

A Study on Impact of Socio-Economic Status on Personality of Male and Female Pupil Teachers

SANJEET KUMAR TIWARI
JUBRAJ KHAMARI
DR. PARVINDER HANSPAL
MIRZA MAHMOOD BAIG
School of Education
MATS University, Raipur, C.G.
India

Abstract:

The present research work intent to study the impact of socio-economic status on personality of male and female pupil teachers (B.Ed.) trainee. Hence the researchers aim at to find out the Impact of socio - economic status (SES) on personality of male and female pupil teachers. Researchers selecting 1000 samples out of total population on the basis random sampling techniques with the help of standardized tools collected data and on the basis of normative survey method analysis and interpretation with required statistical technique like Mean, Standard Deviation, Critical Ratio, Degree of Freedom, Coefficient of Correlation, and ANOVA tested the hypotheses find out the purposive findings to focus on proper suggestive suggestion towards conclusion.

Key words: Socio-economic Status, Male Pupil Teacher, Female Pupil Teacher and Personality.

I. INTRODUCTION

Back Ground of the Study: -

“All men differ from each other since neither environment nor disposition can ever in any two men be the same or alike.”

Robert Bridges, Testament of Beauty

Education is modification of behaviour of the individual in a socially desirable way coming through the contact of its environment for adequate adjustment in the society to personify the personality to influence person on the basis of his/her socio-economical status.

Socio-economic status (SES) is an economic and sociological combined total measure of a person's work, experience and of an individual or family's economical and social position relative to others. Socioeconomic status is typically broken into three categories high SES, average SES and low SES. To describe the three areas, a family or an individual may fall into one of these categories. Any or all of the three variables (income, education and occupation) can be assessed. A fourth variable wealth may also be examined when determining socio-economic status.

An individual's personality is his unique pattern of traits. No two individuals, even the identical twins have alike personality. Personality also is a product of its own functioning. What we do today depends on our accumulated experiences of the past. The experiences are accumulated day after day and shape our personality by continuous interaction with external environment. Personality is what makes individual unique. A future teacher should be responsible, emotionally stable, friendliness, curious, dominant and should have self concept in personality.

Here the researcher has keen interest to know how much and what level the impact of socio-economic status on personality of the male and female pupil teachers. Whereby the problem introduce as "A STUDY ON IMPACT OF SOCIO-ECONOMIC STATUS ON PERSONALITY OF MALE AND FEMALE PUPIL TEACHERS"

Rational of the study:-

Teaching is an art and Teacher is an artist whereby teacher education is the ambitions of pupil teachers to reach their

destination in teacher education institutions not only in Raipur district of Chhattisgarh state but also in all over the word collaboration. But all-round development of personality and socio-economic status of the pupil teacher adversely effects and affects to a great extent in reality. As a reason different research study, different class room activities, different commission and committee and different psychological organization has been working on different variable to different situation in different research field to understand the problem and gives the suggestion toward these variation and critical justification in the field of teacher education especially to pupil teachers. So as a rational thinker the researcher in this present research work has thought such important as rational of the study.

II. Objectives and Hypotheses

Objectives of the study: -

- (1)** To find out the Impact of socio - economic status (SES) on personality of male pupil teachers.
- (2)** To find out the Impact of socio - economic status (SES) on personality of female pupil teachers.

Hypothesis of the Study: -

H₁ There will be no impact of socio-economic status on the personality of male pupil teachers.

H_{1.1} There will be no impact of socio-economic status on the dimension A of personality of male pupil teachers.

H_{1.2} There will be no impact of socio-economic status on the dimension B of personality of male pupil teachers.

H_{1.3} There will be no impact of socio-economic status on the dimension C of personality of male pupil teachers.

H_{1.4} There will be no impact of socio-economic status on the dimension D of personality of male pupil teachers.

H_{1.5} There will be no impact of socio-economic status on the dimension E of personality of male pupil teachers.

H_{1.6} There will be no impact of socio-economic status on the dimension F of personality of male pupil teachers.

H_{1.7} There will be no impact of socio-economic status on the dimension G of personality of male pupil teachers.

H_{1.8} There will be no impact of socio-economic status on the dimension H of personality of male pupil teachers.

H_{1.9} There will be no impact of socio-economic status on the dimension I of personality of male pupil teachers.

H_{1.10} There will be no impact of socio-economic status on the dimension J of personality of male pupil teachers.

H₂ There will be no impact of socio-economic status on the personality of female pupil teachers.

H_{2.1} There will be no impact of socio-economic status on the dimension A of personality of female pupil teachers.

H_{2.2} There will be no impact of socio-economic status on the dimension B of personality of female pupil teachers.

H_{2.3} There will be no impact of socio-economic status on the dimension C of personality of female pupil teachers.

H_{2.4} There will be no impact of socio-economic status on the dimension D of personality of female pupil teachers.

H_{2.5} There will be no impact of socio-economic status on the dimension E of personality of female pupil teachers.

H_{2.6} There will be no impact of socio-economic status on the dimension F of personality of female pupil teachers.

H_{2.7} There will be no impact of socio-economic status on the dimension G of personality of female pupil teachers.

H_{2.8} There will be no impact of socio-economic status on the dimension H of personality of female pupil teachers.

H_{2.9} There will be no impact of socio-economic status on the dimension I of personality of female pupil teachers.

H_{2.10} There will be no impact of socio-economic status on the dimension J of personality of female pupil teachers.

III. Methodology and Procedure

Method: -

Based on the present study, survey method needs to prepare the layout of the method of the following steps in taking proper samples, collecting data, adopting suitable technique to arrive at desired results and verification of the hypotheses.

Population: -

The present research work entrusted all the pupil teachers enrolled during the session 2013-14 of all the teacher education institutions to constitute the population for smooth and successful completion of the study.

