# SOCIO-ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT AS DETERMINANTS OF PERSONALITY DEVELOPMENT OF GIRL STUDENTS

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## ABSTRACT

*Although significant gains have been made in the last few years with increasing number of women entering in work force, the struggle to come out of the stereotyped picture is still continued. There are still discriminations, which exist, in the Indian society. Women leaders, activists, business women and women at high posts are still considered less competitive and less capable in comparison to men. It is, therefore, essential to examine the personality development of women right from their childhood. The role stereotypes in the society have to be neutralised. There is a great deal of evidence that the informal training in the home is important in determining the well being of a child. The family climate, environment and school plays a vital role in the development of an individual. Keeping in mind all these factors, a study was conducted on the IXth class girls studying in selected single sex and co-educational schools of Baroda city. Findings of the study revealed that SES of the students did not have significant influence on their personality whereas their academic achievement made a real high significant influence on the selected personality aspects.*

**Key words:** *Struggle; Stereotyped; Women Leaders; Childhood*

## INTRODUCTION

Girls are entering in both conventional and non-conventional areas of work for the achievement of the economic independence and sharing the partnership with the men. To keep a good pace with the modern world, there are some important aspects of the personality, which need to be enhanced among the girls. The socio-economic status (SES) serves as a composite of the economic status of a family based on occupation, educational attainment and income. The SES of parents determines the opportunity for participation, choice of activities and desire for success. The children with high SES background may develop independence, fearlessness, leadership and high self esteem, as they may have enough facilities whereas in low SES families, children may lack in the above mentioned characteristics due to less resources.

The girls with high academic achievement may have high leadership, independence and fearlessness because their achievement is the positive signal of their capacity to know the matter better than others. It helps them to develop favourable attitude and confidence. There is a great deal of evidence that the informal training in the home is important in determining the well being of a child. The academic achievement and school plays a vital role in the development of an individual. So the present investigation was undertaken to find out the influence of SES & academic achievement on selected personality aspects of high school girls.

## METHODOLOGY

The population of the study consisted of IXth standard girls students of selected coeducational and girls high schools of Baroda city. The sample comprise of 200 girl students. The data were collected by using a self-prepared questionnaire. It was pre tested for its validity and reliability. Reliability was estimated by Split Half method, which was 0.78. Appropriate statistical tools were applied for analysis and interpretation of data like mean scores, t-test, 2Way ANOVA.

Dr.K.G.Desai's Socio Economic status scale was modified and used to find out SES of the students. For Academic Achievement, results of previous year were collected from school records.

## RESULTS AND DISCUSSION

The differences in the level of selected personality aspects of high school girls studying in coeducational and girls' schools were in relation to :

* Socio-economic status
* Academic Achievement

Influence of SES, type of school and their interaction on the level of selected personality aspects of High School Girls : It is clear from Table 1, that the F-values for the influence of SES on the selected personality aspects were not significant.

As seen in the Table 1 (A to D), the F-values for the influence of type of school on the level of selected personality aspects were significant for leadership, fearlessness, attitude towards opposite sex and happiness in the school. However, the observed values of F for the influence of type of school on the level of interest in technical work and vocational interest of high school girls were not significant.

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Table 1. Summary of 3×2 factorial design ANOVA of unequal cell size for level of selected personality aspects of high school girls  N=200

| Source of Variance | df | Sum of Squares | Mean Sum of Square | F-ratio |
|---|---|---|---|---|
| **A  Leadership** | | | | |
| SES | 1 | 13.832 | 13.832 | 1.033 |
| Type of school | 1 | 298.196 | 298.196 | 22.264* |
| 2-way interaction | 1 | 0.162 | 0.168 | 0.013 |
| **B  Fearlessness** | | | | |
| SES | 1 | 21.970 | 21.970 | 2.287 |
| Type of school | 1 | 109.305 | 109.305 | 11.380* |
| 2-way interaction | 1 | 9.025 | 9.025 | .940 |
| **C  Attitude towards opposite sex** | | | | |
| SES | 1 | 1.805 | 126.062 | 19.855 |
| Type of school | 1 | 1.805 | 126.062 | 19.855 |
| 2-way interaction | 1 | 0.162 | 11.334* | 1.785 |
| **D  Happiness in the school** | | | | |
| SES | 1 | 0.228 | 486.339 | 3.069 |
| Type of school | 1 | 0.228 | 486.339 | 3.069 |
| 2-way interaction | 1 | 0.021 | 45.223* | 0.258 |
| **E  Interest in technical work** | | | | |
| SES | 1 | .093 | .093 | 0.030 |
| Type of school | 1 | .017 | .017 | 0.005 |
| 2-way interaction | 1 | 1.650 | 1.650 | 0.537 |
| **F  Vocational interest** | | | | |
| SES | 1 | 1.838 | 1.838 | 0.772 |
| Type of school | 1 | 1.870 | 1.870 | 0.758 |
| 2-way interaction | 1 | 2.096 | 2.096 | 0.865 |

