

A Study of Personality of Graduate Students in Relation to Their Socio-Economic Status and Socio-Cultural Background of B.Ed. Students of South Gujarat

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Abstract

The Present study intends to know the impact of Socio- Economic Status (SES) and Social Cultural Background (SCB) on the personality of Graduate Students. The sample of study consisted of 180 graduate Students, out of which 130 were boys and 50 girls, This sample was selected from various B.Ed. Colleges of Veer Narmad South Gujarat University Surat. "Mysore personality Inventory" developed by Krishnan was administered to the sample, Along with the responses to this inventory, some other information's relating to their religion – caste and early home background, and parental education, occupation and income were also collected from the respondents to determine their SES and SCB. Two groups were formed among the students with regard to their SES and SCB. Further, the obtained personality scores were subjected to 't' test Results revealed that the Graduate Students of upper middle class and those who come from upper middle stratum of SCB have significantly higher adjustment with the personality aspects like family emotion, reality and criminality. As far as leadership is concerned, the students coming from upper middle stratum of SCB have higher adjustment than their counterparts while, the students of middle class and those who come from middle stratum of SCB have significantly higher social adjustment than their counterparts. The two groups of SES and SCB did not differ significantly in adjustment with mood.

Key Words: Personality, Socio Economic Status, Cultural Background

INTRODUCTION :

Personality of an individual has been understood by psychologists as a product of several factors. At the same time it has also been observed that multiple factors contribute for the determination, development and modification of personality. Among those several factors. Socio-economic status and social- cultural background do play their unique role in determining and developing one's personality.

A brief review in this regard revealed some facts as follows. Peter(1993) in his study examined the influence of home background factors (SES and the amount of problem behavior of the child at home) on attention problems of nine year old children.

Results revealed no effect of SCB on attention, and even SES was not related to arithmetic achievement but exerted a small direct effect on reading comprehension. Gauvain (1992) in his article reported that socio- cultural factors play a central role in the development and organization of spatial cognition. Langfeldt (1994) discussed about the integration of biological psychological and cultural factors, that occurs in the development of sexual function and the sexual mold in early childhood in a study by Mansy and Abdul (1995), it is found the scholastics attitudes are significantly related to socio-cultural status. Singh and Krishna (1996) in their study reported that caste prejudice bears significant positive association with anxiety and neuroticism, while significant negative association with

extroversion. In another study, Reddy and Nagarathnamma (1993) found no significant difference between rural and urban students in their mental health. They also reported that SES of the high school students has not contributed to their mental health. Mathur (1996) reported that children of unemployed mothers and employed mothers differ on some of personality aspects and they also shared a common pattern on some other aspects of personality.

However, from an observation of the above reviewed studies it is felt that, the studies relating to personality of graduate students in relation to their social- economic-status and socio- cultural background are almost nil. Thus, the present study is undertaken with the main intention of knowing the impact of SES and SCB on the personality of graduate students.

Objective of the Study:

1. To know the personality of graduate students in relation to their Socio- Economic status.
2. To know the personality of graduate students in relation to their Socio-cultural back ground.
3. To know the personality of middle graduate students in relation to their Socio- Economic status.
4. To know the personality of Upper middle graduate students in relation to their Socio- Economic status.
5. To know the personality of middle graduate students in relation to their Socio-cultural back ground.
6. To know the personality of Upper middle graduate students in relation to their Socio-cultural back ground.
7. To compare the personality of graduate students in relation to their Socio- Economic status and Socio- cultural back ground.
8. To compare the personality of middle and upper middle graduate students in relation to their Socio- Economic status.
9. To compare the personality of middle and upper middle graduate students in relation to their Socio- cultural back ground.

Hypotheses of the Study:

1. There will be no significant difference between the mean Scores of Socio- economic Status and Socio-cultural back ground of graduate students.
2. There will be no significant difference between the mean Scores of middle and upper middle graduate students in relation to their Socio- economic Status of graduate students.
3. There will be no significant difference between the mean Scores of middle and upper middle graduate students in relation to their Socio-cultural back ground of graduate students.

METHOD:

Sample: The sample of the study consists of 180 graduate students, i.e.130 boys and 50 girls, studying in various B.Ed. students of South Gujarat.

Measure: Mysore Personality inventory. Which is developed by Krishnan was used to measure the Personality of the graduate students. This inventory measures the personality in terms of adjustment with various aspects like family, emotion, social, mood, reality, criminality and leadership, This scale consists of 235 in terms, in the form of statements. The respondent have to give their responses to these items in terms to “True of False” on the separate answer sheet provided to them.

Collection of Data : The personality Inventory was administered to all the respondents in their classes and the responses were obtained. The responses were scored with the help of key for all the seven aspects and the total score of each aspect was transformed to standard score. In this scale higher score shows lower adjustment and vice versa. In addition to this, the information relating to their religion caste and early home background as well as their parental education, occupation and income was also collected in the biodata sheet to determine their socio-economic status and socio – cultural background.

