

A Study on Relationship between Personality and Socio Economic Status of Student Teachers

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Abstract

Personality covers the whole nature of the individual. Socio Economic Status refers to the position that an individual and family occupies with reference to prevailing average standards, cultural possession and participation in group activity of community This paper reports on relationship between Personality and Socio Economic Status of student teachers. The sample consists of 1080 student teachers of Madurai revenue district. A Multi dimensional Personality Inventory constructed by Manju Rani Agarwall was used to get the data from the student teachers. Percentage analysis and Chi-square test were used for analyzing the data. The results showed that there is significant relationship between personality and socio economic status of student teachers.

Key words: *Personality, Relationship, Socio Economic Status, Student teachers, Teacher education*

Introduction-

Personality covers the whole nature of the individual (Crow 1973). Psychology does not regard personality as a passive entity but as dynamic character of the

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individual which finds expression through his conduct and activities (Dennis Coon 2007).

In reviewing the literature on the history of the concept of personality, Allport (1937) has identified 50 different meanings of the term. He points out that two opposing emphasis in these definitions stand out -- mask approaches and substance approaches. In the former case the emphasis is on the superficial aspects of behavior, the outward appearance or stimulus value of the individual, whereas, the latter class of definitions centre's around the underlying nature of the person, that is, the basic determinants of the behavior patterns which are characteristic of an individual(Guilford 1987).

It is interesting to note that quiet a number of psychologists and teachers have tried to describe personality in terms of traits. These traits are the different “dimensions” or “facts of personality” or “its qualities”.

According to Woodworth (1947), “A trait is some particular quality of behaviour which characterizes the individual in a wide range of his activities, and which is fairly consistent over a period of time”(Carol wade, 2006). For example, a person may display, more or less permanently, in his overt behavior, honesty or dishonesty, cheerfulness, independence or dependence, flexibility or rigidity, emotional maturity or infantilism, egotism or modesty, sociability or withdrawal in various combinations and patterns. Only those traits are called personality traits which are found in an individual's behavior, more or less consistently, in similar situations (Clifford Morgan, 1978). They are generally found in a certain pattern or form or unity, e.g., honesty and independence, or honesty, sociability and emotional maturity may be the pattern. Although the individual changes from year to year as he grows, this trait pattern tends to continue or persevere. Thus, unity,

consistency and continuity mark the personality traits and also the behavior which is the result of one's personality (Howard, 2006).

In the present study, the investigator has selected the traits Extroversion-Introversion, Self concept, Dependence- Independence, Temperament and Anxiety. According to Carl Jung (1912), introversion and extroversion refer to the direction of psychic energy. If a person's energy usually flows outwards, he or she is an extrovert, while if this energy normally flows inwards, this person is an introvert. Extroverts feel an increase of perceived energy when interacting with a large group of people, but a decrease of energy when left alone. Conversely, introverts feel an increase of energy when alone, but a decrease of energy when surrounded by a large group of people.(Crow,1973)

Self Concept implies a person's perception (or) view of himself. Self concept is what the individual thinks as his actual self. Self concept plays an important role in the development of personality of an individual. The positive self concept is likely to enable an individual to lead a happy, contented and well-managed life. The idea of self starts growing from the period of infancy and grows during childhood, adolescence and maturity (Dandapani, 2006)

A person who amities others and relies upon them for his thoughts and expressions is said to be a dependent person. A person who expresses his own thoughts and ideas by himself without taking the help of others is said to be an independent person. An independent person will not only express whatever comes to his mind but will also tackle any problem, emotional or mental, that he encounters in life.

Temperament refers to the characteristics and aspects of personality that we are born with. For that reason, they are similar to traits in that they are both innate (born with these things) and enduring. Infants, who are anxious and nervous, tend

to be the same way when they are older. Temperament more often relates to the specific emotional characteristics such as calmness, anxiety or nervousness.(Dash, 2009)

Anxiety is a universal phenomenon in which the subject experiences a feeling similar to fear or apprehension. It is most common in adolescence and old age. Adolescence can be and often is a time of stress and turmoil. Young people are subjected to all sorts of pressure at this time of their lives.(Dennis coon ,2007)

Socio Economic Status refers to the position that an individual and family occupies with reference to prevailing average standards, cultural possession and participation in group activity of community (Howard 2006).

