

**A COMPARATIVE STUDY OF SOCIO-ECONOMIC STATUS AND
PERSONALITY TRAITS OF SECONDARY SCHOOL STUDENTS
STUDYING IN MISSIONARY AND NON-MISSIONARY
SCHOOLS**

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Abstract

The present study is related with investigating the influence of Socio-Economic Status on Personality Traits of secondary schools students of Missionary and Non-Missionary schools. Socio-Economic Status and type of school are independent variables and Personality trait is dependent variable. The population consists of all the students of missionary and non-missionary schools of Lucknow City, Uttar Pradesh. A sample of 779 missionary schools students and 795 of non-missionary schools students were investigated by the researcher. Survey method under descriptive research is used by the researcher to investigate the results. The results revealed that there is no influence of SES on Personality traits among Missionary and Non-Missionary Schools students.

Key Words: Personality Traits, Socio-economic status (SES), Missionary Schools, and Non-missionary schools.

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Introduction

Personality is the most appealing part of educational psychology. It is a complex structure, which keeps in developing and changing structure depending upon the influence of experiences about the physical and psychical entity. It is adjustment with its surroundings and good adjustment leads to dynamic Personality. Times to time studies are made to develop new concept about personality and different factors influences on it. Socio economic status has studied earlier and considered as one of the factors which influences on personality. Nearly decades ago Vernon reported fascinating results in his article on variations of Intelligence with occupational groups, Age and Locality (i.e. SES). Also, Vernon and Parry (1948) reported more detailed results on the topic. The present researcher, therefore, had a mind to plan an investigation with references to Socio-Economic Status, types of school and Personality Traits. The independent variable SES is taken on the basis of Parent Education, Parent Occupation and Parent Income). It has been observed that Indian students seemed to possess different abilities from those of foreign students. This observation made by Vernon (1947) and again by him and Parry in (1949) might be justifiable, verified in Indian Conditions. And thus it can be said that SES plays an important role in shaping the personality of Individual. But when we talk about school children can we say that there is influence of SES on students' personality irrespective of school or school plays an important role in shaping the personality. SES is a construct that reflects one's access to collectively desired resources, be they material goods, money, power, friendship networks, healthcare, leisure time, or educational opportunities and its influences on personality traits operationally mean definite personality traits like activity- passivity, enthusiastic and non-enthusiastic and assertive- submissive, which influence the socio-economic background of secondary students of missionary and non-missionary schools. Activity- passivity traits indicates about the student is active energetic, regular, persistent and busy with ability to concentrate for long duration of time on one hand whereas on the other hand, passive, dull, inactive, slow and irregular in working, deviation with constructive output, delayed reactions in work and unwillingness. Enthusiastic trait indicates the tendency to be warm hearted, enjoying life, fond of being in company of others, social and outgoing, mixing easily with others' company, courageous and open hearted whereas on the other hand non-enthusiastic expressing reservedness, shyness, inhibited, non-participating in various functions. Assertiveness of an individual as person is straight forward in all dealings of life, bold, leadership, independent

nature, non convinced with others' ideas and dominant whereas in submissiveness indicates keeping ideas himself only, fearful to meet and exchange views with others, hesitant to oppose others' views. Missionary schools are religious school originally established and run by Christian missionaries under the denomination of Methodist, catholic, church of northern India and other national churches aimed to provide humanitarian work to improve economic development, cultural development, literacy, education, health care, and orphanages for local people. These may be day schools or residential schools. Non-Missionary Schools are those schools which are away from the influence of churches where a definite curriculum is taught to students during a definite duration of time by definite teachers and fulfils the requirements of students, parents, community, society and nation.

Theoretical frame work of the study

Studies conducted on Sports by Choice of by SES by (Verma & Verma, 2016). Another work done by (Kumar, Ramasubramanian, & Krishnan, 2017) on Socio-Economic Status of Fishers of Coastal India of Nicobar Island. In the study viz Socio Economic Status of Muslims in Maharashtra by (Mishra, 2015). A study by (Mundhe, Rohidas) on Political Governance and Socio-Economic Status of Minorities in Bangladesh. (Bofah & Hannula, 2017) studied on Home Resources as a measure of Socio-Economic status in Ghana. The researcher was interested in seeking the answers to the following questions through his research: Why studying SES is important? , Which SES Factors can be helpful in judging the personality of Students for class 9th? , Does SES influence the personality of students of Missionary School?, Does SES Influence the personality of students of Non-Missionary School?