Sample: -

The researcher will select 1000 samples (500 male and 500 female) B.Ed. students out of total population through random sampling technique for systematic and competitive analysis as per the proportionate availability of population constituted within the concerned area of the study.

Scope and Delimitation: -

The present research work covers the complete teacher education territory of Chhattisgarh state as the scope of the study and all the B.Ed. students (pupil teachers) of B.Ed. departments of all the teachers education institutions of the state delimited to the study.

Tools: - The following tools are selected for the study.

1. Rajbir Singh, Radhey Shyam and Satish Kumar, socio - economic status scale (SESS-SSK) Hindi / English.

2. Arun Kumar Singh and Ashish Kumar Singh, Differential Personality Inventory (DPI-SS) Hindi / English.

Statistical Techniques: -

The researcher used Mean, Standard Deviation, Critical Ratio, Degree of Freedom, Coefficient of Correlation, and ANOVA the required statistical techniques as per the requirements for successful statistical analysis of data to achieve the stated objectives relating to supported hypotheses formulated expecting outcomes.

Research Procedure:

The main base of Educational Research, investigation or survey is real fact related with study. These facts are collected with the help of observation, interview, schedule and questionnaire. In the present work data has been collected from target colleges by administering two tests of home environment and values of pupil teachers. But of course, these collected data are always unsettled in their primary stage. Since the raw data as such is in the form of digits and figures, which are rather incomprehensible to laymen. Therefore, it is not possible to take out conclusions from them or to understand them in their original form as well unless they are analyzed systematically. Hence, suitable statistical procedures are adopted for tabulation and organization of the raw data.

In this chapter the data thus collected are systematically classified, tabulated and represented in suitable graphical manner useful for their interpretation in the context of the present work. These data are then required to be analyzed and to reveal a clear picture to test the hypothesis and arrive at the conclusion.

Another most important aspect of research is ANALYSIS. It is the process where relationship or difference supporting or opposing to the original or new hypothesis should

be subjected to statistical test of significance to determine with what validity data can be said to indicate conclusions.

Tabulation of Data:

In this research work the researcher has taken 1000 sample. Out of which 500 are male pupil teacher and 500 are female pupil teachers. After administering the test for ascertaining socio-economic status, the total sample is distributed in three major categories i.e. of low socio-economic status, medium socio-economic status and high socio-economic status. The distribution of sample in numeral form is presented in this table:-

Tabulation of Data Collected:

SES	MALE	FEMALE	TOTAL
LOW	120	101	221
MIDDLE	272	255	527
HIGH	108	144	252
TOTAL	500	500	1000

IV. Analysis and Interpretation of Data

As we know that the qualitative data cannot be shown in numerical form. Therefore analysis of these types of data is very essential. Analysis of Data means studying the tabulated material in order to determine inherent facts or meanings on the basis of statistics applied.

Interpretation is certainly a mechanical process. It requires a critical examination of the results of analysis done in the light of all the limitations of data gathered. It is a very important step in the total procedure of research.

Graphic representation at a glance gives a general notion of the whole data and is easier to read and figure out than a table

Personality

The Personality scale has been divided in ten dimensions which are as follows:-

S. No.	Area	Dimensions
1.	Area 1	Decisiveness
2.	Area 2	Responsibility
3.	Area 3	Emotional Stability
4.	Area 4	Masculinity
5.	Area 5	Friendliness
6.	Area 6	Heterosexuality
7.	Area 7	Ego-Strength
8.	Area 8	Curiosity
9.	Area 9	Dominance
10.	Area 10	Self-concept

With the help of above procedure the researcher used Mean, Standard Deviation, Critical Ratio, Degree of Freedom and Coefficient of Correlation the required statistical techniques as per the requirements for successful statistical analysis of data to achieve the stated objectives relating to supported hypotheses formulated expecting outcomes.

Verification of Hypotheses:

Co-relational Hypothesis:

H₁ There will be no impact of socio-economic status on the personality of male pupil teachers.

H_{1.1} There will be no impact of socio-economic status on the dimension A of personality of male pupil teachers.

Table 1.1 Correlation between Socio Economic Status and Dimension A of Personality of Male Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
-------	-----------	----------------------------	----------------

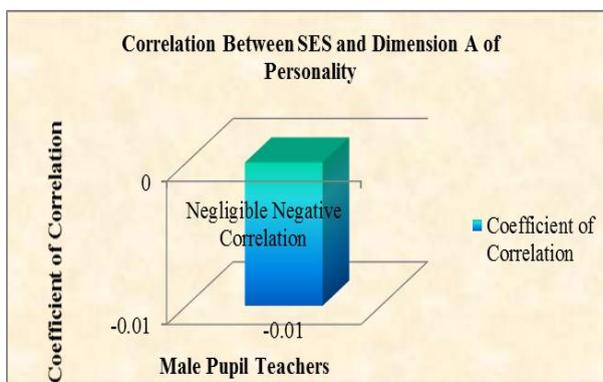
1	Socio Economic Status	-0.01	Negligible Negative Correlation
2	Dimension A		

Explanation

The coefficient of correlation between Socio Economic Status and dimension A of personality of male pupil teachers is -0.01, which shows negligible negative correlation. The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension A of personality of male pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

Rather *Lieu (1999)* has revealed that there was weak correlation among all four indexes except reproductive decision making and women's family status which was related to women's income, number of children, and educational level beyond high school.

Graph 1 Graph Showing Correlation between Socio Economic Status and Dimension A of Personality of Male Pupil Teachers



H_{1.2} There will be no impact of socio-economic status on the dimension B of personality of male pupil teachers.

