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GRT

A STUDY OF IMPACT OF SOCIO-ECONOMIC STATUS ON THE PERSONALITY AND LEVEL OF ASPIRATION OF SECONDARY SCHOOL STUDENTS

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Abstract:-The present research work intents to study the impact of socio-economic status on personality and level of aspiration of secondary school students. Hence the researchers aim at to find out the impact of socio-economic status (SES) on the Personality and level of aspiration of secondary school students according socio-economic status. Researchers selecting 1000 samples out of total population on the basis random sampling techniques with the help of standardized tools collected data and on the basis of normative survey method analysis and interpretation with required statistical technique like Mean, F-ratio and level of significance tested the hypotheses find out the purposive findings to focus on proper suggestive suggestion towards conclusion.

Keywords:Socio-economic Status, Personality, Level of Aspiration, Secondary School Students.

1. INTRODUCTION

Back Ground of the Study: -

“All men differ from each other since neither environment nor disposition can ever in any two men be the same or alike.”

By - Robert Bridges, Testament of Beauty

Education is modification of behaviour of the individual in a socially desirable way coming through the contact of its environment for adequate adjustment in the society to personify the personality to influence person on the basis of his/her socio-economical status.

Socio-economic status (SES) is an economic and sociological combined total measure of a person's work, experience and of an individual or family's economical and social position relative to others. Socioeconomic status is typically broken into three categories high SES, average SES and low SES. To describe the three areas, a family or an individual may fall into one of these categories. Any or all of the three variables (income, education and occupation) can be assessed. A fourth variable wealth may also be examined when determining socio-economic status.

An individual's personality is his unique pattern of traits. No two individuals, even the identical twins have alike personality. Personality also is a product of its own functioning. What we do today depends on our accumulated experiences of the past. The experiences are accumulated day after day and shape our personality by continuous interaction with external environment. Personality is what makes individual unique. A future teacher should be responsible, emotionally stable, friendliness, curious, dominant and should have self concept in personality.

Level of Aspiration of individuals in general and of secondary school students in particular is a great effective behavioral factor to effect and affect the personality of pupil teachers in accordance with the socio

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economic status of the concerned so rationally. However just like the personality or attitude or even other like factors, Level of Aspiration is an important dynamic dependent variable to expose the effectiveness and efficacy of performance of secondary school students.

Here the researcher has keen interest to know how much and what level impact of socio-economic status on personality and level of Aspiration of the secondary school students. Whereby the problem introduce as “A study of impact of socio-economic status on the personality and level of aspiration of secondary school students”

II.OBJECTIVES AND HYPOTHESES

Objectives of the study: -

- (1) To find out the impact of socio-economic status (SES) on the Personality secondary school students.
- (2) To study the level of aspiration of secondary school students on the basis of socio-economic status.

HYPOTHESIS OF THE STUDY: -

H_1 ,Significant difference will be observed in personality among higher secondary students on the basis of their socio economic status.

H_2 ,Significant difference will be observed in personality factors among higher secondary students on the basis of their level of aspiration.

III.METHODOLOGY AND PROCEDURE

Method: -

Based on the present study, survey method needs to prepare the layout of the method of the following steps in taking proper samples, collecting data, adopting suitable technique to arrive at desired results and verification of the hypotheses.

Population: -

The present research work entrusted all the secondary students of Raipur district enrolled during the session 2013-14 of all the secondary school to constitute the population for smooth and successful completion of the study.

Sample: -

The researcher will select 1000 samples secondary students out of total population through random sampling technique for systematic and competitive analysis as per the proportionate availability of population constituted within the concerned area of the study.

Scope and Delimitation: -

The present research work covers the complete secondary school within territory of Chhattisgarh state as the scope of the study and all the students of all the secondary school of the state delimited to the study.

Tools: - The following tools are selected for the study.

- 1.Rajbir Singh, Radhey Shyam and Satish Kumar, socio - economic status scale (SESS-SSK) Hindi / English.
- 2.Arun Kumar Singh and Ashish Kumar Singh, Differential Personality Inventory (DPI-SS) Hindi / English.

Statistical Techniques: -

The researcher used Mean, F-ratio and level of significance the required statistical techniques as per the requirements for successful statistical analysis of data to achieve the stated objectives relating to supported hypotheses formulated expecting outcomes.

IV.ANALYSIS AND DISCUSSION

Verification of Hypotheses:

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Results related with various hypotheses are presented below:

H₁: Significant difference will be observed in Factor A of fourteen HSPQ personality factors among higher secondary students on the basis of their socio economic status.

Table
Comparison of Personality on the Basis of Socio Economic Status

Groups	n	Mean	F-ratio	Level of Significance
High SES (a ₁)	300	9.03		
Low SES (a ₂)	300	8.80	0.54	NS

NS - Not Significant

The main effect of socio economic status upon Factor-A of HSPQ was found to be statistically insignificant. The reported 0.54 which is statistically insignificant indicate that student belonging to high SES group (M=9.03) and low SES group (M=8.80) did not differ significantly on Factor A of fourteen HSPQ personality factors at any significant level.

Since no statistically significant difference was observed in personality factors of higher secondary students on the basis of their socio economic status, differential hypothesis H₁ stands rejected.

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