\* Significant at .01 level with df = 1/196, F-tab = 6.76

Table 2. t-value showing differences in the level of leadership of high school girls according to the type of school N=200

| Type of School | N | X | SD | t-value |
|---|---|---|---|---|
| Co-educational School | 100 | 20.99 | 3.617 | 5.15* |
| Girls School | 100 | 18.33 | 3.685 | |

\* Significant at .01 level with df = 198, t-tab. = 2.60

Table 3. t-value showing differences in the level of Fearlessness of high school girls according to the type of school  N=200

| Type of School | N | X | SD | t-value |
|---|---|---|---|---|
| Co-educational School | 100 | 21.35 | 3.198 | 3.87* |
| Girls School | 100 | 19.65 | 3.016 | |

\* Significant at .01 level with df = 198,  t-tab. = 2.60

Table 4. t-value showing differences in the level of attitude towards opposite sex of high  school girls according to the type of school  N=200

| Type of School | N | X | SD | t-value |
|---|---|---|---|---|
| Co-educational School | 100 | 20.26 | 2.905 | 3.58* |
| Girls School | 100 | 18.57 | 3.715 | |

\* Significant at .01 level with df = 198, t-tab. = 2.60

Table 5. t-value showing differences in the level of happiness of high school girls according to the type of school  N=200

| Type of School | N | X | SD | t-value |
|---|---|---|---|---|
| Co-educational School | 100 | 23.42 | 3.617 | 7.02* |
| Girls School | 100 | 20.18 | 3.418 | |

\* Significant at .01 level with df = 198,   t-tab. = 2.60

Table 6. Summary of 3 x 2 factorial design ANOVA unequal cell size for level of selected personality aspects of high school girls N = 200

| Source of Variance | df | Sum of Squares | Mean Sum of Square | F-ratio |
|---|---|---|---|---|
| **A  Leadership** | | | | |
| Academic Achievement | 2 | 289.078 | 144.539 | 11.988* |
| Type of school | 1 | 222.144 | 222.144 | 18.425* |
| 2-way interaction | 2 | 11.040 | 5.520 | 0.458 |
| **B  Fearlessness** | | | | |
| Academic Achievement | 2 | 139.861 | 69.930 | 7.676* |
| Type of school | 1 | 87.375 | 87.375 | 9.591* |
| 2-way interaction | 2 | 6.349 | 3.174 | 0.348 |
| **C  Attitude towards opposite sex** | | | | |
| Academic Achievement | 2 | 119.216 | 59.608 | 5.555* |
| Type of school | 1 | 88.778 | 88.778 | 8.273* |
| 2-way interaction | 2 | 0.715 | 0.358 | 0.033 |
| **D  Happiness in the school** | | | | |
| Academic Achievement | 2 | 8.007 | 4.004 | 0.377 |
| Type of school | 1 | 476.495 | 476.495 | 44.873* |
| 2-way interaction | 2 | 43.079 | 21.539 | 2.028 |
| **E  Interest in technical work** | | | | |
| Academic Achievement | 2 | 5.409 | 2.705 | 0.910 |
| Type of school | 1 | 0.475 | 0.475 | 0.160 |
| 2-way interaction | 2 | 22.049 | 11.024 | 3.710 |
| **F  Vocational interest** | | | | |
| Academic Achievement | 2 | 102.117 | 51.059 | 26.294* |
| Type of school | 1 | 9.812 | 9.812 | 5.053 |
| 2-way interaction | 2 | 0.191 | 0.095 | 0.049 |

\* Significant at .01 level with df = 1/194, F-tab = 6.76

The t-values showing significant differences in the Tables (2 to 5), revealed that girls studying in coeducational schools had high level of leadership, fearlessness and happiness in the school than the girls studying in girls schools. The coeducational school girls also had more favourable attitude towards boys than their counterparts.

