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Editor in Chief
Prof. Alok Kumar Kashyap
Department of Sociology
M.B.S.P.G. College
Gangapur, Varanasi
Email-alokkumar078@gmail.com
Contact-7905103659

Editor
Dr. Rahul Gupta
Dept. of Sociology
Mahatma Gandhi Kashi Vidyapith
Email- rahulmgkvp@gmail.com
Contact-9453615234.

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Asst. Managing Editor
Dr.Manoj Kumar
BHU Varanasi
Emai-manojgautam.bhu@gmail.com Contact-9335987389

Composed by
Vikash Computer
Lanka Varanasi

Office : A-77, Anjanipuram Colony, Karmajitpur, Sunderpur, Varanasi
Cell : 8858229047, E-mail : alokkumar078@gmail.com
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CONSTRUCTION OF STANDARDIZED SOCIO-ECONOMIC STATUS SCALE QUESTIONNAIRE

Prof. Surendra Pal
Department of Teacher Education
D.A.V. (P.G.) College, Muzaffarnagar, U.P.
Prof. Rakesh Kumar Sharma
Department of Education
C.C.S. University, Meerut
&
Mr. Praveen Kumar
Research Scholar
C.C.S. University, Meerut

Abstract

Socio-economic status scale has been considered as an important tool to know about the progress status of any country. With the help of socio-economic status scale, we can gather information about health, birth and death rate ratio, education level, their interest area, human relations, acceptance of different types of goods, etc. of the population at a particular time and the trend as well. In the past, many sociologists, educationists and psychologists have worked in the direction of measuring the socio-economic status of family and establishing the status of the person in the society. But as a matter of fact, that Socio-economic status is a continuously changing process in a decade's time every time the tool is need to modified to new version or the new scale should be prepared by the investigator at the time of research. Due to this very reason, in the project sanctioned by the U.P. Govt. Higher Education Department, researchers felt the need to prepare the new standardized test for measuring the Socio-economic Status of B.Ed. students. In this regard, the present paper delt with the construction and standardized of Socio-economic Status Scale questionnaire.

Key Words: Socio-economic status, Item-analysis, Reliability, Validity. Norms

Introduction:

Socio-economic status (SES) refers to an individual's or family's position in a social hierarchy based on their economic standing, education, and occupation. It is a broad marker of social standing, affecting access to resources and opportunities, and influencing various aspects of life, including health and well-being. Determinants of social position are a matter of social change. It varies with time, region, culture and paying capacity of people. Growing economy of India, and implementation of New Pay Scales as recommended by Seventh Pay Commission, technological explosion, impact of electronic media, print media and education has changed many parameters of social position in last decades. Now a days, number of followers of a person in social networking sites like Facebook, Twitter or Instagram also counts the ability of that person to influence mass and so as his/her level of social status is determined. Today we are running in the

digital era where globalization, liberalisation and privatization has the major influence in the society. Today modernity is regarded as more important than all other aspects. The level of education, modern life styles, kinds of gadgets, facilities and services that a person is enjoying are the major determinants of the social position of a person.

Although, number of socio-economic status scale are developed in recent past years but due to fast changing society with respect to economic and technological advancement, most of them are not able to meet these changing parameters. For example, few years back, Mobile Phone was a Luxurious item of aristocrat families now it has become necessity of layman. Now people are concerned about branded items irrespective of their high prices. Because of this, a new way of thinking has emerged to define social position of an individual. Though Indian society is still struggling with some traditional social diversification of cast, class, race and power yet in recent years emerging awareness through electronic and print media has developed a new social pattern in India. Now caste is not considered as important factor in determining status of individual as once it was considered. Education, modern lifestyle, socio-cultural participation, ability to influence mass, future possibilities of a person, health status, enjoyment of modern facilities including modern technology, various services and leisure-enjoyment has become more in determining wealth of a person.

