

# Effect of Social Background on Personality Development of High School Students

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## ABSTRACT

*Social background is indispensable to effect the overall development of children and helps to provide a varied environment during upbringing. The environment in which the child is raised play an important role. This study aims to investigate the influence of social background on the average personality index of (API) of high school students of Bhopal city. Seven personality traits have been taken into account and the strength of each trait has been worked out through personal interaction with individual respondents. Subsequently, based on the score values of these seven personality traits an Average Personality Index (API) of each respondent has been calculated. Similarly, the average personality index of all the 300 selected students was also calculated and influence of the social background on API was established through statistical analysis using SAS 9.3 software. School environment and family income plays a vital role in personality development of students.*

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## 1. Introduction

This study was carried out in Bhopal city. A diverse cultural and social economical background of the city dwellers makes it interesting to undertake this study to investigate the effect of social background on the personality development of high school students. Social background is vital force that immensely influences the overall development of children. Research has found that socio-economic status, parental involvement and family size are particularly important factors that influence the children's overall development in general and academic performance in particular (Majoribanks, 1996) [9]. The social background of a child is most commonly determined by combining parents' educational level, occupational status and income level (Jeynes, 2002) [8]. Social factors are of vital importance in effecting the overall development of children. It is believed that the well off families provide better resources, environment and support for the favorable learning and development of children (Becker et. al 1979) [1]. Diverse social environment results in vivid personality patterns of individual.

Personality plays a vital role in meeting the life goals. Personality is the combination of various characteristic and traits. Behavioral components of personality which have been selected for this study play a vital role in meeting the life goals and are highly influenced by many social factors. These traits are developed as a result of social surroundings and environmental influences. In the present study the influence of various social factors on API has been investigated.

A child's personality has several components: temperament, environment, behavior and character. Whereas, adaptability, boldness, competitiveness, creativity, innovativeness, leadership and social warmth are the traits which plays a vital role in meeting the life goals and being a successful person earning livelihood through various means.

## 2. Review of Literature

Desai, (1994) [5] defines family is a key factor in the development of the children. It provides a particular environment for the development depending upon the type of the family size and organization. Usually family defined as a unit of two or more persons united by marriage, blood and adoption.

Savita et. al. (2014) [11] observed that the caste, parental educational level and family income are the contributing factors in personality of adolescents along with their family structure. It was also found that the family income, parental education significantly influences the boldness, guilt proneness, leadership, maturity, mental health, self control, self sufficiency and tension level of adolescents from the disorganized families.

Memon G.R. et al. (2010) [8] came up with the findings that socio-economic factors are the most important and unavoidable variables on student's progress. Parents' involvement in children's home assignments and parent teacher relationship are among the most important socio-economic variables that affect the students' development.

Caldas et al. (1997) [3] found positive correlations between parental education and family social economic level and students' quality of achievement.

Drummond, et al. (2004) [6] studied the impact of low income of parents on the performance of their children and mentioned that the parents had limitations of meeting the basic needs of the children also these parents were short sighted towards their responsibilities in the educational processes of their children due to scarcity of fund to intensify such processes. It could be a barrier in their children's success.

Chabris, et al. (2008) [4] asserted through his research findings that the personality profile of students play a great role and students with different personality profile ends up with difference outcomes in life.

Ballatine, J.H. (1993) [2] found in his study that the factors viz. Age, gender, geographical belongingness, ethnicity, parental profession, language, income and religious affiliations are considered as demographic factors. These factors have a great influence on students overall development.

**3. Methodology**

Stratified sampling method is used for selection of high schools classified as private and government. A sample of 300 students selected randomly from twelve selected schools. For calculating family income the total sum of all earning members considered as family income. Income avenues comprised of three major occupations viz. labour, salaried and self employed. Hence the family income is broadly classified in three categories viz. (i) Lower < 12000 (ii) Middle 12001-20000 and (iii) High > 20000. (Kuppu Swamy Scale 2014) [7].

For ascertaining the strength of the all seven personality traits selected for this study, each sample student was interacted personally in a cordial environment. The researcher asked the individual respondents random questions from the interview schedule and the respondents' prompt and spontaneous responses from the multiple-choice options were recorded. There were ten questions against each personality trait with four multiple choice answers. Each question was given a certain score (0 to 3) that was calculated by adding the total score. The score key was prepared for ascertaining the strength of the personality trait of the respondent. The score (<10) was rated as lower score (above 10 to 21) as medium and (above 21 to 30) was rated as higher score. These scores were analysed to come onto the final conclusion of the study. Based on the scores of these seven traits an Average Personality Index (API) of each respondent has been calculated. Similarly, the average personality index of each selected school was also calculated in order to rank these schools based on scores of each personality traits of the respondent. The school education environment index has been worked out based on facilities, infrastructure and extracurricular activities in the school. Pearson's correlation "r" between family income and API is established using SAS 9.3 software.