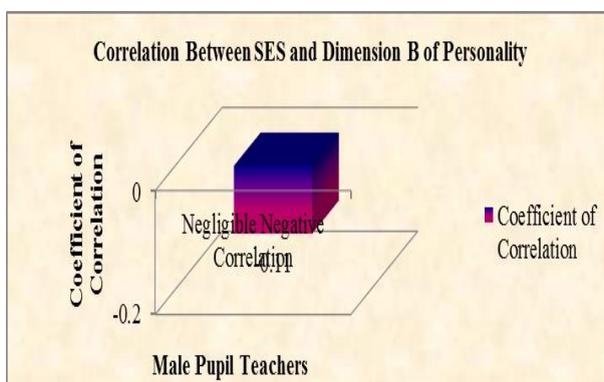
Table 1.2 Correlation between Socio Economic Status and Dimension B of Personality of Male Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	-0.11	Negligible Negative Correlation
2	Dimension B		

Explanation

The coefficient of correlation between socio economic status and the dimension B of personality of male pupil teachers is -0.11, which shows negligible negative correlation. The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension B of personality of male pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

Graph 2 Graph Showing Correlation between Socio Economic Status and Dimension B of Personality of Male Pupil Teachers



H_{1.3} There will be no impact of socio-economic status on the dimension C of personality of male pupil teachers.

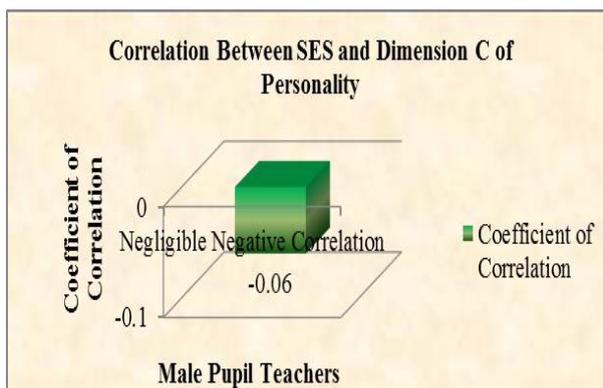
Table 1.3 Correlation between Socio Economic Status and Dimension C of Personality of Male Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	-0.06	Negligible Negative Correlation
2	Dimension C		

Explanation

The coefficient of correlation between Socio Economic Status and dimension C of personality of male pupil teachers is -0.06, which shows negligible negative correlation. The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension C of personality of male pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable. **While Rai and Yadava (1993) has revealed that female students are mentally healthier than male students when SES is controlled.**

Graph 3 Graph Showing Correlation between Socio Economic Status and Dimension C of Personality of Male Pupil Teachers



H_{1.4} There will be no impact of socio-economic status on the dimension D of personality of male pupil teachers.

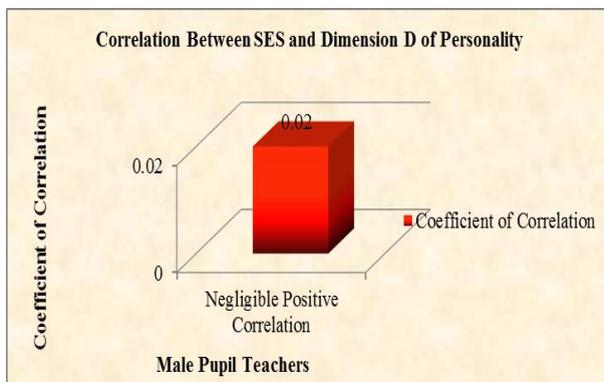
Table 1.4 Correlation between Socio Economic Status and Dimension D of Personality of Male Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0.02	Negligible Positive Correlation
2	Dimension D		

Explanation

The coefficient of correlation between socio economic status and the dimension D of personality of male pupil teachers is 0.02, which shows negligible positive correlation. The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension D of personality of male pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Graph 4 Graph Showing Correlation between Socio Economic Status and Dimension D of Personality of Male Pupil Teachers



H_{1.5} There will be no impact of socio-economic status on the dimension E of personality of male pupil teachers.

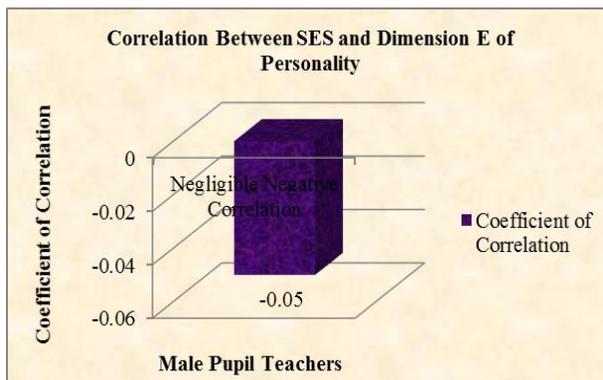
Table 1.5 Correlation between Socio Economic Status and Dimension E of Personality of Male Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	-0.05	Negligible Negative Correlation
2	Dimension E		

Explanation

The coefficient of correlation between Socio Economic Status and dimension E of personality of male pupil teachers is -0.05, which shows negligible negative correlation. The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension E of personality of male pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable. **While Prabhawati (1987) came to conclusion that male teachers showed high preference for affiliation need and female teachers preferred need for maintaining order.**

Graph 5 Graph Showing Correlation between Socio Economic Status and Dimension E of Personality of Male Pupil Teachers



H_{1.6} There will be no impact of socio-economic status on the dimension F of personality of male pupil teachers.

