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The Influence of socio-economic status on personality of student

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Abstract

The objective of this paper is to research the influence of socio-economic status on the personality of students. There are number of problems that are faced by students. Some rather many of them are directly or indirectly related to their socio- economic status and personality. According to Indian Education Commission (1964-66) " The destiny of India is shaped in her class rooms " and in order to change the destiny of the nation there is a great need to identify and nurture the personality of students. A class room is composed of students belonging to different subcultures and socio-economic status background. The knowledge of the influence of socio-economic status on personality of students is essential for teachers .The present research is delimited with the sample of 200 students of District Kapurthala. To measure the personality of students Eysenck's Maudsley Personality Inventory by S.Jalota and S. D. Kapoor was used and to determine the socio-economic status the scale designed by Dr.Beena Shah was used. According to the nature of data Mean ,Standard deviation, Standard error of difference between mean, t- ratio and Anova was applied for the statistical analysis.

Personality

The term personality is very magnificent and all inclusive concept. It is used very widely and freely in almost all spheres of human activities, emphasizing different attributes and affinities, which may include physique, psyche mannerism, intellectual abilities, moralities etc.

There are good deals of contexts where the phenomenon of personality reigns supreme. In the family, it is the personality of the housewife; in the school, it is the personality of headmaster of principal; in the club it is the personality of the members; in the government, it is the personality of the leader that directly determines the nature and ethos of the organization to the considerable extent.

The term 'personality' has been inherited from the Greek theatre, the original word 'persona'. The actor and actresses would use different masks and one's role was determined by the kind of mask he/she picked up. 'Persona' means to sound through and express oneself in a certain fashion.

Psychologically speaking, personality is the totality of one's behavior towards oneself and other as well. It includes everything about the person's physical, emotional, mental and spiritual make-up. In this way, definitely the term 'personality' signifies something deeper than mere appearance or outward behaviors.

According to R.B Cattell,

"Personality is that which permits a prediction of what a person will do in given situation."

According to Guilford,

"An individual personality is his unique traits.'' Kemph defines,

"Personality is the integration of those systems of habits that represent one individual's characteristic adjustments to his environment."

L.Kolb defines,

"Each individual's characteristically recurring patterns of behavior are known as personality."

Basic Dimensions of Personality

A Extroversion/Introversion

The trait of Extraversion-Introversion is a central dimension of human personality. The fundamental choice of personality determines your orientation or attitude to the world. Are you going to move towards it or away from it? Are you going to be an extrovert or an introvert? This choice may be related to temperaments. These two attitudes may be biologically influenced. They are initially observed as differences in temperaments that can be seen from birth. Among siblings it may be noted that one child has a higher activity level. One is more oriented to the outer environment. Another child is less active and more self-absorbed. Such basic temperamental differences can be the starting point for introversion and extroversion, especially if the family system reinforces and supports the natural temperament.

The critical difference between the two attitudes is that extroverts are oriented to the outer world of people, places, and things while introverts are oriented to the inner world of thoughts, ideas, and concepts.

Extroverts

Extroverts are motivated from "without" and their attention is directed outward. They are people who are sociable, friendly, self-confident and outgoing. They appear relaxed and confident. Extroverts have trouble understanding life until they have lived it. When extroverts are feeling bad, low in energy, or stressed, they are likely to look outside themselves for relief. They might

go shopping, call friends to come over, or arrange a party. They are energized from without, and they look for meaning outside of themselves. Extroverts make up about 75% of the American population. So, Extraversion is "the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self'

Introverts

Introverts are motivated from "within" and they are oriented towards the inner world of ideas, imagery, and reflection. Introverts get their energy from within rather than from the outside world. An introvert values quiet time alone for thinking while an extrovert wants time with others for action. Introverts believe that they cannot live life until they have understood it. They are seen as reserved, quiet, shy, aloof, and distant. When an introvert is tired, stressed or feels bad he is likely to withdraw to a quiet place and engage in reflective activity. Introverts look to the inner world for energy and meaning. Approximately 25% of the American population is introverted. Introversion is "the state of or tendency toward being wholly or predominantly concerned with and interested in one's own mental life".