**4. Results and Discussion**

**Effect of social categories on average personality index (API)**

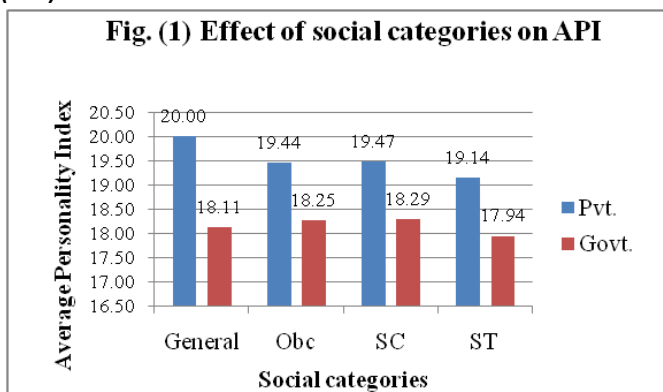
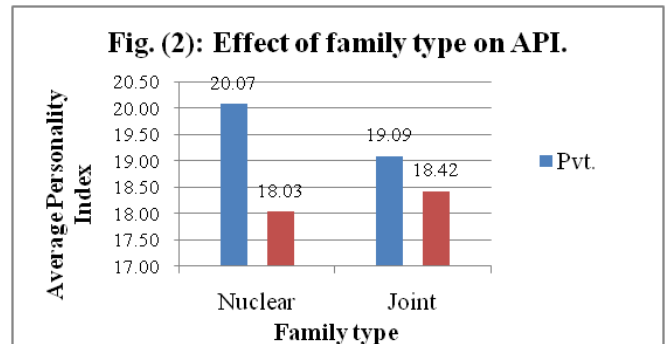


Fig. (1) shows the values of API in private schools are 20.00, 19.44, 19.47 and 19.14 in General, OBC, SC and ST

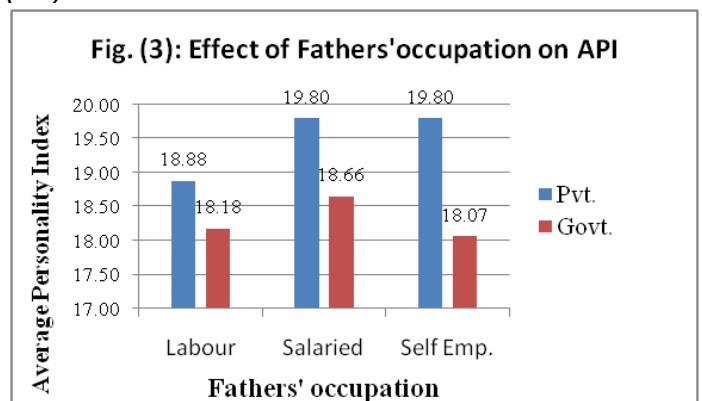
categories respectively. The values of API in government schools are significantly lower as 18.11, 18.25, 18.29 and 17.94 in General, OBC, SC and ST categories respectively. The API is higher in all social categories in private schools compared to government schools. This could be attributed to better educational environment in private schools.

**Effect of family types on average personality index**



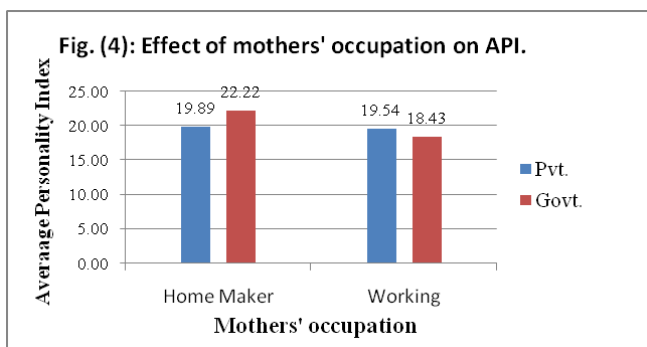
It is evident from the Fig. (2) that the personality index is higher in both family type i.e. nuclear and joint in private school compared to government schools. The values of personality index in private schools are 20.07 and 19.09 in nuclear and joint families respectively. The value of API as 18.03 is higher in joint families compared to API as 18.42 in nuclear families in government schools.

