



**PERSONALITY TRAITS OF THE STUDENTS IN RELATION TO SOCIO
ECONOMIC STATUS AND SEX**

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Abstract

A trait refers to a characteristic that differs from person to person in relatively permanent and consistent way. An individual's personality is his unique pattern of traits. A trait is any distinguishable relatively enduring way in which one individual differ from another. Personality is a synthetic unity of all mental features and functions in their interplay. There are many obstacles and barriers, both personal and environmental; they may interface in peaceful living of the individual. Such obstacles place adjustment demands or stress on the individual. The term 'Stress' is used for describing a situation in which a person feels in conflict with and threatened beyond his capacity and expresses his emotional and physiological reactions to such situations. The study was designed with the following specific objectives 1. To identify students who are prone to high and low stress, 2. To study the effect of stress when different personality traits will be taken as dependent variables, 3. To study the sex differences at different levels of stress and socio-economic status when 14 personality factors will be taken as dependent variables, 4.To find out double and triple interactional effects when different personality traits will be taken as dependent variables. The following tools were decided to be used 1. Stress inventory by Dr. Abha Rani Bisth (Almora), 2.Socio-economic status scale by S. Jalota, R.N Pandey, D.D Kapoor and R.N. Singh (Modified version of P. Darshan), 3. 14 P.F by R.B. Cattell (Adopted Version by S.D Kapoor)

Keywords: personality trait; stress; socio-economic status; sex

Today everyone is in stress whether one acknowledges it or not. It is also right that sometimes stress becomes such a part of life that stress is exceeding its effect or not, one is never certain of it. It is again the stress, which is the root cause of all bitterness, disease and sickness of individuals and of the society. Stress can have its many manifestations. It can be due to the parent's attitude, children's attitude, teacher's attitude colleague's attitudes etc. It does not matter that to be in stress one requires such a person who is very close or otherwise. One individual can be in stress for a number of times in a day / month or year and the amount of stress also varies.

Stress is the process of adjusting to circumstances that disrupt or threaten to disrupt a person's equilibrium. The word stress is used in at least two different ways. First it is defined as a state of psychological upset or disequilibrium in the human being caused by frustration, conflicts, anxiety and other internal as well as external strain and pressures. WHAT TO DO? WHAT NOT TO DO? HOW TO DO? WHERE TO GO? Such questions which one is expected to act or behaves. In more serious conditions of the stress, the individual teaches a part where the physical processes are seriously affected, the mental process is confused and the emotional state in chaotic. In the second case, stress is regarded as a close stimulus, which threatens an individual in some way and they cause disturbances in his behaviour. Stress is the factor or cause that leads to mal-adaptation and disorganization of the behaviour. A human life that was completely force of stress would be pretty dulls, but excess of stress can take a toll. There is no denying the fact that every person is unique in his or her thinking, reasoning and responding to particular situations and attitude towards the worldly things situations, circumstances events etc. The burning topic of individual differences has always remained the source of controversy that depends upon as the problem of helping the individuals and enabling them to lead constructive lives which they are capable of. Keeping the above urgencies in view, the investigator has undertaken the responsibility of finding out the differential personality traits of the students possessing high stress and low stress in relation to socio-economic status and sex.

A survey of related literature reveals that notable study have been conducted by Selye, C.S Hall and G. Lindzey, P.E. Vernon, R. Stranger, Muroy, H.J. Eysenck, G.W. Allport, R.B. Cattall. But hardly any research study has been conducted on the present subject.

Objectives

1. To identify students who are prone to high and low stress.
2. To study the effect of stress when different personality traits will be taken as dependent variables.

3. To study the sex differences at different levels of stress and socio-economic status when 14 personality factors will be taken as dependent variables.
4. To find out double and triple interactional effects when different personality traits will be taken as dependent variables.

Delimitations

To study was delimited with respect to its area, design, methodology, sample, tools and techniques employed for the investigation. Some of these are mentioned below:

1. The investigation was confined to the school level only.
2. The data was collected of students ranging between the age group of 14 to 15 years on random basis.
3. Study of social determinants were limited to socio-economic status only.
4. The measurement of personality traits was limited only to these traits, which is possible through Jr. Sr. Hr. Sec. Personality Questionnaire (14 P.F).

Design of the Study

Sample

The sample of 50 male and 50 female students were randomly chosen from the 9th and 10th classes of each selected school from Chandigarh.

