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Comparison of personality factors with the parental education of high and low socio-economic status groups

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Abstract
The present study was conducted with the aim to compare the Personality Factors with the Parental Education of High and Low socio-economic status groups. The sample consist of 150 high socio-economic status and 150 low socio-economic status students of age group 14yr to 16 yr. The sample was collected from schools of Rajasthan. Socio-Economic Status Scale Questionnaire and High School Personality Questionnaire (HSPQ) were used to categorize the sample and measure their parental education and family status. Parental education was comprised into three parts- illiterate, education till class XII and Graduate and above. Data was treated with Mean, Standard Deviation, t-Test and Anova. The result indicates that there is a significant effect of parental education on the personality traits of students of high and low socio-economic status.

Keywords: personality factors, parental education, high and low socio-economic status

Introduction

Personality

"Although no single definition is acceptable to all personality theorists, we can say that personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behaviour."

By Feist and Feist, (2009)

Thither are a figure of different theories to examine the best method to assess personality. Some of these major perspectives on personality are:

Eysenck (1952, 1967, and 1982), [3] developed a very influential model of personality. Based on the results of factor analyses of responses on personality questionnaires he identified three dimensions of personality: extraversion, neuroticism and psychoticism. During 1940s Eysenck was working at the Maudsley psychiatric hospital in London. His task was to get an initial judgment of each patient before their mental disorder was named by a psychiatrist. Through this position he compiled a battery of questions about behavior, which he later applied to 700 soldiers who were being treated for neurotic disorders at the hospital (Eysenck (1947). They establish that the soldier's answers seemed to connect naturally with one another, suggesting that there was a number of different personality traits which were being discovered by the soldier's answers. He shouted out these first order personality traits He used a technique called factor analysis. This technique reduces behavior to a figure of elements which can be grouped together under separate headings, called dimensions. Eysenck (1947) found that their conduct could be interpreted by two dimensions: Introversion / Extroversion (E); Neuroticism / Stability (N). Eysenck called these second-order personality traits. Eysenck's theory proves that good educational attainders should score high on neuroticism and score low on extroversion. In summation, we can say that, though successful students may have high neuroticism scores compared with the general population norms, excessively high neuroticism may be detrimental to academic success.

Cattell (1965). [1] disagreed with Eysenck's view point that personality can be read by seeing at just two or three dimensions of behavior of individuals. Rather, he indicated that it was necessary to look at a much larger number of traits in an individual's behavior order to draw a perfect image of someone's personality.

Whereas Eysenck based his theory on the responses of hospitalized servicemen, Cattell collected data from a range of people through three different routes of data.

- L-data - this is life record data such as school grades, absence from work and so on.
- Q-data - this was a questionnaire designed to rate an individual's personality.
- T-data - this is data from objective tests designed to 'tap' into a personality construct.

He analysed the T-data and Q-data using a mathematical technique called factor analysis to look at which types of behavior tended to be grouped together in the same people. Then he identified 16 personality traits / factors common to whole masses. Cattell made a distinction between source and surface traits. Surface traits are truly obvious and can be easily identified by other people, whereas source traits are less visible to other people and appear to underlie several different aspects of behavior. Variables which are either purely or strictly motivational to the children or the parent in the case have been brushed away, as such consideration would lead us too far afield; limits have been recruited in order to establish a basic theme in a complicated field of research.

Parental education

Parents invest both their material resources and their time in

bringing up their offsprings. Many surveys have shown a link between paternal involvement and a child's success in school. Student whose parents is affected in their school not merely have better grades, but also have fewer behavioral problems and are more sociable. Comber and Kneaves (1983) asserts that parent's education are possible predictors of student learning and performances. In buttressing Comber and Kneaves view, Bernard C. Rosen (1959, 1973) developed the concept of family achievement syndrome on their bread and butters for their youngsters, he averred that the family or parents with higher education achievement supports their children in terms of educational occupational aspiration, independence training and value orientations.

Parents who are highly educated influences children's education and gives more support than un-prepared parents. Edger (1990) refers to the parents who are not merely able to afford normal educational material like textbooks and handouts which are the fundamental needs for educational learning and producing skills, but also provide role models of success and competences that the parents of higher education level have positive altitude and ambitions towards higher institution which will result in higher stages of success and public demonstrations.