Table 1.6 Correlation between Socio Economic Status and Dimension F of Personality of Male Pupil Teachers

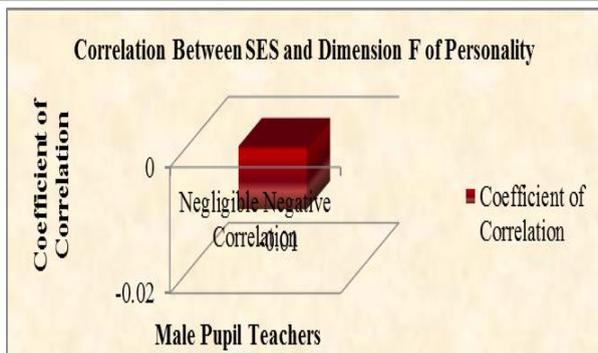
S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	-0.01	Negligible Negative Correlation
2	Dimension F		

Explanation

The coefficient of correlation between Socio Economic Status and dimension F of personality of male pupil teachers is -0.01, which shows negligible negative correlation. The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension F of personality of male pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

Druva and Anderson (1983) examined the personality section containing self-concept, independence, receptivity, friendliness, motivation and direction, intellect, social behavior, values, and attitudes of students. Results of the study indicated that Student achievement was positively related to teacher characteristics of self actualization, heterosexuality, and masculinity.

Graph 6 Graph Showing Correlation between Socio Economic Status and Dimension F of Personality of Male Pupil Teachers



H_{1.7} There will be no impact of socio-economic status on the dimension G of personality of male pupil teachers.

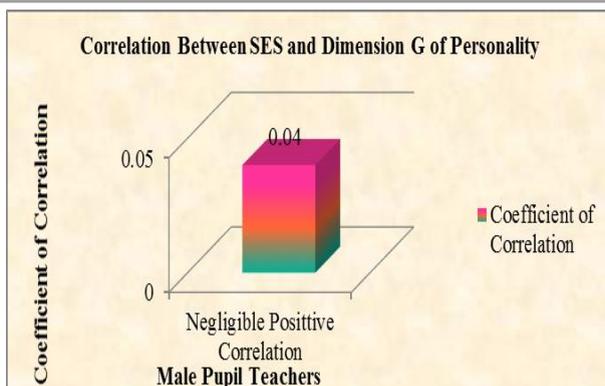
Table 1.7 Correlation between Socio Economic Status and Dimension G of Personality of Male Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0.04	Negligible Positive Correlation
2	Dimension G		

Explanation

The coefficient of correlation between socio economic status and the dimension G of personality of male pupil teachers is 0.04, which shows negligible positive correlation. The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension G of personality of male pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Graph 7 Graph Showing Correlation between Socio Economic Status and Dimension G of Personality of Male Pupil Teachers



H_{1.8} There will be no impact of socio-economic status on the dimension H of personality of male pupil teachers.

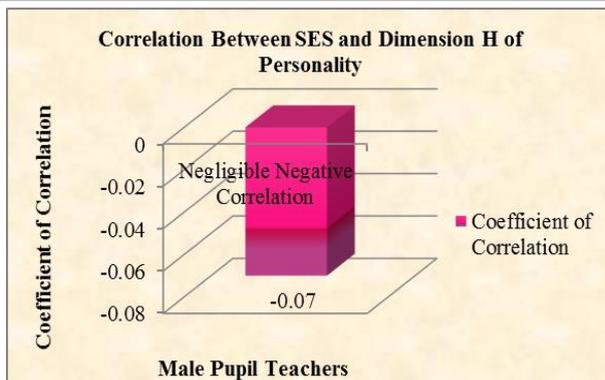
Table 1.8 Correlation between Socio Economic Status and Dimension H of Personality of Male Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	-0.07	Negligible Negative Correlation
2	Dimension H		

Explanation

The coefficient of correlation between Socio Economic Status and dimension H of personality of male pupil teachers is -0.07, which shows negligible negative correlation. The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension H of personality of male pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

Graph 8 Graph Showing Correlation between Socio Economic Status and Dimension H of Personality of Male Pupil Teachers



H_{1.9} There will be no impact of socio-economic status on the dimension I of personality of male pupil teachers.

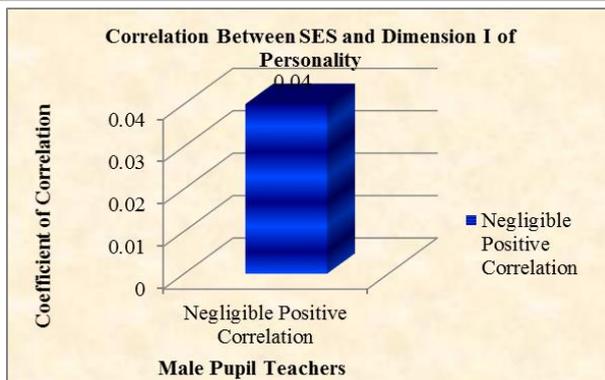
Table 1.9 Correlation between Socio Economic Status and Dimension I of Personality of Male Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0.04	Negligible Positive Correlation
2	Dimension I		

Explanation

The coefficient of correlation between socio economic status and the dimension I of personality of male pupil teachers is 0.04, which shows negligible positive correlation. The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension I of personality of male pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Graph 9 Graph Showing Correlation between Socio Economic Status and Dimension I of Personality of Male Pupil Teachers



H_{1.10} There will be no impact of socio-economic status on the dimension J of personality of male pupil teachers.

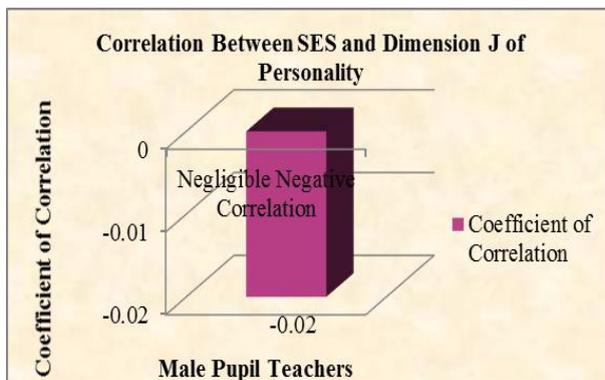
Table 1.10 Correlation between Socio Economic Status and Dimension J of Personality of Male Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	-0.02	Negligible Negative Correlation
2	Dimension J		

Explanation

The coefficient of correlation between Socio Economic Status and dimension J of personality of male pupil teachers is -0.02, which shows negligible negative correlation. The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension J of personality of male pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

Graph 10 Graph Showing Correlation between Socio Economic Status and Dimension J of Personality of Male Pupil Teachers



H₂ There will be no impact of socio-economic status on the personality of female pupil teachers.