To answer the questions the following Objectives were framed:

1. To find the importance of SES in present scenario to shape personality.
2. To find the influence of SES on personality traits of missionary school students.
3. To find the influence of SES on personality traits of non-missionary school students.

The present study is aimed at achieving the following hypotheses:

H₀₁ : There is no Significant difference between SES (Parent Education) and Personality traits of secondary school students of Missionary Schools.

H₀₂ : There is no Significant difference between SES (Parent Occupation) and Personality traits of secondary school students of Missionary Schools.

H₀₃ : There is no Significant difference between SES (Parent Income) and Personality traits of secondary school students of Missionary Schools.

H₀₄ : There is no Significant difference between SES (Parent Education) and Personality traits of secondary school students of Non-Missionary Schools.

H₀₅ : There is no Significant difference between SES (Parent Occupation) and Personality traits of secondary school students of Non-Missionary Schools.

H₀₆ : There is no Significant difference between SES (Parent Income) and Personality traits of secondary school students of Non-Missionary Schools.

Method and Materials:

The researcher selected all the Students of missionary and non-missionary schools of Lucknow City, Uttar Pradesh. The sample consisted of 1574 students overall and their age range from 12 to 14, in which 779 students from missionary schools and 795 students of non-missionary Schools of class 9th were taken by selecting the schools through purposive random Sampling. The present research is descriptive survey research. The tools employed for collection of the data mentioned above were as: Dimensional Personality Inventory (DPI-BM) by Dr. Mahesh Bhargava for personality traits and Socio-Economic Status (SES) – Self-Constructed Tool. Statistical technique was used for determining mean, standard deviation, and F-test for measuring the significant difference between more than two groups.

Results:

Objective-1: To find the importance of SES in shaping the personality of an Individual

(Verma & Verma, 2016) has pointed out that SES is a qualitative variable which is complex enough to be objectively transformed into quantitative terms. SES is a scientific construct used to classify general populace on the basis of social and economic status.

- SES is a multifaceted construct.
- It is such a qualitative variable, though complex, can be transformed into quantitative terms.
- It is categorized in various forms:

1. Socioeconomic status is usually broken into three levels (high, middle, and low) to describe the three places a family or an individual may fall into. Further it can be classified into income, education, and occupation.
2. SES of students is very important to judge the personality Traits of students.
3. Influence of Family Income, Education and Occupation can be helpful in shaping the personality.

Objective 2: Comparison of SES (Parent Education, Parent occupation and Parent Income) and Personality traits of missionary schools students

H₀₁ : There is no significant difference between SES (Parents' Education) and personality traits of secondary school students of missionary schools.

Table No.1.1 (a)

Distribution of Parents of Missionary School students according to Education with their Mean and SD.

Parent Education	N	Mean	Std. Deviation
Low	13	40.31	2.720
Moderate	332	39.61	4.096
High	434	39.56	4.240
Total	779	39.59	4.155

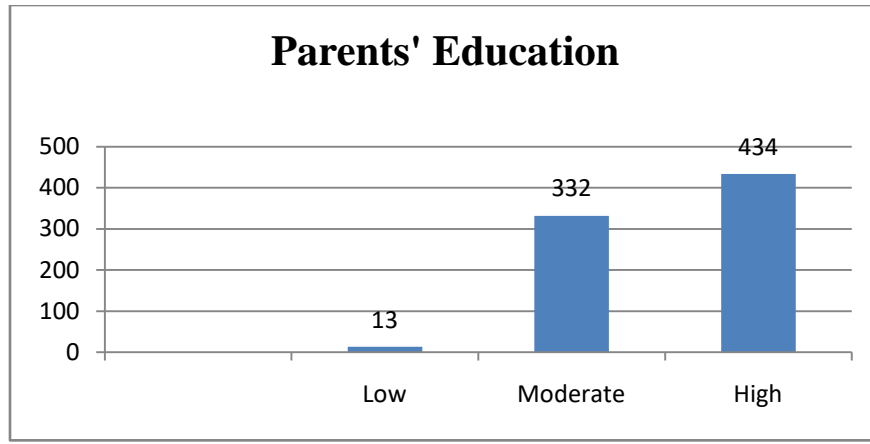


Figure 1.1 - Graphical representation of parents' education of missionary schools students.

