Title page

Statistical analysis

Topic: Impact of social status on young girls

Research question: Does social status affect confidence and self-esteem of young girls negatively?

Data collection

Primary survey is conducted for collecting data on impact of social status on young girls. A survey is designed for targeting young girls who are studying at colleges and high-school. A closed-ended questionnaire is developed for collecting information from the targeted population. The questionnaire comprise of three sections; the first one uncovers demographic information of the respondents including their age, household income, education level and education of parents. The second section inquires information about the emotions related to status consciousness. In total 10 emotions are examined in this section. The third section evaluates the self-worth associated with the social status. This section also include 5 questions that examines feelings of respect, pride and usefulness. The study targeted 30 adolescent girls who were enrolled in college/ university. Stratified random sampling is selected for choosing a small sample from the larger population.

The 10 emotions examined through the instrument include; amusement, anger, compassion, desire, embarrassment, fear, guilt, jealousy, sadness and tension (Krus & Park, 2014). These emotions explains the negative feelings associated with the social status and rank. This is used for evaluating how emotional ratings are influenced by social status.

Analysis

SPSS is used for analysis of the data collected through primary survey from the participants.

|  |  |  |
| --- | --- | --- |
| Variables  | Options  | Frequency  |
| Age  | 16-18 years 19-21 years  22-24 years 25 years and more | 515100 |
| Household income  | 25,000- 45,000 46,000-75,000 76,000- 95,000 Above 95,000 | 051015 |
| What is your parent’s education? | Below college level College degree Graduate Post-graduate | 231510 |

The survey collected information for assessing emotions of the girls associated with status consciousness. In total 10 variables were selected for determining the relationship of emotions with consciousness of the respondents. The respondents were asked if social status makes them feel amused. The results obtained from the survey indicates that most of the girls (33%) states that they feel amusement very frequent and 33% mentioned that they feel amused always. The remaining 17% stated that they feel amused rarely.

Figure Feeling of amusement

Figure Feeling of anger

Figure Feeling of compassion

The questionnaire also inquired the respondents about their desires for attaining social status. The results indicates that majority (50%) stated that they very frequently have a desire of attaining high social status. The remaining 33% said that they always felt the desire of attaining social status and 17% felt it only occasionally.

Figure Desire for high social status

The respondents were also asked if they feel embarrassed for their social status. Their responses depicts that 33% always felt embarrassed and 33% had a feeling of embarrassment very frequently. The remaining 17% stated that they either felt embarrassed occasionally or rarely.

Figure Feeling of embarrassment

To evaluate emotions of the participants associated with social status their feelings of sadness were determined. These findings indicate that 33% of the participants felt sad very frequently, 50% felt sad always and about social status. The other 10% felt sad occasionally.

Respondents were asked if social status raise feelings of guilt or not. The responses depicts that majority (50%) believed that they always experienced feeling of guilt. The remaining 33% stated that they experienced feeling of guilt very frequently and 10% experienced it only occasionally

The findings of the survey confirm that social status impacts self-confidence and self-esteem of young girls negatively.

References

Anderson, E. (2000). *Code of the Street: Decency, Violence, and the Moral Life of the Inner City.* NY: Norton.

Bécares, L., & Priest, N. (2015). Understanding the Influence of Race/Ethnicity, Gender, and Class on Inequalities in Academic and Non-Academic Outcomes among Eighth-Grade Students: Findings from an Intersectionality Approach . *PlosOne* .

Bonilla-Silva, E. (1997). Rethinking racism: toward a structural interpretation. . *American Sociological Review , 62* (3), 465–480.

Cuncic, A. (2018). *How to Be Less Self-Conscious in Social Situations* . Retrieved 04 23, 2019, from https://www.verywellmind.com/how-can-i-be-less-self-conscious-in-social-situations-3024823

Charmaraman, L., & Grossman, J. M. (2010). Importance of race-ethnicity: An exploration of Asian, Black, Latino, and Multiracial adolescent identity . *Cultur Divers Ethnic Minor Psychol* *, 16* (2), 144–151.

Hall, R. E. (2001). The Ball Curve: Calculated Racism and the Stereotype of African American Men . *Journal of Black Studies , 32* (1).

Krus, M. W., & Park, J. W. (2014). The undervalued self: social class and self-evaluation . *Front Psychol* *, 5*.