H_{2.1} There will be no impact of socio-economic status on the dimension A of personality of female pupil teachers.

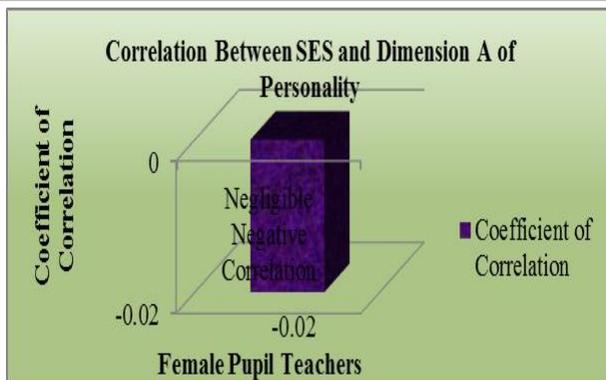
Table 2.1 Correlation between Socio Economic Status and Dimension A of Personality of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	-0.02	Negligible Negative Correlation
2	Dimension A		

Explanation

The coefficient of correlation between Socio Economic Status and dimension A of personality of female pupil teachers is -0.02, which shows negligible negative correlation. The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension A of personality of female pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

Graph 11 Graph Showing Correlation between Socio Economic Status and Dimension A of Personality of Female Pupil Teachers



H_{2.2} There will be no impact of socio-economic status on the dimension B of personality of female pupil teachers.

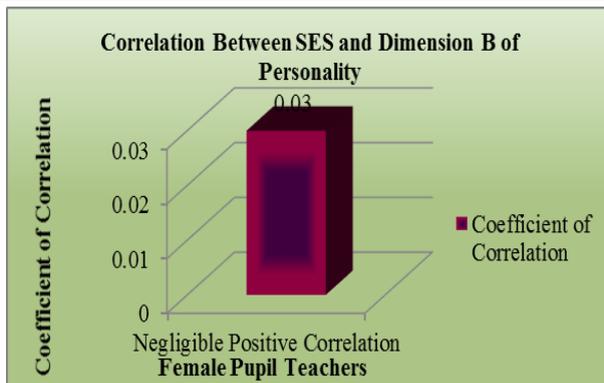
Table 2.2 Correlation between Socio Economic Status and Dimension B of Personality of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0.03	Negligible Positive Correlation
2	Dimension B		

Explanation

The coefficient of correlation between socio economic status and the dimension B of personality of female pupil teachers is 0.03, which shows negligible positive correlation. The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension B of personality of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Graph 12 Graph Showing Correlation between Socio Economic Status and Dimension B of Personality of Female Pupil Teachers



H_{2.3} There will be no impact of socio-economic status on the dimension C of personality of female pupil teachers.

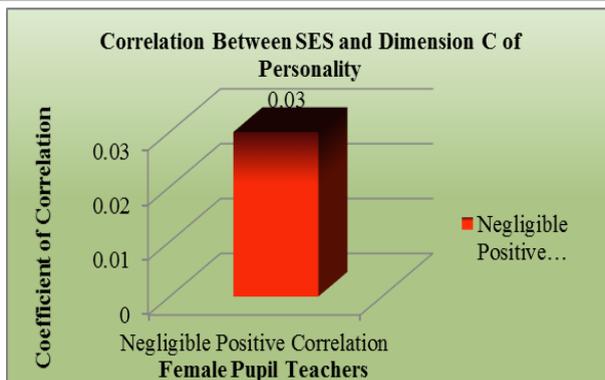
Table 2.3 Correlation between Socio Economic Status and Dimension C of Personality of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0.03	Negligible Positive Correlation
2	Dimension C		

Explanation

The coefficient of correlation between socio economic status and the dimension C of personality of female pupil teachers is 0.03, which shows negligible positive correlation. The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension C of personality of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Graph 13 Graph Showing Correlation between Socio Economic Status and Dimension C of Personality of Female Pupil Teachers



H_{2.4} There will be no impact of socio-economic status on the dimension D of personality of female pupil teachers.

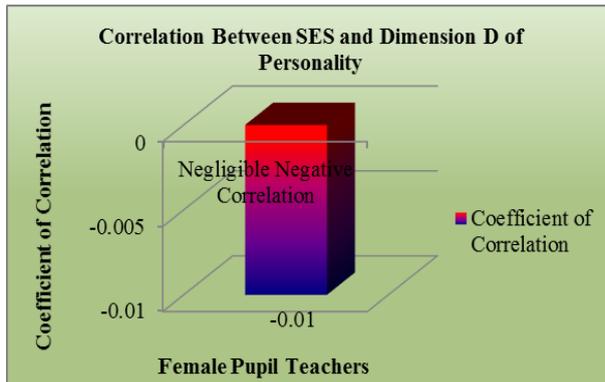
Table 2.4 Correlation between Socio Economic Status and Dimension D of Personality of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	-0.01	Negligible Negative Correlation
2	Dimension D		

Explanation

The coefficient of correlation between Socio Economic Status and dimension D of personality of female pupil teachers is -0.01, which shows negligible negative correlation. The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension D of personality of female pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

Graph 14 Graph Showing Correlation between Socio Economic Status and Dimension D of Personality of Female Pupil Teachers



H_{2.5} There will be no impact of socio-economic status on the dimension E of personality of female pupil teachers.