Tool Used

The following tools were decided to be used

1. Stress inventory by Dr. Abha Rani Bisth (Almora)
2. Socio-economic status scale by S. Jalota, R.N Pandey, D.D Kapoor and R.N. Singh (Modified version of P. Darshan).
3. 14 P.F by R.B. Cattell (Adopted Version by S.D Kapoor)

Description of the Procedure Adopted

The present study was conducted in four phases. Phase-I covered the identification of students possessing high and low stress. In the phase-II, the psychological tests viz. 14 P.F, by Cattell's (adopted version by S.D Kapoor) was administered to all the students.

In the phase-III, the identified cases on the basis of stress inventory were further bifurcated on the basis of SES (HSES & LSES) and Sex (Male & Female). Since SES and Sex are very important factors, which affect the personality development of the child, it was very essential to make these variables as an independent variable. In the phase-IV, the classified data was tabulated and used for the calculations of (ANOVA) taking both psychological as well as sociological factors into consideration.

Statistical Techniques Applied

In this study, the investigator decided to arrive at meaningful results by using the following statistical techniques.

1. Percentile Values – P₂₅ and P₇₅ were computed for dichotomizing the students into two categories viz. students possessing high and low stress.
2. Mean values were also calculated for the purpose of studying the differences between the mean scores of different categories of students.
3. Analysis of variance – The investigator has applied three way (2x2x2) Analysis of variance in order to reduce the physical manipulation of the variation and progressively more complex variables can be investigated with a minimum alteration of natural settings in which they exist.

The interpretations have been done on the basis of statistical results obtained after the computations. Table A showing summary of complete Analysis of variance for the 2x2x2 Factorial Experiment for all the 14 traits of personality.

TABLE – A SHOWING SUMMARY OF COMPLETE ANALYSIS OF VARIANCE FOR THE 2X2X2 FACTORIAL EXPERIMENT FOR ALL THE 14 TRAITS OF PERSONALITY

Dependent Variables	Stress	Socio-Economic Status (SES)	Sex	Stress x SES	Stress x SEX	SES x SEX	SEX x SES x Stress
	A	B	C	AxB	AxC	BxC	AxBxC
Factor A							
Reserved Vs Outgoing	1.60	0.22	8.27*	0.06	0.37	1.57	3.42
Factor B							
Less Intelligent Vs More Intelligent	19.7*	14.8*	0.59	1.00	1.27	0.28	1.38
Factor C							
Affected by Feelings Vs Emotionally Stable	18.40*	13.80*	10.25*	0.58	3.30	1.15	1.62
Factor D							
Phlegmatic Vs Excitable	17.06*	15.65*	10.32*	1.38	3.28	0.68	1.42
Factor E							
Obedient Vs Assertive	0.97	14.7*	17.6*	2.82	3.35	0.30	0.07
Factor F							
Sober Vs Happy Go-Lucky	1.42	1.99	15.6*	0.65	0.35	1.40	0.60
Factor G							
Expedient Vs Conscientious	2.20	2.18	0.01	0.35	3.62	2.08	0.01
Factor H							

Shy Vs Venturesome	19.9*	20.35*	1.20	3.22	0.70	2.02	1.22
Factor I							
Tough minded Vs Tender minded	0.80	0.25	6.55*	1.70	2.69	0.01	0.74
Factor J							
Vigorous Vs Doubting	18.11*	6.22*	0.35	2.59	2.22	0.75	0.70
Factor Q₁							
Placid Vs Apprehensive	2.05	17.44*	0.65	2.61	1.70	3.45	0.70
Factor Q₂							
Group Dependent Vs Self Sufficient	12.15*	13.44*	1.80	0.20	1.49	2.89	1.00
Factor Q₃							
Undisciplined Vs Controlled	10.80*	5.70*	1.25	1.80	0.80	0.60	1.42
Factor Q₄							
Relaxed Vs Tense	20.30*	14.70*	1.12	1.62	0.70	2.65	1.40

Conclusion

- Students possessing high and low stress don't differ significantly from each other on factors 'A', 'E', 'F', 'G', 'I', 'Q₁'.
- Students belonging to high and low SES don't differ significantly on traits 'A', 'F', 'G', 'I', etc.
- Male and female students when compared together differ significantly on traits A, C, D, E, F, I, etc.
- This reveals that when stress & SES, Stress & Sex as well as SES & Sex taken jointly, their Joint effect has nothing to do on the dependent variables i.e. factors A, B, C, D, E, F, G, H, I, J, Q₁, Q₂, Q₃, Q₄.
- Triple interactional effect 'A x B x C' (Stress, SES & Sex) which is insignificant even at .05 level of confidence on traits A to Q₄. It reveals that when these variables are taken jointly, their joint effect has no impact on these dependent variables.

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