The F-values for influence of interaction between SES and type of school on the level of selected personality aspects were not significant.

Influence of academic achievement, type of school and their interaction on the level of selected personality aspects of high school girls As seen in the Table 6 (A, B, C and F), the F-values for the influence of academic achievement on the level of selected personality aspects of high school girls were

significant for leadership, fearlessness, attitude towards opposite sex and vocational interest.

The t-values showing differences revealed that the level of leadership, fearlessness and attitude towards opposite sex were higher for the girls with high academic achievement than middle and low academic achievers (Tables 7, 8, 9). Whereas, the level of vocational interest was higher for both middle and high academic achievers than the low achievers (Table 10). The reason for this may be that as high achievers are generally confident and have the potential to accept the various challenges, it may have helped them to develop high level of fearlessness & leadership.

Table 7. t-value showing differences in the level of leadership of high school girls in relation to academic achievement N=200

| Academic Achievement | X | SD | Low | Middle | High |
|---|---|---|---|---|---|
| Low | 17.920 | 2.679 | | | |
| Middle | 18.895 | 3.909 | 1.52 | | |
| High | 21.325 | 3.845 | 5.51* | 3.82* | |

* Significant at .01 level with df = 148, t-tab = 2.61

Table 8. t-value showing differences in the level of fearlessness of high school girls in relation to academic achievemen N=200

| Academic Achievement | X | SD | Low | Middle | High |
|---|---|---|---|---|---|
| Low | 19.360 | 2.827 | | | |
| Middle | 19.925 | 3.291 | 0.98 | | |
| High | 21.650 | 3.845 | 4.33* | 3.33* | |

* Significant at .01 level with df = 148, t-tab = 2.61

Table 9. t-value showing significant differences in the level of attitude towards opposite sex of high school girls in relation to academic achievement N = 200

| Academic Achievement | X | SD | Low | Middle | High |
|---|---|---|---|---|---|
| Low | 18.120 | 3.166 | | | |
| Middle | 19.134 | 3.393 | 1.65 | | |
| High | 20.421 | 3.350 | 3.92* | 2.33 | |

* Significant at .01 level with df = 148, t-tab = 2.61

Table 10.t-value showing significant differences in the level of Vocational interest of high school girls in relation to academic achievement N = 200

| Academic Achievement | X | SD | Low | Middle | High |
|---|---|---|---|---|---|
| Low | 5.840 | 1.490 | | | |
| Middle | 6.641 | 1.367 | 3.02* | | |
| High | 7.542 | 1.373 | 6.71* | 4.00* | |

* Significant at .01 level with df = 148, t-tab = 2.61

However, the observed values of F for the influence of academic achievement on the level of happiness in the school and interest in technical work were not significant. It indicates that the girls belonging to three academic groups had equal level of happiness in the school and technical interest.

The F values for influence of type of school on the level of leadership, fearlessness, attitude towards opposite sex and happiness in the school were significant (Tables 2 to 5 for t-values showing significant difference) whereas the F values were not significant for the level of interest in technical work and vocational interest. The F values for influence of interaction between academic achievement and type of school were not significant for any of the selected personality aspects. In the light of these findings, the null hypotheses stating that there will be no significant influence of academic achievement, type of school and their interaction on the level of selected personality aspects of high school girls was partially rejected.

## CONCLUSION

The girls showed high vocational interest but had low interest in technical work, in both type of school. Though majority of the girls belonged to high SES, but it did not make any significant influence on the level of personality aspects of high school girls. The results show that the girls with high academic achievement were less fearful than the girls with middle and low achievement. As high achievers are generally confident and have the potential to accept the various challenges, it may have helped them to develop high level of fearlessness. The respondents with high academic achievement had high level of leadership, fearlessness and vocational interest than the respondents with middle or low academic achievement.

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