Significance of the Study-

Researchers approved that the levels of their personality traits characterize a person. How and why one differs from another is an important part of the study of personality. In a healthy classroom atmosphere student teachers are given the opportunity to develop and enhance all the aspects of their levels of personality. When the psychological traits of personality are achieved within the student, one is more likely to be motivated to achieve, cooperate and take on new challenges. One's personality traits play an important role in one's behavior, even in childhood and influence not only the goals one sets for oneself but also the ways in which one goes about achieving the goals (Dodge Fernald 2007). It is important for a student teacher, future teacher to have a sound personality which will reflect upon the students. It is also important to find whether socioeconomic status of the student teacher plays a vital role in shaping the personality of the students. So the investigator wanted to find the relationship between personality and socio economic status and hence chose the problem.

Objectives-

- To find out the level of personality and its dimensions of student teachers.
- To find out the level of socio economic status of student teachers.
- To find out whether there is any significant association between personality and its dimensions and socio economic status of student teachers.

Hypotheses-

- The level of personality and its dimensions of student teachers is moderate.
- The level of socio economic status of student teachers is moderate.
- There is no significant association between personality and its dimensions and socio economic status of student teachers.

Methodology-

Survey method of research was adopted for the study. (Best, 1982)

Population and Sample for the Study-

The population for the present study consists of all B.Ed. students of Madurai revenue district, Tamilnadu. 1080 B.Ed. students from 20 colleges of education, Madurai revenue district affiliated to Tamilnadu Teachers Education University were selected through random sampling technique for the study. (Best,1982)

Tools Used for the Study-

For the present study, the investigator used the following tools-

- Multi Dimensional Personality Inventory constructed by Manju Rani Agarwal.(1979)

The investigator used this tool to assess the personality factors of the student teachers. The tool consists of 100 items measuring five dimensions of

personality namely Extroversion- Introversion, Self concept, Dependence-Independence, Temperament and Anxiety.

- Personal Data Sheet prepared by the investigator.

It includes general information about the respondents regarding name of the college, educational status of the parents, parent's occupation and monthly income to determine their socio economic status.

Data Analysis-

To interpret the raw data, analyses were done using Percentage analysis and chi-Square test. The results of the analyses are presented in the following tables.

1. The level of personality and its dimensions of student teachers is moderate.

Table-1

Level of personality and its dimensions of student teachers

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
<i>Extroversion</i>	279	25.8	506	46.9	295	27.3
<i>Introversion</i>						
<i>Self concept</i>	275	25.5	510	47.2	295	27.3
<i>Dependence</i>	254	23.5	548	50.7	278	25.7
<i>Independence</i>						
<i>Temperament</i>	272	25.2	544	50.4	264	24.4
<i>Anxiety</i>	259	24	561	51.9	260	24.1
<i>Personality in total</i>	288	26.7	507	46.9	285	26.4

2. The level of socio economic status of student teachers is moderate.

Table-2

Level of socio economic status of student teachers for the total sample

Levels	Count	Percentage
<i>Low</i>	297	27.5
<i>Moderate</i>	532	49.2
<i>High</i>	251	23.2

3. The level of personality and its dimensions in terms of socio economic status is moderate.

Table-3

Level of personality and its dimensions of student teachers in terms of socio economic status

Dimension	SES	Low		Moderate		High	
		N	%	N	%	N	%
<i>Extroversion-Introversion</i>	Low	67	22.6	135	45.5	95	32.0
	Moderate	130	24.4	254	47.7	148	27.8
	High	82	32.7	117	46.6	52	20.7
<i>Self concept</i>	Low	64	21.5	140	47.1	93	31.3
	Moderate	138	25.9	256	48.1	138	25.9
	High	73	29.1	114	45.4	64	25.5
<i>Dependence-Independence</i>	Low	59	19.9	158	53.2	80	26.9
	Moderate	122	22.9	273	51.3	137	25.8

	High	73	29.1	117	46.6	61	24.3
<i>Temperament</i>	Low	56	18.9	162	54.5	79	26.6
	Moderate	145	27.3	259	48.7	128	24.1
	High	71	28.3	123	49.0	57	22.7
<i>Anxiety</i>	Low	57	17.5	156	52.5	89	30.0
	Moderate	121	22.7	294	55.3	117	22.0
	High	86	34.3	111	44.2	54	21.5
<i>Personality in total</i>	Low	59	19.9	146	49.2	92	31.0
	Moderate	142	26.7	254	47.7	136	25.6
	High	87	34.7	107	42.6	57	22.7

4. There is no significant association between personality and its dimensions and socio economic status of student teachers.