Socio-Economic Status

Socioeconomic status (SES) comprise not just income, but also educational attainment, financial protection, and subjective perceptions of social status and societal class. Socioeconomic status can encompass quality of life attributes as easily as the opportunities and privileges afforded to people within society. Poverty, specifically, is not a single factor but rather is characterized by multiple physical and psychosocial stressors. It also touches on overall human performance, including our physical and mental health. Some subject areas are as follows:

Rothman's (2003). [4] analysis revealed that within the same school, a student who comes from a higher socioeconomic group will achieve better test results than a student from a lower socioeconomic group. In Britain, according to a recent report by the United Kingdom Government's Social Exclusion Unit (2004), a child born into the bottom social class is even more likely to exit school with no qualifications, to live in relative poverty and to die younger than their peers born into the professional categories. Sirin (2005,). [6] explains, "…methodological characteristics, such as the type of SES measure, and student characteristics, such as student's grade, minority status, and school location, moderated the magnitude of the relationship between SES and academic achievement."

Objective

- To study the Personality Factors with the Parental Education of high school students of High socio-economic and Low socio-economic status students.
- To study the Personality Factors of high and low socio-economic status of age group of 14 to 16 years.
- To find out the significance difference of High socio-economic and Low socio-economic status in relation to Parental Education.

Hypotheses

There will be significant effect of parental education on the personality traits of students of high and low socio-economic status students.

Method

Sample

A sample of 150 high socio economic and 150 low socio - economic status students of age group 16 to 18 years are collected for the study through purposive sampling. Data of high socio-economic status was collected from Kendra Vidhyalya School, Jaisalmer (Rajasthan) and data of low socio-economic status was collected from a government school in Jodhpur district (Rajasthan).

Design

The present study cannot be attempted in laboratory situation; therefore, a co-relational field approach is taken for such problem. This is a non-experimental research design.

Tools

Socio-Economic Status Scale Questionnaire

This scale is made by Dr. S.D Kapoor and H.C Kocher in both English and Hindi version. It consist of 12 items, it seeks information about following component variable:- parental occupation, parental education, economic index income, house type, cultural level of the family, level of aspiration, concept of social prestige and belief in the family. When raw score is 45 or below, it is categorized into lower strata and the total possible score of the S.E.S Scale is 75.

High School Personality Questionnaire (HSPQ)

Developed by Raymond B. Cattell and Mary D. Cattell. The High School Personality Questionnaire (HSPQ) is a self-report inventory for children ages 12-18. It evaluates 14 personality characteristics that research has proven to be good predictors of social, clinical, occupational, and school behavior. It addresses Warmth, Intelligence, Emotional Stability, Excitability, Dominance, Cheerfulness, Conformity, Boldness, Sensitivity, Withdrawal, Apprehension, Self-Sufficiency, Self-Discipline, and Tension. HSPQ is useful in anticipating and interpreting human conduct. It is an effective tool for adolescents with behavior problems.

Procedure

After taking the consent from the school Principal of both the schools, data collection was done on school students of selected class 11th and 12th standard. Answer sheets were distributed to whole class which includes two test i.e. socioeconomic scale and High School Personality Questionnaire. Proper instructions were given to them.

Result

Table 1: ANOVA Summary of factor B of the students (with different parental education)

	Sum of Squares	df	Mean of Squares	F	Sig.
Between Groups	49.177	2	24.589	5.290**	.006
Within Groups	1380.609	297	4.649		
Total	1429.78	299			

*.P<0.05 Level of significance

Table 2: Descriptive Statistics of factor B of the students (with different parental education)

Parental Education	N	Mean	SD	SE	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Illiterate	100	6.310	2.097	.209	5.893	6.726
1st to 12th	90	6.477	2.173	.229	6.022	6.933
12th Above	110	7.218	2.194	.209	6.803	7.632
Total	300	6.693	2.186	.126	6.444	6.941

Table 3: Represents the Mean Difference of factor B of the students (with different parental education)

(I) Edu. Level	(J) Edu. Level	Mean Difference (I-J)	Std. Error	Sig.
Illiterate	1st to 12th	-.1677	.3132	.866
	12th Above	-.9081*	.2979	.010
1st to 12th	12th Above	.7404	.3064	.056

*.P<0.05 Level of significance

A one-way ANOVA was used to compare the effect of parental education on factor B of personality correlates among students. Parental education has been grouped into three categories viz. illiterate, class first to 12th and 12th above. The Table 1.1 clearly indicates that there was a significant effect of parental education on B factor (factor of personality correlates scale) [F= (2,297) = 5.290, p=.006] at the p<.05 level of significance among students.