Differences in introversion and extroversion can result in interpersonal conflict. If an introvert and an extrovert in a relationship are both under stress each will use a different strategy of coping. The extrovert will want to go out to a party or shopping while the introvert will want quietness and solitude. As they interact with each other, the extrovert may feel rejected while the introvert imposed upon. What reduces stress for one will not for the others. These two people are caught in a type difference but may only see the other person as being demanding or resistive. Learning to understand the type difference can be helpful and open a door to understanding and cooperation.

Attitudes: The Orientation to Life

Extroversion	**Introversion**
Energized by the outer world	Energized by the inner world
outgoing	Inward
Talkative	Quiet
Acts first. Thinks later.	Thinks and may act.
Values breadth of experience	Values depth of experience

Neuroticism / Emotional stability

Neuroticism

Neuroticism is a fundamental personality trait in the study of psychology. It can be defined as an enduring tendency to experience negative emotional states. Individuals who score high on neuroticism are more likely than the average to experience such feelings as anxiety, anger, guilt, and depression (Matthews & Deary, 1998). They respond more poorly to environmental stress and are more likely to interpret ordinary situations as threatening and minor frustrations as hopelessly difficult. They are often self-conscious and shy and they may have trouble controlling urges and delaying gratification. Neuroticism is related to emotional intelligence, which involves emotional regulation, motivation, and interpersonal skills (Goleman, 1997). It is also considered to be a predisposition for traditional neuroses, such as phobias and other anxiety disorders.

Emotional stability

On the opposite end of the spectrum, individuals who score low in neuroticism are more emotionally stable and less reactive to stress. They tend to be calm, even tempered and less likely to feel tense or rattled. Although they are low in negative emotion, they are not necessarily high on positive emotion. That is an element of the independent trait of extraversion. Neurotic extraverts, for example, would experience high levels of both positive and negative emotional states, a kind of "emotional roller coaster." Individuals who score low on neuroticism (particularly those who are also high on extraversion) generally report more happiness and satisfaction with their lives.

SOCIO-ECONOMIC STATUS

The concept of stratification is closely linked with the concept of status. In a broad way it may be asserted that social status accrues to a person on the basis of possession by him and of the characteristics valued by society. Thus the term status is meaningful in every kind of society. Status may be based on strength and skill or on the basis of possession of land and wealth or on the basis of education and knowledge and so on.

Every society whether rural or urban, whether agricultural or industrial, has a status system. People are recognized as differing in status, some being perceived as of superior status and some as of inferior status.

The concept of social class has been variously defined. Some look upon it as merely subjective classification while some have attempted to measure it by using objective method.

The objective characteristics used are education, occupation, and income. This is why it is called socio-economic status (SES) stratification.

The pattern of life varies according to socio-economic group to which the family belongs. These are marked differences to behavior pattern in families of different socio-economic status in use of money in child training and attitude towards discipline and parents. Middle class parents regard their children with pride and hope. They supervise their children closely and expect them to avoid any behavior which might bring criticism to the family. The child is encouraged to be independent. Education is emphasized because it is way of bettering themselves. This is especially true in the case of boy. The middle class child is expected to inhibit emotional expression and aggression at an early age. He is given little information about sex and is generally criticized by his parents for his behavior related to sex. The middle class child is protected by his parents, is usually brought up in a domestic home atmosphere and is given as many advantages as his parents can afford.

The attitude of lower class parents towards the child is different. Children from lower class families are given greater physical and social freedom than those from middle classes and there is little concern on the part of their parents about their education. The lower class child often feels unloved, unwanted and rejected at home and thus seeks companionship outside at home.

The socio-economic status of the family influences the type of home in the community. This determines to a large extent what kind of associates the child will have. Favorable or unfavorable attitude will be developed depending upon the kind of children the child is associated with the school and his recreational activities.

The economic status of family determines what the family's social status will be. Economic insecurity increases emotional insecurity. Poverty in many cases cause psychic wounds, aggressive personality problems such as stealing, truancy and running away are more often found in poor home. School maladjustments are more often found in economically insecure homes. Jealousy has been found to increase as family income decreases.

