

A Study on Socio-Economic Status and Personality of Pupil Teachers with Special Reference to Gender

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Abstract: *The present research work intent to study the socio-economic status and personality of pupil teacher (B.Ed.) trainee on the basis of gender. Hence the researchers aim at to find out the socio - economic status (SES) of pupil teachers according to gender and to study the personality of pupil teachers according to gender. 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, Standard Deviation, Critical Ratio, Degree of Freedom, Coefficient of Correlation, and ANOVA tested the hypotheses find out the purposive findings to focus on proper suggestive suggestion towards conclusion.*

Keywords: *Socio-economic Status, Personality, Pupil Teacher and Gender.*

I. 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.

Here the researcher has keen interest to know how much and what level based on socio-economic status of the pupil teachers particularly upon personality of them influenced whereby the problem introduce as “A study on socio-economic status and personality of pupil teachers with special reference to gender”

Rational of the study:-

Teaching is an art and Teacher is an artist whereby teacher education is the ambitions of pupil teachers to reach their destination in teacher education institutions not only in Raipur district of Chhattisgarh state but also in all over the word collaboration. But all-round development of personality and socio-economic status of the pupil teacher adversely effects and affects to a great extent in reality. As a reason different research study, different class room activities, different commission and committee and different psychological organization has been working on different variable to different situation in different research field to understand the problem and gives the suggestion toward these variation and critical justification in the field of teacher education especially to pupil teachers. So as a rational thinker the researcher in this present research work has thought such important as rational of the study.

II. Objectives And Hypotheses

Objectives of the study: -

- (1) To find out the socio - economic status (SES) of pupil teachers according to gender.
- (2) To study the personality of pupil teachers according to gender.

Hypothesis of the Study: -

H₁ There will be no significant difference in socio-economic status of pupil teachers according to gender.

H₂ There will be no significant difference in personality of pupil teacher according to gender.

H_{2,1} No significant difference will be observed in personality of male and female pupil teachers of low socio-economic status.

H_{2,2} No significant difference will be observed in personality of male and female pupil teachers of middle socio-economic status.

H_{2,3} No significant difference will be observed in personality of male and female pupil teachers of high socio-economic status.

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 pupil teachers enrolled during the session 2013-14 of all the teacher education institutions to constitute the population for smooth and successful completion of the study.

Sample: -

The researcher will select 1000 samples (500 male and 500 female) B.Ed. 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 teacher education territory of Chhattisgarh state as the scope of the study and all the B.Ed. students (pupil teachers) of B.Ed. departments of all the teachers education institutions 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, Standard Deviation, Critical Ratio, Degree of Freedom, Coefficient of Correlation, and ANOVA 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.

Research Procedure:

The main base of Educational Research, investigation or survey is real fact related with study. These facts are collected with the help of observation, interview, schedule and questionnaire. In the present work data has been collected from target colleges by administering two tests of home environment and values of pupil teachers. But of course, these collected data are always unsettled in their primary stage. Since the raw data as such is in the form of digits and figures, which are rather incomprehensible to laymen. Therefore, it is not possible to take out conclusions from them or to understand them in their original form as well unless they are analyzed systematically. Hence, suitable statistical procedures are adopted for tabulation and organization of the raw data. In this chapter the data thus collected are systematically classified, tabulated and represented in suitable graphical manner useful for their interpretation in the context of the present work. These data are then required to be analyzed and to reveal a clear picture to test the hypothesis and arrive at the conclusion.

Another most important aspect of research is ANALYSIS. It is the process where relationship or difference supporting or opposing to the original or new hypothesis should be subjected to statistical test of significance to determine with what validity data can be said to indicate conclusions

Tabulation of Data:

In this research work the researcher has taken 1000 sample. Out of which 500 are male pupil teacher and 500 are female pupil teachers. After administering the test for ascertaining socio-economic status, the total sample is distributed in three major categories i.e. of low socio-economic status, medium socio-economic status and high socio-economic status. The distribution of sample in numeral form is presented in this table:-

Tabulation of Data Collected:

SES	MALE	FEMALE	TOTAL
LOW	120	101	221
MIDDLE	272	255	527
HIGH	108	144	252
TOTAL	500	500	1000

IV. Analysis And Interpretation Of Data

As we know that the qualitative data cannot be shown in numerical form. Therefore analysis of these types of data is very essential. Analysis of Data means studying the tabulated material in order to determine inherent facts or meanings on the basis of statistics applied.

Interpretation is certainly a mechanical process. It requires a critical examination of the results of analysis done in the light of all the limitations of data gathered. It is a very important step in the total procedure of research. Graphic representation at a glance gives a general notion of the whole data and is easier to read and figure out than a table

Personality

The Personality scale has been divided in ten dimensions which are as follows:-

S. No.	Area	Dimensions
1.	Area 1	Decisiveness
2.	Area 2	Responsibility
3.	Area 3	Emotional Stability
4.	Area 4	Masculinity
5.	Area 5	Friendliness
6.	Area 6	Heterosexuality
7.	Area 7	Ego-Strength
8.	Area 8	Curiosity
9.	Area 9	Dominance
10.	Area 10	Self-concept

With the help of above procedure the researcher used Mean, Standard Deviation, Critical Ratio, Degree of Freedom and Coefficient of Correlation 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.