From the tables 1.2 and 1.3, it is evident that the mean difference between students of illiterate parents and whose education level was above class 12th (p=<.010) is significant. The students whose parental education was above class 12th scored high on factor C than the students of illiterate parents. Significant difference was not found in the students whose parents were illiterate and whose education level was first to class 12th (p=.866>.005) as well as between first to 12th class and 12th class above (p=.056>0.05) on factor B. These results suggest that students with different parental education differ on factor B of the personality correlates. It is clear from the above results that students whose parental education was above 12th were more intelligent, abstract thinkers, bright, and of higher scholastic mental capacity whereas, students whose parents were illiterate were less intelligent, concrete thinkers and of low scholastic mental capacity.

Table 4: ANOVA Summary of factor C of the students (with different parental education)

	Sum of Squares	df	Mean of Squares	F	Sig.
Between Groups	39.958	2	19.979	3.273*	.039
Within Groups	1813.028	297	6.104		
Total	1852.987	299			

*.P<0.05 Level of significance

Table 5: Descriptive Statistics of factor C of the students (with different parental education)

Parental Education	N	Mean	SD	SE	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Illiterate	100	5.770	2.352	.235	5.303	6.236
1st to 12th	90	6.066	2.525	.266	5.537	6.595
12th Above	110	6.627	2.530	.241	6.149	7.105
Total	300	6.173	2.489	.143	5.890	6.456

Table 6: Mean Difference of factor C of the students (with different parental education)

(I) Edu. Level	(J) Edu. Level	Mean Difference (I-J)	Std. Error	Sig.
Illiterate	1st to 12th	-.2966	.3589	.711
	12th Above	-.8572*	.3413	.044
1st to 12th	12th Above	-.56061	.35117	.281

*.P<0.05 Level of significance,

A one-way ANOVA was used to compare the effect of parental education on factor C of personality correlates among students. The Table 2.1 clearly indicates that there was a significant effect of parental education on C factor (factor of personality correlates scale) [F= (2,297) = 3.273, p=.039] at the p<.05 level of significance among students.

From the tables 2.2 and 2.3, it is evident that the mean difference between students of illiterate parents and whose education level was above class 12th (p=.044<.05) is significant. The students whose parental education was above class 12th scored high on factor C than the students of illiterate parents. Significant difference was not found in the students whose parents were illiterate and whose education level was first to class 12th (p=.711>.05) as well as between first to 12th class and above class 12th (p=.281>.005) on factor C. These results suggest that students with different parental education differ on factor C of the personality correlates. It is clear from the above results that students whose parental education was above 12th were emotionally stable, mature, face reality, calm and of higher ego strength whereas, students whose parents were illiterate were affected by feelings, emotionally less stable, easily upset, changeable and of lower ego strength.

Table 7: ANOVA Summary of factor E of the students (with different parental education)

	Sum of Squares	df	Mean of Squares	F	Sig.
Between Groups	24.603	2	12.302	3.373*	.036
Within Groups	1083.183	297	3.647		
Total	1107.787	299			

*.P<0.05 Level of significance

Table 8: Descriptive Statistics of factor E of the students (with different parental education)

Parental Education	N	Mean	SD	SE	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Illiterate	100	5.540	1.871	.187	5.168	5.911
1st to 12th	90	5.411	1.853	.195	5.022	5.799
12th Above	110	6.063	1.987	.189	5.688	6.439
Total	300	5.693	1.924	.111	5.474	5.912

Table 9: Mean Difference of factor E of the students (with different parental education)

(I) Edu. Level	(J) Edu. Level	Mean Difference (I-J)	Std. Error	Sig.
Illiterate	1st to 12th	.128	.277	.898
	12th Above	-.523	.263	.141
1st to 12th	12th Above	-.652*	.271	.057

*.P<0.05 Level of significance

A one-way ANOVA was used to compare the effect of parental education on factor E of personality correlates among students. The Table 3.1 Clearly indicates that there was a significant effect of parental education on E factor (factor of personality correlates scale) [F= (2,297) = 3.373, p=.036] at the p<.05 level of significance among students.