The father's occupation has a profound influence on the child's outlook. In the early years of the childhood, it is important as it has a direct bearing on the child's bringing up such as his food, clothing and play equipment. However, as he becomes older and begins to play with other children, the father's occupation has a cultural significance in that it gives the child social prestige. When a child is ashamed of his father's occupation, either because of the level of the work or because of the type of clothes demanded by the work, it will affect the child's attitude toward his father, his home and himself as an individual.

Even within a community where people share the same institutions there may be notable differences in the customs and standards of different group within the community. Depending largely upon the socio-economic position of his family there are difference in the context to

which the child's home has facilities such as a telephone, an automobile, separate rooms for each child in the family, a playroom, a varied supplies of books and so on.

A child of low socio-economic status may be seriously handicapped in his social relationship. If for example, he is ashamed of his clothing or uncertain of his manner or if he is not invited to the home of other children or if he ashamed to invite others to his home. The difference in the customs and standards of different socio-economic groups, do not however, show a consistent pattern and they are not uniformly disadvantageous to the person of lower status.

In studies of some group it has been found that children of lower socio-economic status tend to be somewhat more authoritarian in their attitude toward certain form of socially disapproved behavior.

In other study it was observed that children in a poor neighborhood did not disapprove, as much as did children in their better circumstances, acts such as damaging public property (picking flowers in a park where sign for bid it)

STATEMENT OF PROBLEM

THE INFLUENCE OF SOCIO-ECONOMIC STATUS ON PERSONALITY OF STUDENTS.

DELIMITATION OF PROBLEM

The problem in hand was delimited in the following areas

- The present study was delimited to Distt. Kapurthala.
- The present study was delimited to the students of eighth and ninth class.
- The present study was delimited with sample of 200 students.

OBJECTIVES

- To compare the mean scores of neuroticism dimension of personality of students on the basis of gender.
- To compare the mean scores of extraversion dimension of personality of students on the basis of gender.
- To study the neuroticism dimension of personality among the different levels of socio-economic status of students.
- To study the extraversion dimension of personality among the different levels of socio-economic status of students.

HYPOTHESES

- There is no significance difference in the mean scores of neuroticism dimension of personality of students on the basis of gender.
- There is no significance difference in the mean scores of extraversion dimension of personality of students on the basis of gender.
- There is no significance difference in the mean scores of neuroticism dimension of personality and the different levels of socio-economic status of students.
- There is no significance difference in the mean scores of dimension extraversion of personality and the different levels of socio-economic status of students.

TOOLS

In the present study, the following tool was used to assess the personality and socio-economic status.

- To measure the personality of students Eysenck's Maudsley Personality Inventory by S. Jalota and S.D Kapoor was used.
- To determine the socio-economic status of the individuals the scale designed by Dr. Beena Shah was used.

SAMPLE

A study was conducting on students. Sample was selected by purposive sampling technique. A sample of 200 students of different schools of Distt. Kapurthala was taken.

STATISTICAL TECHNIQUE

The following statistical techniques have been used.

- Mean, Standard deviation, have been found out which provided base for find out conclusions.
- T-test has been applied to check out the significance of difference of neuroticism dimension of personality of students on the basis of gender.
- T-test has been applied to check out the significance of difference of extroversion dimension of personality of students on the basis of gender.
- Anova has been applied to check out the significance of difference of different socio-economic status categories on the basis of neuroticism score.
- Anova has been applied to check out the significance of difference of different socio-economic status categories on the basis of extroversion score.

FINDINGS OF THE STUDY

- Mean scores of neuroticism and extraversion dimension of personality of students do not differ significantly on the basis of gender.

- Mean scores of neuroticism dimension of personality and different levels of socio-economic status of students do not differ significantly, but Mean scores of extraversion dimension of personality and different levels of socio-economic status of students differ significantly.
- Significance difference exit in the mean scores of extraversion dimension of personality and middle status, low middle status categories students but no significance difference exit in the middle status and upper middle status categories students , no significance difference exit in the low middle status and upper middle status categories students .

EDUCATIONAL IMPLICATION AND SUGGESTIONS

- School environment should be provided according to student's aptitude.
- Teacher should become role model for students.
- Financial help like free books, concession of fee should be provided to needy students.
- Student should be motivated to participate in various activities according to their aptitude.
- Teacher can motivate the students to participate in recreational activities.
- Students can be encouraged to be independent by teachers.

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