Analysis Of Data: The components of SES-education, occupation and income were given the weight ages by using the updated SES scale developed by Kuppaswamy (1962). The variable SCB consists of the three components of SES as well as religion caste and early home background. For the last two components of SCB the weight ages were given on an priority basis. Thus the composite score of SES and SCB was derived by adding their respective components scores. First of all, the median was calculated for the obtained SES and SCB scores of graduate. students, This median was taken as cut off point for dividing the entire sample into two groups. Thus, the two groups of SES and SCB are identified as Middle and “Upper Middleclass “and “Middle” and “Upper Middle” stratum of SES and SCB8 respectively.

Further, to know the significance of difference between the two groups of SES and SCB with regard to their adjustment in various aspects, the “t” test was applied.

Results and Discussion

- Socio- Economic –Status and Personality :

Table: 1

Showing N, Mean, S.D. and “t” value for different aspects of Personality scores of Graduate students belonging to middle and upper middle class.

Variables	Class	N	Mean	S.D.	“t”value
Family	Middle	100	49.72	8.75	8.38**
	Upper middle	80	44.16	7.98	
Emotion	Middle	100	49.93	8.32	5.92**
	Upper middle	80	47.38	9.98	
Social	Middle	100	46.58	8.22	-4.28**
	Upper middle	80	47.92	10.87	
Mood	Middle	100	47.28	7.98	0.39**
	Upper middle	80	47.38	9.92	
Reality	Middle	100	50.78	9.22	5.77**
	Upper middle	80	46.67	9.68	
Criminality	Middle	100	50.96	8.49	8.82**
	Upper middle	80	45.87	9.52	
Leadership	Middle	100	50.58	8.68	1.82**
	Upper middle	80	48.84	10.97	

***P<0.001, very highly significant

- An observation of Table 1 reveals that the two groups of graduate. students i.e. students belonging to middle class and upper middle class differ significantly from each other in their family (t = 8.38; P<0.001), emotion (t = 5.92; P <0.001), social (t = -4.28; P<0.001), reality (t = 5.76; P <0.001) and criminality (t = 8.22; P<0.001) aspects of personality. In all these aspects of personality the difference between groups is significantly very high (P

<0.001) While the two groups do not differ significantly in their mood ($t=0.39$; $p>0.05$) and leadership ($t=1.80$; $P>0.05$)

- It is obvious from the table that the middle class graduate students have shown significantly lower adjustment with regard to the personality aspects like family, emotion reality and criminality, while they have shown significantly higher adjustment with social aspect when compared to the students belonging to upper middle class.
- The observed significant higher adjustment (with various aspects of personality) of graduate students belonging to upper middle class may be attributed to the fact of greater understanding of parents of upper middle class group. These parents also provide healthy atmosphere for their children to develop healthy personality.

○ Social – cultural Background and Personality :

Table – 2

Showing N, Mean, S.D. and “t” value for the scores of personality of Graduate students coming from Middle and Upper middle stratum of socio- culture background.

Variables	Class	N	Mean	S.D.	“t” value
Family	Middle	95	47.87	8.28	8.63**
	Upper middle	85	44.32	7.76	
Emotion	Middle	95	50.18	8.83	5.08**
	Upper middle	85	46.98	9.37	
Social	Middle	95	46.37	7.93	-2.26**
	Upper middle	85	47.46	11.09	
Mood	Middle	95	48.12	8.41	1.29**
	Upper middle	85	47.32	9.36	
Reality	Middle	95	50.85	8.97	7.08**
	Upper middle	85	46.24	9.14	
Criminality	Middle	95	51.69	8.37	8.92**
	Upper middle	85	46.71	9.17	
Leadership	Middle	95	50.78	8.72	2.01**
	Upper middle	85	48.88	1.12	

* $P<0.05$; Significant

*** $p<0.001$; Very highly Significant

An observation of Table 2 reveals that the difference between two groups background is significantly very high ($p<0.001$) in Some of the personality aspects like family ($t=8.63$), emotion ($t=5.08$), reality ($t=7.08$), and criminality ($t=8.92$), and it is significant ($p<0.05$) with regard to social ($t=-2.26$) and leadership ($t=2.03$) While, the difference is not significant with regard to mood ($t=1.29$; $p>0.05$)

It can be noticed from the scores that, the students from middle stratum of SCB have significantly lower adjustment with family, emotion, reality, criminality and leadership, while they have

significantly higher adjustment with social aspect when compared to the students coming from upper middle stratum of SCB.

The observed finding may be attributed to the fact of attitudes and values that prevails in the style of life of students coming from upper middle stratum of SCB. There are two common things which can be noticed in both the tables. First, the students of middle class and coming from middle stratum of SCB have shown significantly higher adjustment with social aspect. Second in both the tables there is no significant difference between the groups in their mood adjustment.

CONCLUSION:

From this study it can be concluded that, the Graduate students belonging to upper middle class and coming from upper middle stratum of SCB have significantly higher adjustment with regard to the personality aspects like family, emotion, reality and criminality, Even with leadership also the students coming from of upper middle stratum of SCB have higher adjustment than their counterparts, While the students of middle class and those who come from middle stratum of SCB have significantly higher social adjustment. Lastly, the two groups of SES and SCB do not differ significantly in their adjustment with mood.

However, the findings of the study imply the need for counseling especially for the middle class students and those who come middle from stratum of socio-cultural background to develop more healthy personality.

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