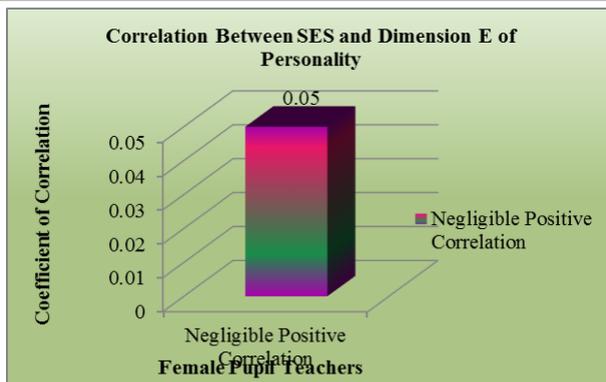
Table 2.5 Correlation between Socio Economic Status and Dimension E of Personality of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0.05	Negligible Positive Correlation
2	Dimension E		

Explanation

The coefficient of correlation between socio economic status and the dimension E of personality of female pupil teachers is 0.05, which shows negligible positive correlation. The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension E of personality of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Graph 15 Graph Showing Correlation between Socio Economic Status and Dimension E of Personality of Female Pupil Teachers



H_{2.6} There will be no impact of socio-economic status on the dimension F of personality of female pupil teachers.

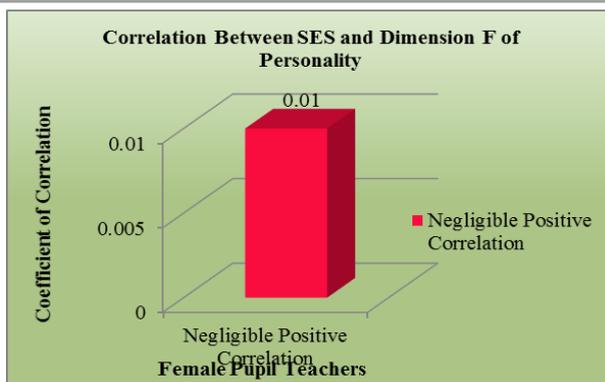
Table 2.6 Correlation between Socio Economic Status and Dimension F of Personality of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0.01	Negligible Positive Correlation
2	Dimension F		

Explanation

The coefficient of correlation between socio economic status and the dimension F of personality of female pupil teachers is 0.01, which shows negligible positive correlation. The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension F of personality of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Graph 16 Graph Showing Correlation between Socio Economic Status and Dimension F of Personality of Female Pupil Teachers



H_{2.7} There will be no impact of socio-economic status on the dimension G of personality of female pupil teachers.

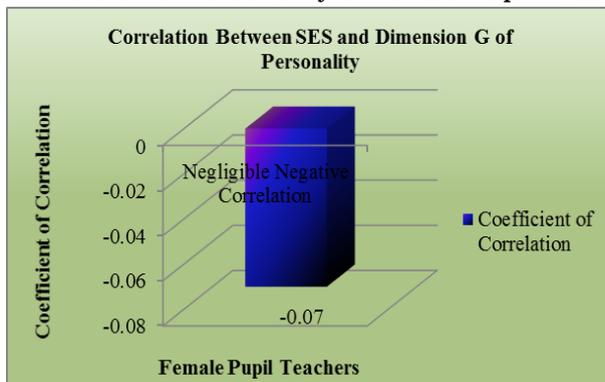
Table 2.7 Correlation between Socio Economic Status and Dimension G of Personality of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	-0.07	Negligible Negative Correlation
2	Dimension G		

Explanation

The coefficient of correlation between Socio Economic Status and dimension G of personality of female pupil teachers is - 0.07, which shows negligible negative correlation. The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension G of personality of female pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

Graph 17 Graph Showing Correlation between Socio Economic Status and Dimension of Personality of Female Pupil Teachers



H_{2.8} There will be no impact of socio-economic status on the dimension H of personality of female pupil teachers.

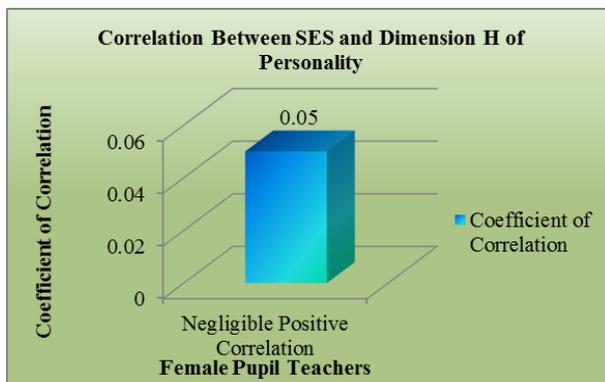
Table 2.8 Correlation between Socio Economic Status and Dimension H of Personality of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0.05	Negligible Positive Correlation
2	Dimension H		

Explanation

The coefficient of correlation between socio economic status and the dimension H of personality of female pupil teachers is 0.05, which shows negligible positive correlation. The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension H of personality of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Graph 18 Graph Showing Correlation between Socio Economic Status and Dimension H of Personality of Female Pupil Teachers



H_{2.9} There will be no impact of socio-economic status on the dimension I of personality of female pupil teachers.

