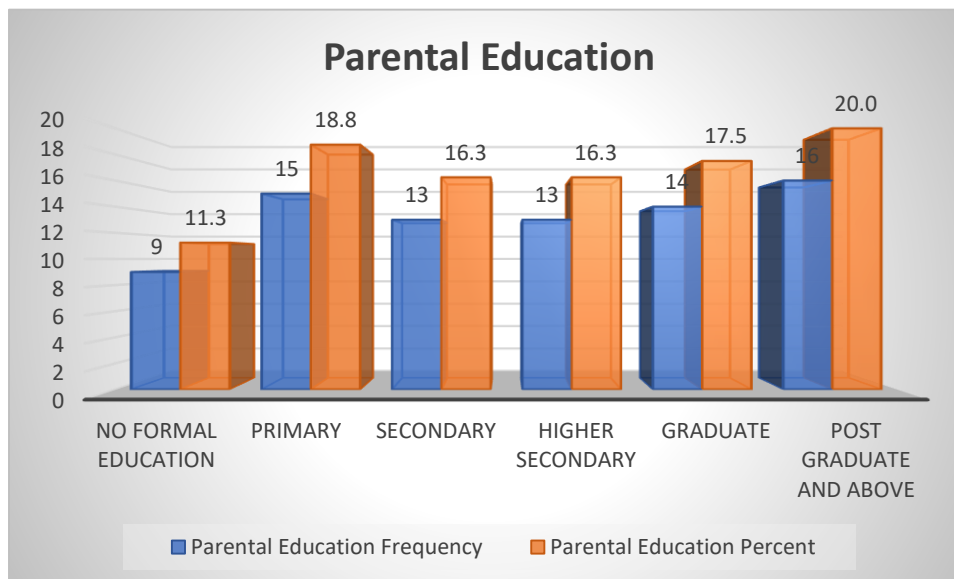
Parental Monthly Income		
	Frequency	Percent
Below 10,000	14	17.5
10,001 – 25,000	24	30.0
25,001– 50,000	23	28.8
Above 50,000	19	23.8
Total	80	100.0

Table 1.3 shows the distribution of participants according to their parents' monthly income. The largest percentage of participants (30.0%) originate from households with a monthly income of ₹10,001 to ₹25,000, closely followed by 28.8% whose parents earn between ₹25,001 and ₹50,000. Furthermore, 23.8% of participants are from families with a monthly income exceeding ₹50,000, signifying substantial representation from comparatively higher-income households. 17.5% of the participants originate from families with monthly earnings below ₹10,000.

Graph 1.3: Graphical representation of Parental Monthly Income of participants**Table 1.4: Parental Education of participants**

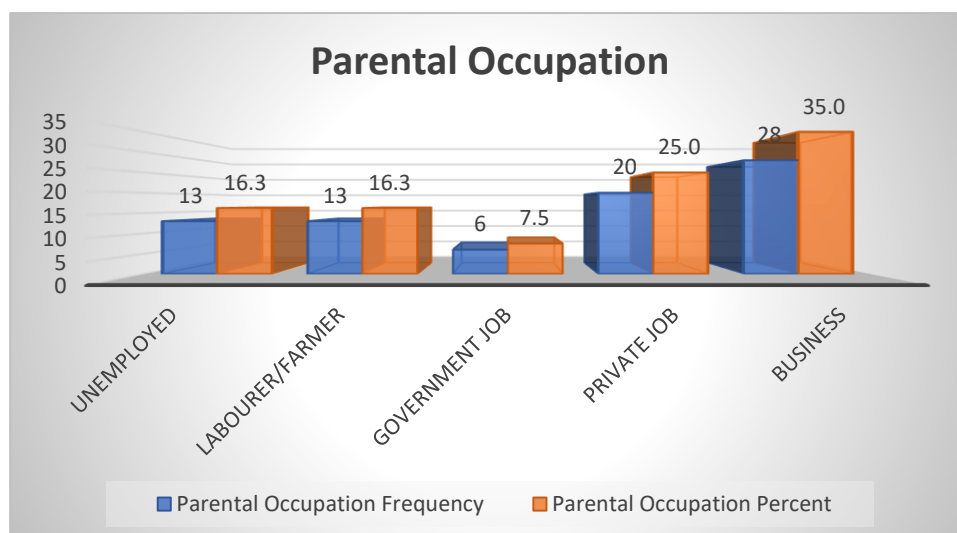
Parental Education		
	Frequency	Percent
No formal education	9	11.3
Primary	15	18.8
Secondary	13	16.3
Higher Secondary	13	16.3
Graduate	14	17.5
Post graduate and above	16	20.0
Total	80	100.0

Table 1.4 illustrates the distribution of participants according to the educational qualifications of their parents. The data indicates that the greatest proportion of parents (20.0%) has a postgraduate degree or above. Subsequently, 18.8% has primary education, whereas 17.5% are graduates. Parents with secondary and upper secondary education each represent 16.3% of the sample. Significantly, 11.3% of the participants are from homes in which the parents possess no formal education.