Table No.1.1 (b)

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7.129	2	3.565	.206	.814
Within Groups	13426.686	776	17.302		
Total	13433.815	778			

Analysis of variance was employed to determine the significance of difference in personality traits of secondary school students of missionary schools. The total sum of squares between and within groups the means of students were calculated and are given in table. The calculated value of $F(2,776)$ is 0.206 which is not significant at 0.05 level so we do not reject the null hypothesis and conclude that There is no significant difference between SES (Parent Education) and personality traits of secondary school students of missionary schools. The major reason for such result is that Parent Education is useful for the child in his education at Elementary Level, thereafter school influences a lot on personality.

H_{02} : There is no significant difference between SES (Parent Occupation) and personality traits of secondary school students of missionary schools.

Table 1.2(a)

Distribution of Parents of Missionary School students according to Occupation with their Mean and SD.

Parent Occupation	N	Mean	Std. Deviation
Business	93	40.26	3.629
Private	355	39.58	4.538
Government	331	39.42	3.846
Total	779	39.59	4.155

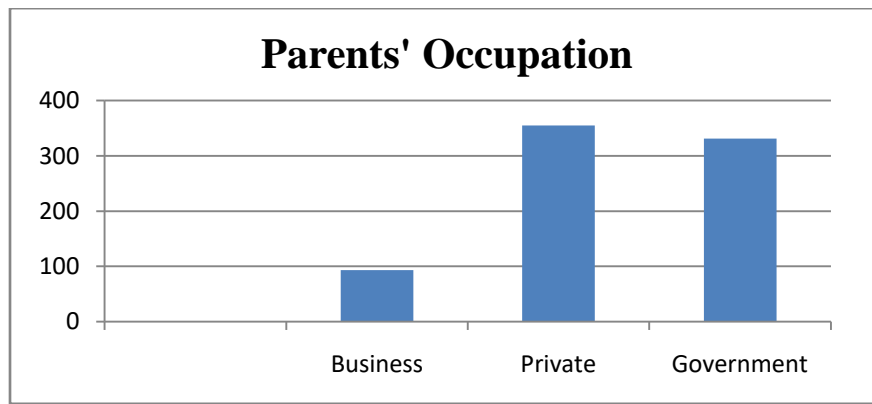


Figure 1.2 - Graphical representation of parents' occupation of missionary schools students.

Table 1.2(b)

Source of variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	51.082	2	25.541	1.481	.228
Within Groups	13382.733	776	17.246		
Total	13433.815	778			

Analysis of variance was employed to determine the significance of difference in personality traits of secondary school students of missionary schools. The total sum of squares between and within groups the means of students were calculated and are given in table. The calculated value of $F(2,776)$ is 1.481 which is not significant at 0.05 level so we do not reject the null hypothesis

and conclude that There is no significant difference between SES (Parent Occupation) and personality traits of secondary school students of missionary schools. Parents' occupation does not influence on personality at this level, in fact it is more influences at higher level education.

H₀₃ : There is no significant difference between SES (Parent Income) and personality traits of secondary school students of missionary schools.

Table 1.3 (a)

Distribution of Parents of Missionary School students according to Income with their Mean and SD.

Parent Income	N	Mean	Std. Deviation
< 20000	8	40.38	2.973
20000-50000	316	39.32	4.195
>50000	455	39.77	4.141
Total	779	39.59	4.155

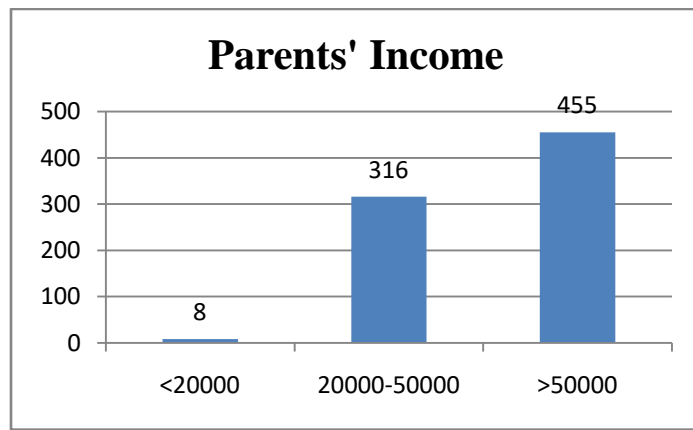


Figure 1.3 – Graphical representation of parents' income of missionary schools students.