Verification of Hypotheses:

Differential Hypothesis:

H₁ There will be no significant difference in socio-economic status of pupil teachers according to gender.

Table.5.2

Significance of Mean Difference of Socio-Economic Status of Male and Female Pupil Teachers

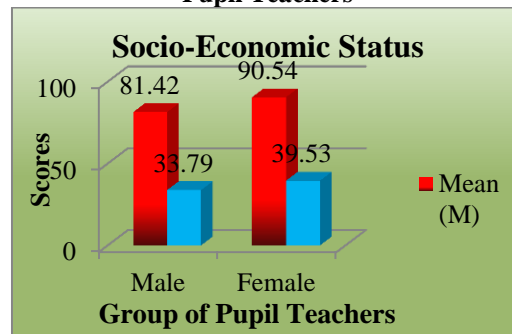
S. No	Group	No. of Pupil Teachers (N)	Mean (M)	Standard Deviation (S.D.)	Critical Ratio (C.R.)	Degree of freedom (df)	At 0.01 Significance level	At 0.05 Significance level
1	Male	500	81.42	33.79	3.92	998	2.59	1.96
2	Female	500	90.54	39.53				
	Total	1000						

Explanation

At 998 degree of freedom (df), table value of C.R. at 0.01 significance level is 2.59 and at 0.05 level is 1.96. Value of C.R. calculated is 3.92, which is greater than table value of C.R. at both 0.01 and 0.05 level of significance i.e. 2.59 and 1.96. Therefore the Null Hypothesis is rejected here and it is found that there is significant mean difference in socio-economic status of pupil teachers according to gender. Hence, the

hypothesis of the study is not approved here and there exists difference in the socio-economic status of male and female pupil teacher

Graph 1 Graph Showing Mean and Standard Deviation of Socio-Economic Status of Male and Female Pupil Teachers



H₂ There will be no significant difference in personality of pupil teacher according to gender.

H_{2.1} No significant difference will be observed in personality of male and female pupil teachers of low socio-economic status.

Table.5.3 Significance of Mean Difference of Personality of Male and Female Pupil Teachers of Low Socio-Economic Status

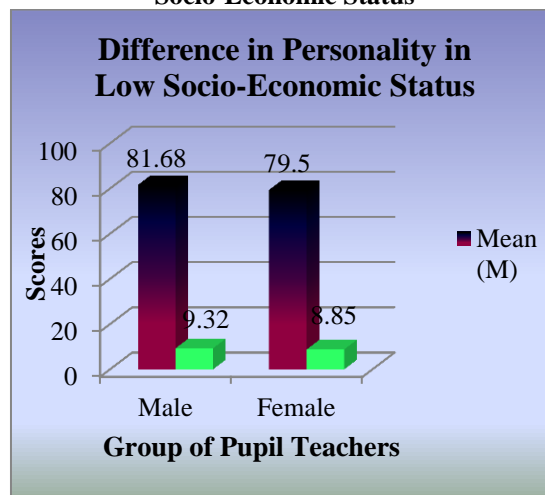
S. No	Group	No. of Pupil Teachers (N)	Mean (M)	Standard Deviation (S.D.)	Critical Ratio (C.R.)	Degree of freedom (df)	At 0.01 Significance level	At 0.05 Significance level
1	Male	120	81.68	9.32	1.78	219	2.59	1.97
2	Female	101	79.5	8.85				
	Total	221						

Explanation

Table no.4.3 shows that at 219 degree of freedom (df), table value of C.R. at 0.01 significance level is 2.59 and at 0.05 level is 1.97. Value of C.R. calculated is 1.78, which is less than both the table values of C.R. at 0.01 and 0.05 level of significance i.e.- 2.59 and 1.97. Therefore the Null Hypothesis is accepted here and it is observed that there is no significant mean difference in personality of male and female pupil teachers of low socio-economic status. Hence, the hypothesis of the study is approved.

Graph 2

Graph Showing Mean and Standard Deviation of Personality of Male and Female Pupil Teachers of Low Socio-Economic Status



H_{2.2} No significant difference will be observed in personality of male and female pupil teachers of middle socio-economic status.