From the tables 3.2 and 3.3, it is evident that the mean difference between students of parents with educational level of class first to class 12th and above class 12th (p=.044<.05) is significant. The students whose parental education was above class 12th scored high on factor E than the students of parents with educational level of class first to class 12th. Significant difference was not found in the students whose parents were illiterate and whose education level was first to class 12th (p=.898>.05) as well as between illiterate and above class 12th (p=.141>.005) on factor E. These results suggest that students with different parental education differ on factor E of the personality correlates. It is clear from the above results that students whose parental education was above 12th were assertive, competitive, aggressive, stubborn and dominant whereas, students whose parental education was from first to 12th class were obedient, mild, easily led, accommodating and submissive.

Table 10: ANOVA Summary of factor Q4 of the students (with different parental education)

	Sum of Squares	df	Mean of Squares	F	Sig.
Between Groups	25.280	2	12.640	3.080*	.047
Within Groups	1218.970	297	4.104		
Total	1244.250	299			

*.P<0.05 Level of significance

Table 11: Descriptive Statistics of factor Q4 of the students (with different parental education)

Parental Education	N	Mean	SD	SE	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Illiterate	100	7.290	1.871	.187	6.918	7.661
1st to 12th	90	6.611	2.158	.227	6.159	7.062
12th Above	110	7.190	2.052	.195	6.803	7.578
Total	300	7.050	2.039	.117	6.818	7.281

Table 12: represents the Mean Difference of factor Q4 of the students (with different parental education)

(I) Edu. Level	(J) Edu. Level	Mean Difference (I-J)	Std. Error	Sig.
Illiterate	1st to 12th	**.678***	.294	**.032**
	12th Above	.099	.279	.939
1st to 12th	12th Above	-.579	.287	.134

*.P<0.05 Level of significance,

A one-way ANOVA was used to compare the effect of parental education on factor Q4 of personality correlates among students. The Table 4.1 Clearly indicates that there was a significant effect of parental education on E factor (factor of personality correlates scale) [F= (2,297) = 3.047, p=.036] at the p<.05 level of significance among students

From the tables 4.2 and 4.3, it is evident that the mean difference between students with illiterate parents and students of parents with educational level of class first to class 12th (p=.032<.05) is significant. The students whose parents were illiterate scored high on factor Q4 than the students of parents whose education level was from class first to class 12th. Significant difference was not found in the students whose parents were illiterate and whose education level was above class 12th (p=.939>.05) as well as between students with parental education of class first to class 12th and above class 12th (p=.134>.005) on factor Q4. These results suggest that students with different parental education differ on factor Q4 of the personality correlates. It is clear from the above results that students whose parents were illiterate were tense, frustrated, driven and overwrought whereas, students whose parental education was from first to 12th class were relaxed, tranquil, torpid and not frustrated.

It is evident from the results of table no. 1.1 to 4.3 there is a significant effect of parental education on the personality traits of students of high and low socio-economic status.

Conclusion

From the above description and the study, it could be concluded that, the students whose parental education was above class 12th scored high on factor B that is Intelligence and abstract thinking than the students of illiterate parents. Students whose parental education was above 12th were emotionally stable, mature, face reality, calm, were relaxed, tranquil, torpid and of higher ego strength whereas, students whose parents were illiterate were affected by feelings, emotionally less stable, easily upset, changeable and of lower ego strength. Students whose parental education was from first to 12th class were obedient, mild, easily led, accommodating and submissive. Only four factors were found significant out of fourteen factors of High School Personality Questionnaire (HSPQ). Therefore, we cannot say that the hypothesis which we thought is passed up in full.

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