Many factors directly and/or indirectly influence the all-round development of the students. The social, emotional, educational, health and personality development etc. are mostly depends on and are generally influenced by economic status of the family and the social status the family carries in the society. Many researchers by their researches have emphatically established that socio-economic status of the family carries greater influence along with the other external factor on the development of the individuals. It is a fact that there is a change in economic standard of a person in every decade. The purchase power also enhances. It has also been felt that there is a drastic change in the social scenario after the independence. Now there is more openness in social situations, breakup of old joint family system, migration of villagers towards urban area, liking for education and especially high technical and professional education etc. are prominent now a days.

Therefore, the researchers felt the need of such a socioeconomic status scale which is capable of measuring in present socio-economic situation where the old theory of luxury, comfort and necessity has almost completely changed and the things which are used to be in category of luxury are in the necessary category of today's life even in middle economic groups. These changes have been noticed in both urban and rural areas and the gadgets like T.V., Motor cycle/scooter Electricity Car/Jeep, iPhone, Dish TV, and A.C. etc. can be seen even in village homes. In this regard, the researchers constructed this test which could be into the present-day scenario of socio-economic zone availability.

Development of the Tool:

Socioeconomic scale is designed to measure the social position of a person in the present-day socio-economic scenario. Socio-economic status of a person in this scale refers to the 'status of his/her family in relation to their level of socio-cultural participation, ability to influence mass,

level of education, kind of occupation, financial position, health well-being, lifestyle, level of aspiration, kind of gadgets, services and leisure facilities that the family enjoys. This is scale is an endeavour to ascertain the socio-economic status of an individual based on current social structure within new thinking.

The scale has been developed in Hindi language. It was divided into six major dimensions which are Personal & Family Related Information, Socio-cultural Related Information, Education Related Information, Income Related Information, Information about Possession of Goods and Services and Health Related Information. Initially 45 items in the above mentioned five dimensions were constructed and this list of 45 items was given to panel to 10 experts belonging to the field of sociology, education and psychology. On the recommendation of these experts and their agreement and suggestion regarding the items, 40 items were retained in the first format of the scale. The first format of the scale was given to 200 college students. After scoring and Item-analysis was done on the basis of 27% top and bottom dichotomy. The 't' test was applied to each item and only those items were retained which are significant at 0.05 level of significance i.e. 95% minimum agreement. Following table shows the 't' values of each item in the first initial draft of the test:

Table 1: Item-Analysis of each item

Statement S. No.	't' Value	Result at 0.05 Level of Significance	Remark
1.	4.96	Significant	Accepted
2.	2.67	Significant	Accepted
3.	7.57	Significant	Accepted
4.	3.81	Significant	Accepted
5.	1.10	Insignificant	**Rejected**
6.	1.84	Insignificant	**Rejected**
7.	2.96	Significant	Accepted
8.	4.57	Significant	Accepted
9.	3.92	Significant	Accepted
10.	2.67	Significant	Accepted
11	2.99	Significant	Accepted
12.	1.92	Insignificant	**Rejected**
13.	3.49	Significant	Accepted
14.	2.72	Significant	Accepted
15.	4.67	Significant	Accepted
16.	3.58	Significant	Accepted
17.	1.88	Insignificant	**Rejected**
18.	5.77	Significant	Accepted
19.	1.45	Insignificant	**Rejected**
20.	6.57	Significant	Accepted

21.	5.32	Significant	Accepted
22.	1.82	Insignificant	**Rejected**
23.	5.66	Significant	Accepted
24.	3.84	Significant	Accepted
25.	1.75	Insignificant	**Rejected**
26.	4.99	Significant	Accepted
27.	3.62	Significant	Accepted
28.	4.92	Significant	Accepted
29.	1.89	Insignificant	**Rejected**
30.	3.71	Significant	Accepted
31.	3.82	Significant	Accepted
32.	6.74	Significant	Accepted
33.	6.28	Significant	Accepted
34.	3.94	Significant	Accepted
35.	4.79	Significant	Accepted
36.	1.78	Insignificant	**Rejected**
37.	3.89	Significant	Accepted
38.	4.86	Significant	Accepted
39.	1.52	Insignificant	**Rejected**
40.	3.95	Significant	Accepted

The item number with serial no. 5,6,12, 17, 19, 22,25,29,36 & 39 has 't' value less than table value 1.96 at 0.05 level of significance. Therefore, these items are rejected in the final form of the draft.