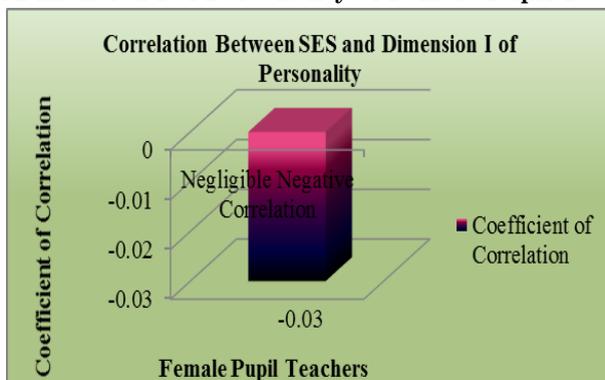
Table 2.9 Correlation between Socio Economic Status and Dimension I of Personality of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	-0.03	Negligible Negative Correlation
2	Dimension I		

Explanation

The coefficient of correlation between Socio Economic Status and dimension I of personality of female pupil teachers is -0.03, which shows negligible negative correlation. The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension I of personality of female pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

Graph 19 Graph Showing Correlation between Socio Economic Status and Dimension I of Personality of Female Pupil Teachers



H_{2.10} There will be no impact of socio-economic status on the dimension J of personality of female pupil teachers.

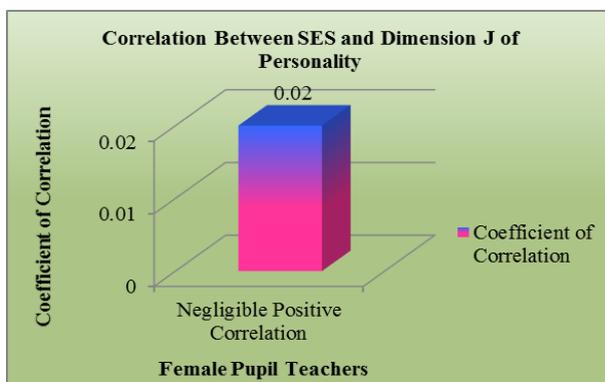
Table 2.10 Correlation between Socio Economic Status and Dimension J of Personality of Female Pupil Teachers

S.No.	Variables	Coefficient of Correlation	Interpretation
1	Socio Economic Status	0.02	Negligible Positive Correlation
2	Dimension J		

Explanation

The coefficient of correlation between socio economic status and the dimension J of personality of female pupil teachers is 0.02, which shows negligible positive correlation. The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension J of personality of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Graph 20 Graph Showing Correlation between Socio Economic Status and Dimension J of Personality of Female Pupil Teachers



Findings and Suggestion

H₁ There will be no impact of socio-economic status on the personality of male pupil teachers.

H_{1.1} There will be no impact of socio-economic status on the dimension A (Decisiveness) of personality of male pupil teachers.

Finding: The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension A of personality of male pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

Rather *Lieu (1999)* has revealed that there was weak correlation among all four indexes except reproductive decision making and women's family status which was related to women's income, number of children, and educational level beyond high school.

H_{1.2} There will be no impact of socio-economic status on the dimension B (Responsibility) of personality of male pupil teachers.

Finding: The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension B of personality of male pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

H_{1.3} There will be no impact of socio-economic status on the dimension C (Emotional Stability) of personality of male pupil teachers.

Finding: The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension C of personality of male pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

While *Rai and Yadava* (1993) has revealed that female students are mentally healthier than male students when SES is controlled.

H_{1.4} There will be no impact of socio-economic status on the dimension D (Masculinity) of personality of male pupil teachers.

Finding: The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension D of personality of male pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

H_{1.5} There will be no impact of socio-economic status on the dimension E (Friendliness) of personality of male pupil teachers.

Finding: The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension E of personality of male pupil teachers as negligible negative correlation indicates there is no major change in any

of the variables with the increasing or decreasing of another variable.

While *Prabhawati* (1987) came to conclusion that male teachers showed high preference for affiliation need and female teachers preferred need for maintaining order.

H_{1.6} There will be no impact of socio-economic status on the dimension F (Heterosexuality) of personality of male pupil teachers.

Finding: The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension F of personality of male pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

Druva and Anderson (1983) examined the personality section containing self-concept, independence, receptivity, friendliness, motivation and direction, intellect, social behavior, values, and attitudes of students. Results of the study indicated that Student achievement was positively related to teacher characteristics of self actualization, heterosexuality, and masculinity.

H_{1.7} There will be no impact of socio-economic status on the dimension G (Ego-Strength) of personality of male pupil teachers.

Finding: The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension G of personality of male pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

H_{1.8} There will be no impact of socio-economic status on the dimension H (Curiosity) of personality of male pupil teachers.

Finding: The result thus approves the hypothesis that there exists no significant impact of socio economic status on the

dimension H of personality of male pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

H_{1.9} There will be no impact of socio-economic status on the dimension I (Dominance) of personality of male pupil teachers.

Finding: The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension I of personality of male pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

H_{1.10} There will be no impact of socio-economic status on the dimension J (Self-concept) of personality of male pupil teachers.

Finding: The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension J of personality of male pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

Suggestion: It is suggested that in case of male pupil teachers there will not be any requirement of changes regarding socio-economical status on the basis of all ten dimensions of personality.

H₂ There will be no impact of socio-economic status on the personality of female pupil teachers.

H_{2.1} There will be no impact of socio-economic status on the dimension A (Decisiveness) of personality of female pupil teachers.

Finding: The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension A of personality of female pupil teachers as negligible negative correlation indicates there is no major

change in any of the variables with the increasing or decreasing of another variable.

H_{2.2} There will be no impact of socio-economic status on the dimension B (Responsibility) of personality of female pupil teachers.

Finding: The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension B of personality of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

H_{2.3} There will be no impact of socio-economic status on the dimension C (Emotional Stability) of personality of female pupil teachers.

Finding: The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension C of personality of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

H_{2.4} There will be no impact of socio-economic status on the dimension D (Masculinity) of personality of female pupil teachers.