Table 1.3 (b)

Source of variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	43.902	2	21.951	1.272	.281
Within Groups	13389.913	776	17.255		
Total	13433.815	778			

The total sum of squares between and within groups the means of students were calculated and are given in table. The calculated value of $F(2,776)$ is 1.481 which is not significant at 0.05 level so we do not reject the null hypothesis and conclude that There is no significant difference between SES (Parent Income) and personality traits of secondary school students of missionary schools. The influence of Parents' income on personality is non-significant due to more influence of school environment.

Objective 3: Comparison of SES (Parent Education, Parent occupation and Parent Income) and Personality traits of non-missionary schools students.

H_{04} : There is no significant difference between SES (Parent Education) and personality traits of secondary school students of Non-missionary schools.

Table 1.4 (a)

Distribution of Parents of Non-Missionary School students according to Education with their Mean and SD.

Parent Education	N	Mean	Std. Deviation
Low	43	39.74	2.871
Moderate	507	39.19	3.064
High	245	39.57	3.191
Total	795	39.34	3.096

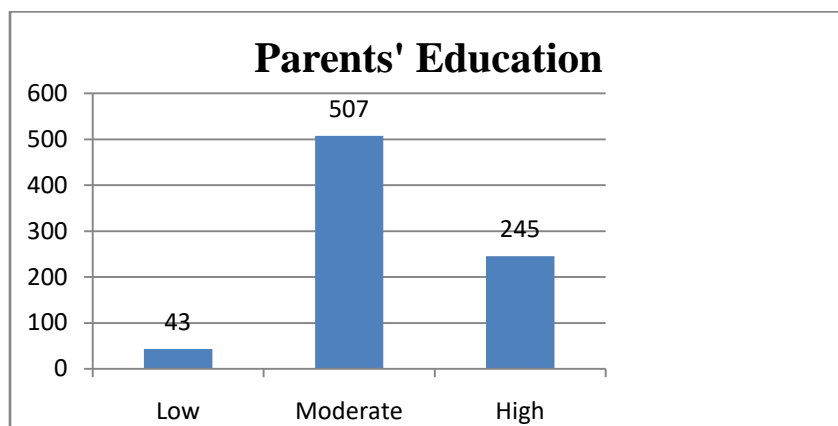


Figure 1.4 - Graphical representation of parents' education of non-missionary schools students.

Table 1.4(b)

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.352	2	15.676	1.638	.195
Within Groups	7580.628	792	9.571		
Total	7611.980	794			

The total sum of squares between and within groups the means of students were calculated and are given in table. The calculated value of F (2,792) is 1.638 which is not significant at 0.05 level so we do not reject the null hypothesis and conclude that There is no significant difference between SES (Parent Education) and personality traits of secondary school students of Non-missionary schools. . The major reason for such result is that Parent Education is useful for the child in his education at Elementary Level, thereafter school influences a lot on personality.

H₀₅ : There is no significant difference between SES (Parent Occupation) and personality traits of secondary school students of Non-missionary schools.

Table 1.5 (a)

Distribution of Parents of Non-Missionary School students according to Occupation with their Mean and SD.

Parents Occupation	N	Mean	Std. Deviation
Business	161	39.32	3.135
Private	541	39.31	3.118
Government	93	39.53	2.925
Total	795	39.34	3.096

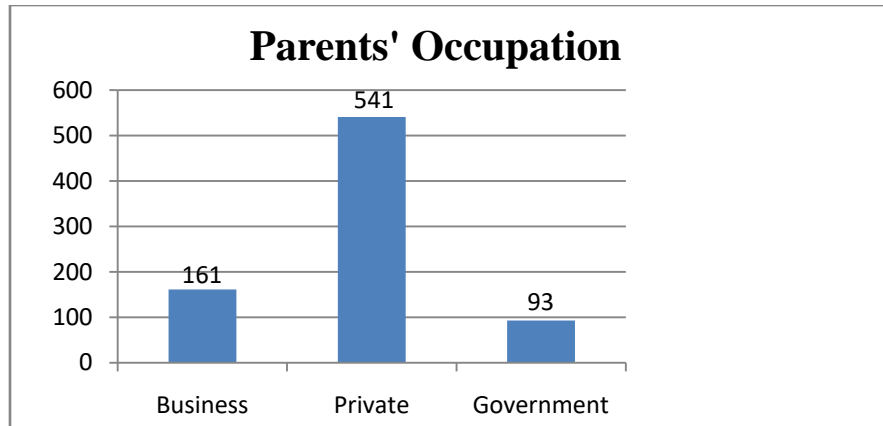


Figure 1.5 - Graphical representation of parents' occupation of non-missionary schools students.