Table-4

Association between personality and its dimensions and socio economic status of student teachers

Dimension	df	Calculated 'c²' value	'p' value	Remarks at 5% level
<i>Extroversion- Introversion</i>	4	12.81	0.012	S
<i>Self concept</i>		5.80	0.215	NS
<i>Dependence- Independence</i>		6.66	0.155	NS
<i>Temperament</i>		8.91	0.063	NS

<i>Anxiety</i>		26.54	0.000	S
<i>Personality in total</i>		16.34	0.003	S

Results and Discussions-

- From the present investigation, it is found that only 26.4% of the sample has high level of personality in total. While studying in terms of dimensions of personality, very small amount of the respondents have high level of extroversion-introversion, self concept, dependence-independence, temperament and anxiety. Moreover majority of the sample have moderate level of personality and its dimensions. This implies that the student teachers might have been exposed to minimum opportunity in their school and college level.
- The level of Socio Economic Status of student teachers is moderate (49.2%). This may be due to the fact that most of the students who opt for B.Ed., course come from middle and lower middle class families, want to settle in teaching profession at the earliest and earn money for their family.
- The level of personality in total and its dimensions in terms of socio economic status is moderate. Among the moderate values, the level of low socio economic status student teachers is higher (49.2%, 53.2% and 54.5% respectively) than moderate socio economic status student teachers (47.7%, 51.3% and 48.7% respectively) and high socio economic status student teachers (42.6%, 46.6% and 49% respectively) in personality in total and its dimensions, dependence-independence and temperament. This may be due

to the fact that low Socio Economic Status student teachers may not depend on their parents for help and develop independency and temperament.

- The level of moderate Socio Economic Status student teachers is higher (47.7%, 48.1% and 55.3% respectively) than low Socio Economic Status student teachers (45.5%, 47.1% and 52.5% respectively) and high Socio Economic Status student teachers (46.6%, 45.4% and 44.2% respectively) in the dimensions, extroversion-introversion, self concept and anxiety. This may be due to the fact that moderation may help student teachers to have a better life, with no great shake-ups. They may try and remain content and adopt a moderately demanding life. They may be more anxious to improve their status.
- There is no significant association between Socio Economic Status of student teachers and the dimensions self concept, dependence-independence and temperament, whereas there is significant association between Socio Economic Status of student teachers and personality in total and its dimensions extroversion-introversion and anxiety ($c^2=16.34, 12.81, 8.91, 26.54$ and 16.34 respectively). This may be due to the fact that the way, the socio-economic status holds sway on the parents, so too, it does on the student teachers. After all, the latter are dependent on the former for their upkeep and growing needs and the student teachers may be more anxious to develop their current status.

Recommendations-

The author suggests the following for improving the personality of student teachers:

- More personality development programmes should be conducted in teacher educational institutions.
- Student teachers should learn to work independently as they have to take more responsibilities in the days to come.
- Student teachers must have stable self concepts. The self concept usually becomes increasingly more stable as adolescence progresses. This gives them a sense of inner continuity and enables them to see themselves in a consistent manner, rather than one way now and a different way later. This also increases their self esteem and results in fewer feelings of adequacy.
- Qualified teacher educators to be appointed in the colleges.
- To reduce the anxiety levels of student teachers, they should be properly guided with necessary guidance programs by teacher educators and experts.
- Teacher educators should arrange meditation programs to student teachers. Yoga must be introduced as one of the subjects in the B.Ed., curriculum

Conclusion-

From the study, it is found that there is relationship between personality in total and its dimensions extroversion-introversion and anxiety.

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