Finding: The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension D of personality of female pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

H_{2.5} There will be no impact of socio-economic status on the dimension E (Friendliness) of personality of female pupil teachers.

Finding: The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension E of

personality of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

H_{2.6} There will be no impact of socio-economic status on the dimension F (Heterosexuality) of personality of female pupil teachers.

Finding: The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension F of personality of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

H_{2.7} There will be no impact of socio-economic status on the dimension G (Ego-Strength) of personality of female pupil teachers.

Finding: The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension G of personality of female pupil teachers as negligible negative correlation indicates there is no major change in any of the variables with the increasing or decreasing of another variable.

H_{2.8} There will be no impact of socio-economic status on the dimension H (Curiosity) of personality of female pupil teachers.

Finding: The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension H of personality of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

H_{2.9} There will be no impact of socio-economic status on the dimension I (Dominance) of personality of female pupil teachers.

Finding: The result thus approves the hypothesis that there exists no significant impact of socio economic status on the dimension I of personality of female pupil teachers as negligible negative correlation indicates there is no major change in any

of the variables with the increasing or decreasing of another variable.

H_{2.10} There will be no impact of socio-economic status on the dimension J (Self-concept) of personality of female pupil teachers.

Finding: The result thus approves the hypothesis that there will be no impact of socio economic status on the dimension J of personality of female pupil teachers. With the change in one variable there will be slight negligible impact on other variable.

Suggestion: It is suggested that in case of female pupil teachers there will not be any requirement of changes regarding socio-economical status on the basis of all ten dimensions of personality.

REFERENCES

- Allen, Bem P. 1994. *Personality Theories* (pp.5, 6, 11-14).
- Allport, G.W. 1937. *Personality: A Psychological Interpretation*. New York: Holt, Rinehart and Winston.
- Ameerjan, M.S and M.S. Thimappa. 1993. "Extroversion and Neuroticism as related to socioeconomic level and caste affiliation." *Journal of Psychological Researches* 37 (3): 26-29.
- Anastasi, A. 1988. *Psychological Testing*. 6th Edition, New York: Macmillan.
- Best, J.W. and Khan, J. 1992. *Research in Education*. 6th edition. New Delhi: Prentice Hall of India Pvt. Ltd.
- Boggiano, A.K., Main, D.S, and Katz P.A. 1990. "Children's Preference for Challenge. The role of perceived competence and control." *Journal of Personality and Social Psychology* 54: 134-141.
- Buch, M.B. 1987. *Third Survey of Educational Research*. New Delhi: N.C.E.R.T.
- Buch, M.B., 1983. *Fourth Survey of Educational Research*. New Delhi: N.C.E.R.T.

- Burns, R.B. 1980. *The Self-concept Theory. Measurement Development and Behavior*. McGraw-Hill.
- Cattell, R.B. 1943. "The description of personality: Basic traits resolved into clusters." *Journal of Abnormal and Social Psychology* 38: 476-506.
- Cattell, R. B. 1950. *Personality: A systematic, theoretical, and factual study*. New York: McGraw-Hill.
- Cattell, R. B. 1965. *The scientific analysis of personality*. Baltimore: Penguin Books.
- Department of Psychology, University of British Columbia 2007. *Impact of Socioeconomic Status on Physiological Health in Adolescents: an Experimental Manipulation of Psychosocial Factors*. Vancouver, British Columbia, Canada.
- Digman, J. M. 1990. "Personality structure: Emergence of the five-factor model." *Annual Review of Psychology* 41: 417-440.
- Duncan, G.J., Day, M.C., McDonough, P., and Williams, D. R. 2002. "Optimal indicators of socio-economic status for health research." *American Journal of Public Health* 92: 1151-1157.
- Dweck, C.S. and Leggett, E.L. 1988. "A social-cognitive approach to motivation and personality." *Psychological Review* 95: 256-273.
- Edwards, A.L. 1957. *The Social desirability variable in Personality assessment and research*, New York: Dryden Press.
- Eysenck, H. J. 1991. "Personality, stress, and disease: An interactionist perspective." *Psychological Inquiry* 2: 221-232.
- Eysenck, H. and Eysenck, M. 1985. *Personality and individual differences: a natural science approach*. New York: Plenum.
- Eysenck, H. 1967. *The biological basis of personality*. Springfield, 11: Charles C. Thomas.

- Eysenck, H.J. 1947. *Dimensions of Personality*, London: Routledge and Regan Paul.
- Garrett, H. E. 1981. *Statistics in Psychology and Education*. Indian Edition. Bombay: Vakils, Feffer & Simons Ltd.
- Goldberg, L. R. 1990. "An alternative "description of personality": The Big-Five factor structure." *Journal of Personality and Social Psychology* 59: 1216-1229.
- Guilford, J.P. 1956. *Fundamental statistics in Psychology and Education*. McGraw-Hill Book Company, INC.
- Guilford, J.P. 1954. *Psychometric Methods*. 2nd ed. New York: McGraw-Hill.
- Holland J. L. 1960. "The Prediction of College Grades from Personality & Aptitude Variables." *J. Education Psychology* 51.
- Jain, Smita. 1992. *A Study of creativity in relation to the teaching aptitude, skills and personality variables of pupil teachers*. Nagpur University, India.
- Kuppuswamy, B. 1960. "An analysis of some variable involved in socio-economic variable." *Journal of Education and Psychology* 18.
- Lawrence, A.P. 1986. *Personality*. New York: John Wiley and Sons INC.
- Mangal, S.K. 1993. *Advanced Educational Psychology*. New Delhi, India: Prentice Hall.
- Piko, B. and Fitzpatrick, K. M. 2001. "Does class matter? SES and Psychological health among Hungarian adolescents." *Social Science Medicine* 53: 817-830.
- Powers, M.G. 1981. *Measures of socio-economic status: An Introduction*.