Graph 1.4: Graphical representation of Parental Education of participants**Table 1.5: Parental occupation of participants**

Parental Occupation		
	Frequency	Percent
Unemployed	13	16.3
Laborer/Farmer	13	16.3
Government Job	6	7.5
Private Job	20	25.0
Business	28	35.0
Total	80	100.0

Table 1.5 shows the distribution of participants according to their parent's occupations. The data reveals that the largest percentage of participants (35.0%) originate from families with parents involved in business, followed by 25.0% whose parents are employed in the private sector. A significant although small section, 16.3% each, comprises families in which the parents are either jobless or engaged as laborers or farmers. Only 7.5% of the participants had parents engaged in government employment.

Graph 1.5: Graphical representation of Parental occupation of participants

Hypothesis testing

Hypothesis 1: There is no significant influence of socio-economic factors on identity and self-concept of children in selected districts of Assam.

Table 1.6: Comparison of identity and self-concept on the basis of parental income

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Identity	Between Groups	2461.641	3	820.547	87.060	.000
	Within Groups	716.309	76	9.425		
	Total	3177.950	79			
Self-Concept	Between Groups	509.472	3	169.824	7.323	.000
	Within Groups	1762.528	76	23.191		
	Total	2272.000	79			

The ANOVA findings in Table 1.6 analyze the differences in children's identity and self-concept according to their parents' income levels. The study indicates a statistically significant difference across income categories ($F = 87.060$, $p = .000$). The between-group sum of squares is 2461.641, significantly exceeding the within-group sum of squares (716.309), suggesting that variances in identification scores are predominantly attributed to differences in parental income. The significance value of .000 ($p < .05$) indicates that this finding is statistically significant, demonstrating that children's identity formation is substantially affected by their parental economic levels. The ANOVA results indicate a substantial variation in self-concept across various

income categories ($F = 7.323$, $p = .000$). Despite the F-value being inferior to that of identity, the findings unequivocally demonstrate that parental wealth significantly influences children's self-concept.

Table 1.7: Comparison of identity and self-concept on the basis of parental education

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Identity	Between Groups	2620.527	5	524.105	69.577	.000
	Within Groups	557.423	74	7.533		
	Total	3177.950	79			
Self-Concept	Between Groups	526.976	5	105.395	4.469	.001
	Within Groups	1745.024	74	23.581		
	Total	2272.000	79			

Table 1.7 shows the ANOVA findings for the comparison of children's identity and self-concept relative to their parental education levels. The study indicates a highly significant difference ($F = 69.577$, $p = .000$) regarding identification. The between-group sum of squares (2620.527) significantly exceeds the within-group sum of squares (557.423), suggesting that a major proportion of the variance in identification scores is attributable to differences in parental education. The significance value ($p < .001$) verifies that this difference is statistically significant. Consequently, parental education seems to significantly influence the formation of children's identity. The ANOVA reveals a statistically significant difference in self-concept based on parental education levels ($F = 4.469$, $p = .001$). Although the F-value is inferior to that of identity, it nevertheless indicates that parental education significantly impacts children's self-concept. The between-group variation (526.976) significantly adds to the overall variance in self-concept scores.

Table 1.8: Comparison of identity and self-concept on the basis of parental occupation

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Identity	Between Groups	2397.710	4	599.427	57.619	.000
	Within Groups	780.240	75	10.403		
	Total	3177.950	79			
Self-Concept	Between Groups	450.197	4	112.549	4.633	.002
	Within Groups	1821.803	75	24.291		
	Total	2272.000	79			

Table 1.8 shows the ANOVA findings on the comparison of children's identity and self-concept in relation to parental occupation. The study reveals a statistically significant difference ($F = 57.619$, $p = .000$). The between-group sum of squares is 2397.710, greatly exceeding the within-group sum of squares (780.240), suggesting that discrepancies in identification scores are mostly attributable to disparities in parental occupation. The significant value ($p < .001$) validates the robustness of this finding, indicating that parental profession is a substantial determinant in the formation of children's identity. The ANOVA indicates a significant difference in self-concept among occupational groups ($F = 4.633$, $p = .002$). Although the F-value is inferior to that of identity, the outcome nevertheless indicates that parental profession significantly influences children's self-concept. The between-group variation (450.197) significantly influences the total variance in self-concept scores.

Hypothesis Rejected

Hypothesis 2: There is no significant impact of parental income, education, and occupation on the development of children's self-esteem.

Table 1.9: Comparison of self-esteem on the basis of parental income

ANOVA					
Self-Esteem	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1418.449	3	472.816	14.169	.000
Within Groups	2536.038	76	33.369		
Total	3954.488	79			

Table 1.9 shows the ANOVA findings evaluating the differences in self-esteem among children according to parental income. The study reveals a between-group sum of squares of 1418.449 with 3 degrees of freedom, and a within-group sum of squares of 2536.038 with 76 degrees of freedom. The F-value is 14.169, and the p-value is .000, signifying a highly significant difference in self-esteem scores among the various parental income categories.