Final Draft:

Finally, out of forty items thirty items that are significant at both 0.05 and 0.01 level of significance were included in the final draft of the test. As such 30 items were sorted out and the final form the scale has 30 items. These thirty items include six different dimensions of socio-economic parameters. The distribution of items with dimensions of Socio-economic Status scale is given below:

Table 2: Different Dimensions of Socio-economic Status Scale Questionnaire

Sections	Dimensions	Items	Total Items
Part-I	Personal & Family related Information	1 to 6	06
Part-II	Socio-cultural Related Information	7 to 10	04
Part-III	Educational Information	11 to 14	04
Part-IV	Income Related Information	15 to 20	06
Part-V	Information about Possession of Goods and Services	21 to 25	06

Part-VI	Health Related Information	26 to 30	05
	Total		**30**

Scoring Procedure:

The scoring of Socio-economic Status Scale is easy and objective. To find the total score in Socio-economic status scale the examiner should add the scores where the respondent has put a tick (√) mark as is his/her response. Total score of Socio-economic Status Scale is obtained after adding scores of all the five sections i.e. from item number 1 to 30.

Reliability:

Reliability of the scale has been measured by Split-half and Test-retest method. To measure the reliability of the test it was administered on 100 college students. To measure the Test-retest reliability it was re-administered after a gap of 15 days. The results are given below and indicates that the scale is highly reliable.

Table 3: Reliability of the test

S.No.	Type of Reliability	Reliability Co-efficient
1.	Test-Retest Reliability	0.82
2.	Split-Half Reliability	0.73

Validity:

The researchers have determined following types of validity:

Face validity: Face validity technique was applied to know the validity of Socio-economic Status Scale. Subject Experts found in their investigation that the scale measure the decided purpose of the scale.

Content Validity: For the purpose of content validity, the scale was tested against the parallel form, via Socio-economic Status Scale developed by Dr. Abhaya R. Joglekar and Dr. Rupa Salhotra and the coefficient of correlation obtained was 0.63 which is significant at 0.01 level of significance. This indicates that the present test developed is valid scale.

Norms:

Data of 1000 respondents were gathered from the various district of Uttar Pradesh. Varanasi (150), Kushinagar (150), Bulandshar (150), Guttam Buddh Nagar (150), Meerut (150), Muzaffarnagar (150), Saharanpur (100). The statistics of this sample are as follows:

Table 4: Statistics of the Sample

S.No.	Statistics	Values
1.	Total Sample	N=1000
2.	Mean	M= 69.82
3.	Standard Deviation	σ= 14,58

With the help of Normal Probability Curve the Socio-economic status was divided into five categories Very Good, Good, Average, Poor and Very Poor. The corresponding scores that fall in these categories are mention in the following table:

Table 5: Norms of the test

S. No.	Test Scores	Categories of Socio-economic Status
1.	Above 96.04	Very Good
2.	78.56 to 96.04	Good
3.	61.07 to 78.56	Average
4.	43.58 to 61.07	Poor
5.	Below 43.58	Very Poor

Limitations of the Scale:

The Socio-economic Status Scale has the following limitations:

1. The scale is not suitable for small children (below age of 15) who do not possess adequate knowledge of their family and family members.
2. It is a verbal test and only literate persons are able to respond.

Conclusion:

The researcher has developed this tool for measuring the Socio-economic Status as one of the predictors in selection in profession course of teaching, i.e. specially B.Ed. The is also useful to other researcher if they wish to measure the Socio-economic Status of college going students.

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