Table 1.5(b)

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.352	2	15.676	1.638	.195
Within Groups	7580.628	792	9.571		
Total	7611.980	794			

The total sum of squares between and within groups the means of students were calculated and are given in table. The calculated value of $F(2,792)$ is 1.638 which is not significant at 0.05 level so we do not reject the null hypothesis and conclude that There is no significant difference between SES (Parent Occupation) and personality traits of secondary school students of Non-missionary schools. Parents' occupation does not influence on personality at this level, in fact it is more influences at higher level education.

H_{06} : There is no significant difference between SES (Parent Income) and personality traits of secondary school students of Non-missionary schools.

Table 1.6(a)

Distribution of Parents of Non-Missionary School students according to Income with their Mean and SD.

Parent Income	N	Mean	Std. Deviation
<20000	32	39.47	2.828
20000-50000	595	39.29	3.071
>50000	168	39.47	3.243
Total	795	39.34	3.096

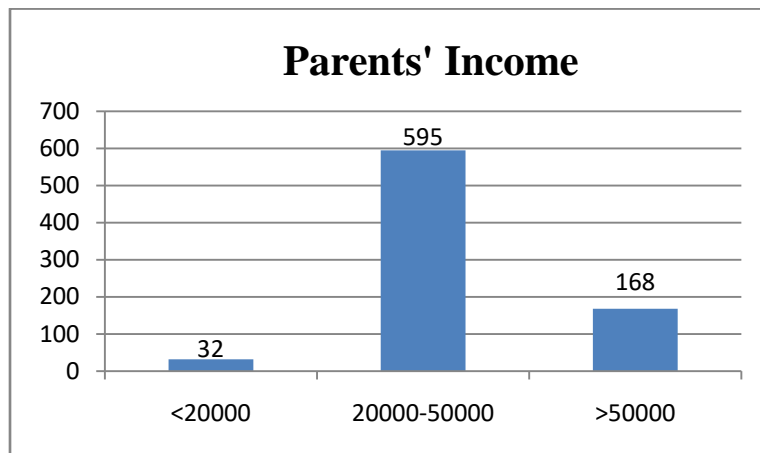


Figure 1.6 - Graphical representation of parents' income of non-missionary schools students.

Table 1.6(b)

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.631	2	2.315	.241	.786
Within Groups	7607.349	792	9.605		
Total	7611.980	794			

The total sum of squares between and within groups the means of students were calculated and are given in table. The calculated value of $F(2,792)$ is 0.241 which is not significant at 0.05 level so we do not reject the null hypothesis and conclude that There is no significant difference between SES (Parent Income) and personality traits of secondary school students of Non-missionary schools. The influence of Parents' income on personality is non-significant due to more influence of school environment.

Discussion:

The purpose of the research was to determine the influence SES on personality traits of secondary school students of missionary and non-missionary schools. The result of analysis shows that the missionary schools, non-missionary schools and socio economic status all had significant influences on personality traits. There is no significant difference between SES and personality traits of secondary school students of missionary schools. There is no significant difference between SES and personality traits of secondary school students of non-missionary schools.

Findings, Conclusion and Implications:

The study and its finding highlighted significant concern about the influences of SES on personality traits. It was found that there is no significant difference between parents' education, parents' occupation, parents' income under socio-economic status and personality traits of students of missionary and non-missionary schools. Now, it is concluded that parent parents' occupation, parents' income and parents' education under SES does not influence personality of secondary school students in missionary and non-missionary schools because of school environment.

Educational Implications about the study of personality traits by the researcher will be helpful to teachers, school administration, society and parents so as to enable them to boost the personality of the child. The findings of the present study are helpful in understanding the nature of secondary school students and their personality traits. This study is an eye-opener for the society because of its findings. Educational policies can be framed in tune with the required personality traits of secondary school students. They can be guided, motivated towards academic achievement and adjusting ability in every situation. Teachers can provide highly satisfactory climate at school by way of giving affection, security and freedom of decision making. There is a scope to provide own designed personality traits in the school curriculum by the educationists which can help students to make wise choices about school activities. Suggestions for further studies: (1) The present study was undertaken on Secondary school students. Further, the research study may be extended to senior secondary students of missionary schools running under different denomination of churches. (2) The study can be extended to various districts of the other states.

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