Table 1.10: Comparison of self-esteem on the basis of parental education

ANOVA					
Self-Esteem	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1514.209	5	302.842	9.183	.000
Within Groups	2440.279	74	32.977		
Total	3954.488	79			

Table 1.10 shows the ANOVA findings that compare self-esteem levels among children according to their parents' level of education. The study reveals a between-group sum of squares of 1514.209 with 5 degrees of

freedom, and a within-group sum of squares of 2440.279 with 74 degrees of freedom. The F-value obtained is 9.183, and the p-value is .000, indicating statistical significance at the 0.05 level.

Table 1.11: Comparison of self-esteem on the basis of parental occupation

ANOVA					
Self-Esteem	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1130.720	4	282.680	7.508	.000
Within Groups	2823.767	75	37.650		
Total	3954.488	79			

Table 1.11 shows the ANOVA findings evaluating the variations in self-esteem among children according to their parents' occupations. The study reveals a between-group sum of squares of 1130.720 with 4 degrees of freedom, and a within-group sum of squares of 2823.767 with 75 degrees of freedom. The F-value obtained is 7.508, and the p-value is .000, indicating a highly significant difference in self-esteem scores among the various parental occupation groups.

Hypothesis Rejected

Hypothesis 3: There is no gender wise difference in identity and self-concept development.

Table 1.12: Comparison of identity on the basis of gender

Group Statistics ^a					
Gender		N	Mean	Std. Deviation	Std. Error Mean
Identity	Male	50	17.8600	6.20076	.87692
	Female	30	14.1667	5.98321	1.09238

Independent Samples Test						
		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Identity	Equal variances assumed	2.613	78	.011	3.69333	1.41353
	Equal variances not assumed	2.637	62.948	.011	3.69333	1.40082

Table 1.12 shows the findings of an independent samples t-test performed to investigate gender differences in identity among participants. The results demonstrate that male individuals had a superior mean identification

score ($M = 17.86$, $SD = 6.20$) in contrast to female participants ($M = 14.17$, $SD = 5.98$). The t-test outcome ($t = 2.613$, $df = 78$, $p = .011$) indicates that this difference is statistically significant at the 0.05 threshold. The mean difference of 3.69 indicates that males had a much higher sense of identity compared to females.

Table 1.13: Comparison of self-concept on the basis of gender

Group Statistics					
Gender		N	Mean	Std. Deviation	Std. Error Mean
Self-Concept	Male	50	15.9600	5.13078	.72560
	Female	30	12.0667	4.90554	.89563

Independent Samples Test						
		t-test for Equality of Means				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Self-Concept	Equal variances assumed	3.340	78	.001	3.89333	1.16583
	Equal variances not assumed	3.378	63.398	.001	3.89333	1.15267

Table 1.13 shows the findings of an independent samples t-test performed to compare self-concept ratings between male and female participants. The research indicates that male individuals had a superior mean self-concept score ($M = 15.96$, $SD = 5.13$) compared to female participants ($M = 12.07$, $SD = 4.91$). The t-value is 3.340 with 78 degrees of freedom, and the p-value is 0.001, signifying that the difference is statistically significant at the 0.01 level.

Conclusion

This study examined the impact of socio-economic background—specifically parental income, education, and occupation—on the identity, self-concept, and self-esteem of children in certain regions of Assam. The results unequivocally indicate that socio-economic variables significantly influence children's psychological development. ANOVA test results indicated statistically significant variations in identity, self-concept, and self-esteem based on differing levels of parental wealth, education, and employment. The study revealed significant gender disparities, with male participants achieving higher scores in both identification and self-concept than their female counterparts. The findings indicate that children from more privileged socio-economic situations are predisposed to cultivate a more robust sense of identity and elevated self-concept and

self-esteem, presumably owing to enhanced access to resources, support networks, and parental engagement. In contrast, children from economically or educationally disadvantaged backgrounds may encounter obstacles that impede the formation of a good self-image. The study emphasizes the necessity of including socio-economic context in educational planning, psychological support services, and policy formulation.

Suggestions

1. Establish specialized educational assistance initiatives for children from disadvantaged socio-economic situations in Assam. These may encompass complimentary tutoring, extracurricular activities, and counselling services designed to enhance self-esteem and identity formation.
2. Promote efforts for parental engagement in schools, particularly targeting parents with lower educational attainment. Workshops and community sessions may enhance their ability to assist their children's intellectual and emotional development.
3. Implement school-based counselling services to tackle psychological issues associated with identity and self-concept development in adolescents, particularly for pupils from marginalized or economically poor backgrounds.
4. Advocate for gender-sensitive counselling and mentorship initiatives designed to enhance the self-concept of female students, in light of the study's identification of gender discrepancies.
5. Promote scholarship initiatives and financial assistance programs aimed at children from low-income households to alleviate economic burdens on their academic and psychological performance.

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