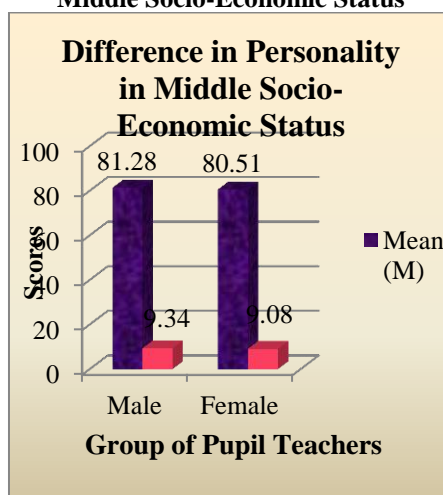
Table.5.4
Significance of Mean Difference of Personality of Male and Female Pupil Teachers of Middle Socio-Economic Status

S. No	Group	No. of Pupil Teachers (N)	Mean (M)	Standard Deviation (S.D.)	Critical Ratio (C.R.)	Degree of freedom (df)	At 0.01 Significance level	At 0.05 Significance level
1	Male	272	81.28	9.34	0.96	525	2.58	1.96
2	Female	255	80.51	9.08				
	Total	527						

Explanation

Table no.4.4 shows that at 525 degree of freedom (*df*), table value of C.R. at 0.01 significance level is 2.58 and at 0.05 level is 1.96. Value of C.R. calculated is 0.96, which is less than both the table values of C.R. at 0.01 and 0.05 level of significance i.e.- 2.58 and 1.96. Therefore the Null Hypothesis is accepted here and it is observed that there is no significant mean difference in personality of male and female pupil teachers of middle socio-economic status. Hence, the hypothesis framed in the study is approved.

Graph 3
Graph Showing Mean and Standard Deviation of Personality of Male and Female Pupil Teachers of Middle Socio-Economic Status



H_{2.3} No significant difference will be observed in personality of male and female pupil teachers of high socio-economic status.

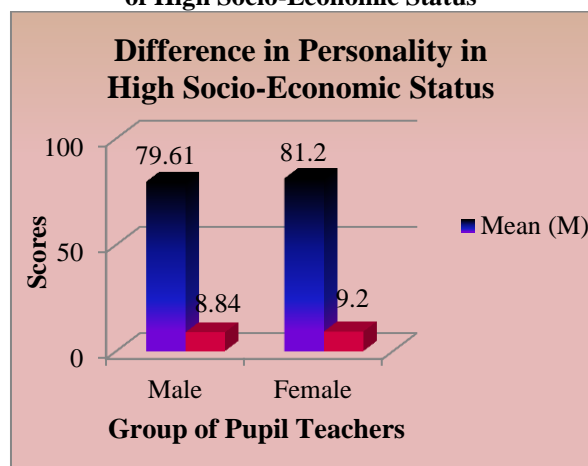
Table.5.5
Significance of Mean Difference of Personality of Male and Female Pupil Teachers of High Socio-Economic Status

S. No	Group	No. of Pupil Teachers (N)	Mean (M)	Standard Deviation (S.D.)	Critical Ratio (C.R.)	Degree of freedom (df)	At 0.01 Significance level	At 0.05 Significance level
1	Male	108	79.61	8.84	1.39	250	2.59	1.97
2	Female	144	81.2	9.2				
	Total	252						

Explanation

Table no.4.5 shows that at 250 degree of freedom (*df*), table value of C.R. at 0.01 significance level is 2.59 and at 0.05 level is 1.97. Value of C.R. calculated is 1.39, which is less than both the table values of C.R. at 0.01 and 0.05 level of significance i.e.- 2.59 and 1.97. Therefore the Null Hypothesis is accepted here and it is observed that there is no significant mean difference in personality of male and female pupil teachers of high socio-economic status. Hence, the hypothesis framed in the study is approved.

Graph 4 Graph Showing Mean and Standard Deviation of Personality of Male and Female Pupil Teachers of High Socio-Economic Status



V. Findings And Suggestions Of The Study

H₁ There will be no significant difference in socio-economic status of pupil teachers according to gender.

Finding: It is found that there is significant mean difference in socio-economic status of pupil teachers according to gender. Hence, the hypothesis of the study is not approved here and there exists difference in the socio-economic status of male and female pupil teachers.

Suggestion: It can be suggested that to reduce the significance mean difference in socio economic status of the pupil teachers according to gender is a great Challenge.

H₂ There will be no significant difference in personality of pupil teacher according to gender.

H_{2.1} No significant difference will be observed in personality of male and female pupil teachers of low socio-economic status.

Finding: It is found that there is no significant mean difference in personality of male and female pupil teachers of low socio-economic status. Hence, the hypothesis of the study is approved.

H_{2.2} No significant difference will be observed in personality of male and female pupil teachers of middle socio-economic status.

Finding: It is observed that there is no significant mean difference in personality of male and female pupil teachers of middle socio-economic status. Hence, the hypothesis framed in the study is approved.

H_{2.3} No significant difference will be observed in personality of male and female pupil teachers of high socio-economic status.

Finding: It is observed that there is no significant mean difference in personality of male and female pupil teachers of high socio-economic status. Hence, the hypothesis framed in the study is approved.

Suggestion: It can be suggested that there will be no requirement of any statistical manipulation so far as the stated and tested hypotheses headed by second hypothesis is concerned.

VI. Conclusion of the Study:

On the basis of above findings and suggestions researcher concluded that There will be significant difference in socio-economic status of pupil teachers according to gender and other all the hypotheses are Vice-verses as a result there is not significance difference on ten dimension of personality of pupil teachers with reference to Socio-economical status.

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