**Effect of fathers' occupation on average personality index (API)**



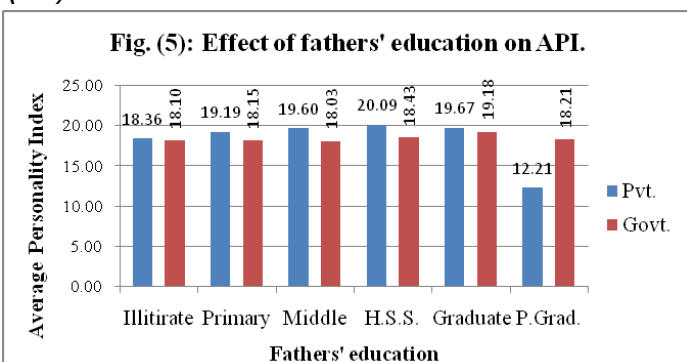
It is evident from Fig. (3) that the personality index is higher in private schools compared to government schools in all occupational categories. It is maximum at 19.80 in salaried and self-employed category followed by 18.88 in labour category in private schools. The students' with fathers' occupation in labour category shows highest API values as 18.66 followed by 18.18 and 18.07 in labour and self-employed category respectively. This could be attributed to better attention by salaried and self employed fathers towards their children.

**Effect of mothers' occupation on average personality index (API)**



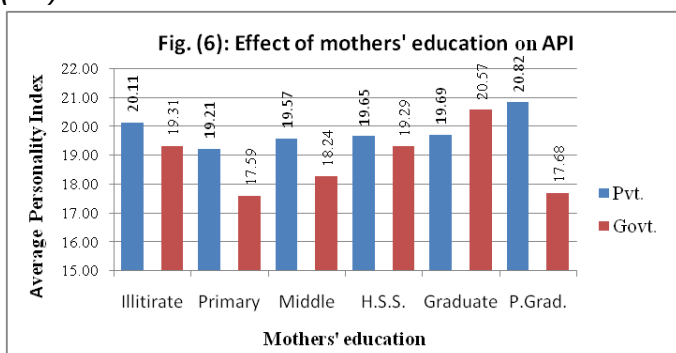
It is evident from Fig. (4) that the API of home maker mother is higher than the working mothers of government schools. This could be attributed to more involvement and personal attention by home maker mothers towards their children. The highest API of 22.22 in government school in home maker category could be attributed to the easy going environment of government schools.

**Effect of fathers' education on average personality index (API)**



It is evident from Fig. (5) that the children of fathers' in all educational categories except post graduate have shown higher API in private schools compared to government schools. This could be attributed to the better management of school environment in private schools. However, children of post graduate fathers showed significantly higher API in government schools (18.21%) compared to private schools (12.21%). This could be attributed to fathers with post graduate education have better monitoring of their children's performance through interaction with school teachers and management.

**Effect of mothers' education on average personality index (API)**



It is evident from Fig. (6) that the mothers educated in all categories except graduate level showed higher API values in private schools compared to government schools. The children's mothers educated at graduate level have shown higher API in government schools (20.57%) compared to private schools (19.69%), however, it shows a significant difference in API in private school for children's mothers with post graduate education. This could be attributed to ease of interaction by mothers with private school management.

**Effect of income on average personality index (API)**

Statistical analysis reflects the influence of income of API and presented in Table (1). Analysis revealed a significant influence of the family income on the Average Personality Index of the students. The 't' value 34.81 also shows the significance at 1% level.

Particulars	Value
No. of observation (N)	300
Mean income level of family	1.6400
Standard error of mean	0.0471
95% Confidence Level of Mean	1.5473-1.7327
Std Dev of income level	0.8161
95% Confidence Level of Std Dev	0.7556 – 0.8872
't' value for Influence of Family Income on API	34.81***
Degree of Freedom	299
*** - Significant at 1% level.	

**Effect of educational environment on average personality index (API)**

An education environment index (EEI) has been worked out based on the infrastructure, facilities available and extra-curricular activities organized in each school. It is evident from Table (2) that the EEI goes down, the API also goes down. It corroborates that the schools with better educational environment exhibits higher API values.

School Name	EEI	API
uShri Aurobindo	8.22	21.45
Saraswati S. M.	6.89	19.79
Mayflower Public	6.67	19.68
Gitanjali Public	6.44	19.04
Shri Nav Niketan	6.33	19.03
New St. Merry's Con.	5.78	18.96
KN, Girls'	5.44	18.92
Naveen Kanya, Girls'	4.89	18.65
Nishatpura, Girls'	4	18.57
SadarPatel, Karond	3.11	18.29
Station Area, Boys'	2.33	18.09
Nutan Subhash, Boys'	1.89	16.73

## 5. Conclusion

This study examined the effect of social background of the students on average personality index (API). The analysis and interpretation of data enabled to conclude that social factors have a limited scope of influencing the average personality index of the high school students.

The education environment of the school showed direct relationship with API. The API decreases with decrease in EEI values.

Family income, parents' occupation and education significantly influence the average personality index of the high school students.

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