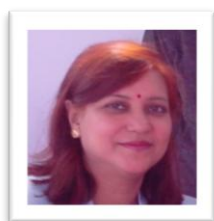


# Socio-Economic Status and Personality of Secondary School Teachers



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## Abstract

Socioeconomic status (SES) is a combined measure of economic and social measure of a person's work experience and of an individual's or family's economic and social position in the society which is based on income, education, and occupation. When analyzing a family's Socioeconomic status, the household income, household persons education, and occupation are taken into consideration. Here the individual and combined income assessed. Personality is another factor which reflects and affects the various teaching competency areas. It has a close relation to the Socioeconomic status which is divided into three areas like high socio economic status, middle socio economic status and low socio economic status

**Keywords:** Socio-Economic Status, Personality, Competency

## Introduction

Socioeconomic status (SES) is a combined measure of economic and social measure of a person's work experience and of an individual's or family's economic and social position in the society which is based on income, education, and occupation. When analyzing a family's Socioeconomic status, the household income, household persons education, and occupation are taken into consideration. Here the individual and combined income assessed. Personality is another factor which reflects and affects the various teaching competency areas. It has a close relation to the Socioeconomic status which is divided into three areas like high socio economic status, middle socio economic status and low socio economic status. Education in higher socioeconomic families is well structurally available, both within the household as well as the local community. In poverty areas, where food and safety are priority, education seems at the backseat.

Additionally, low income and higher education have shown to be strong predictors of a range of physical and mental health problems, including respiratory viruses, arthritis, coronary disease, and schizophrenia. Mental Health is more than the simple absence of mental issue. The positive measurement of psychological well-being is worried in WHO's meaning of wellbeing as contained in its constitution: "Wellbeing is a condition of finish physical, mental and social prosperity and not only the nonattendance of malady or ailment." Concepts of psychological wellness incorporate subjective prosperity; saw self-adequacy, self-sufficiency, skill, intergenerational reliance and acknowledgment of the capacity to understand one's scholarly and passionate potential. It has additionally been characterized as a condition of prosperity whereby people perceive their capacities, can adapt to the typical worries of life, work beneficially and productively, and make a commitment to their groups. These may be due to environmental conditions in their workplace, or, in the case of mental illnesses. Socio- economic status is usually measured with the combinations of more than one variable such as education, income and occupation. By seeing it through social class perspectives, their major issues such privilege, power and control are emphasized. Hence Social economic status becomes relevant to every facets of behavioral and social science including research, practice, education and advocacy. Therefore, Social economic status and its correlates not only affect the individual but society as a whole. Students in India often face one of the highest rates of poverty. Whereas inequality and in-equity in wealth and resource, distribution has given rise to the quality of life for a marginal section of the society. Hence, the mass of the society develops and shows differing attitudes leading to frustration which directly or indirectly covertly or overtly affects self-concept and academic achievements of the students. This is why Social economic status affects the day today functions of a person in

varied ways and determines the social positions a person. Here the variables of social positions are dynamic and are responsible for social change. It varies with choice, time, region, family culture, paying capacity and other attributes of people. Growing economy of the country, implementation of New Pay Scales in every ten years, change in the policy of pay scales, technological explosion, impact of media both print and electronic as well as education has changed many parameters of social position of a person in last few years. This is why Social economic status becomes important with regard to research.

#### **Review of Literature**

The available literatures on Social economic status indicate change in the concept of social position from time to time. Power<sup>14</sup> (1981) focused only on occupation while Studying Social economic status, whereas, U.S. Department of Defense<sup>15</sup> (1986) indentified some traditional components such as education, occupation, income, employment states, possession of materials and presence of reading materials for measuring socio economic position.

Similarly Australian Bureau of Statistics<sup>16</sup> (1994) in addition to education, health, employment identified other variables such as contact with criminal justice system, housing, access to service, water, sewerage to determine social position of a person whereas income, ownership, assets level, holdings etc. Were identified for the determination of economic position of a person. Similarly, Williams and Moss<sup>17</sup> (1997) in their study assessed socio-economic status at three level i.e. (i) individual level. (ii) House hold level and (iii) Community level. Hence Social class, caste and race were also indentified as indicators of socio- economic position (Piko and Fitzpatric<sup>18</sup>, 2001) where income wealth, social standing/prestige and social deprivation were used as common factors, in measurement of social position. Kulshreshta<sup>20</sup> (1975) says that any group of persons coming closer to each other on the continuum of occupation, income, education and culture determines socio-economic status. Whereas, Kalia and Sahu (2012) described Socio- Economic Status in terms of as their level of involvement in Socio-Economic activities and by virtue of it their ability to influence masses, level of education, profession, economic position, lifestyle, health, aspiration, use of gadgets, services and leisure facilities that the family enjoys.

Chapin (1928) held that it is "the position an individual or the family occupies with reference to their possessions and participation in group activity of the community determines Socio-Economic Status".

#### **Aim of the Study**

Students come from diverse socio-economic classes and possess different values, intelligence, capacity and ideas. Therefore, Ambitions of the students vary according to their socio-economic status, which plays an important role in determining the level of self-concept in an individual. Therefore SES is the first important parameter in determining what a student is, and, what he is going to be in future and also what he feels about himself and others. Thus, a family's socio- economic status often rest upon income, education level, occupation, and social

status in the community. It further includes their contacts within the community, group associations, and the community's perception of the family (Demarest, et al. 1993). This in turn determines the quality of academic achievement a student acquires.

Education in higher socioeconomic families is typically stressed as much more important, both within the household as well as the local community. In poorer areas, where food and safety are priority, education can take a backseat. Youth audiences are particularly at risk for many health and social issues in the United States, such as unwanted pregnancies, drug abuse, and obesity.

For decades, especially in western countries, researchers, both theoretical and empirical ones, have asserted that socio-economic status is one of the best predictors of academic performance (Karl & White, 1982).

Home background has been observed to influence academic and educational success of students and school work, while socio-economic status reinforces the activities and functioning of teachers and students (Program for international student assessment, 2002). Marzano (2002) notes that the family characteristic that is the most powerful predictor of school performance is socioeconomic status (SES). He observes that the higher the socio-economic status of the students family, the higher the academic performance.

Socio-economic status has been found to predict a variety of outcomes, including grades, achievement, intelligence test scores, high school dropouts, plans for college attendance and total amount of formal schooling (Harters, 1963). Studies have repeatedly found that socio-economic status affect students outcome (Jeynes, 2002; Emmon, 2005; Majoribanks, 1996; Hoch child, 2003; Mcneal,2002; Seyfried, 1998). Socio-economic status has also been shown to override other educational influences such as parental involvement (Mcneal, 2001).

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.

#### **Teacher Personality**

"All men differ from each other since neither environment nor disposition can ever in any two men be the same or alike." Education is modification of behavior 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. Personality is the deeply fixed, consistent, distinctive and characteristic patterns of our thoughts, feelings and behavior that

define a person's own style of interacting with the physical and social environment. It is the tendency to behave in a certain way under different circumstances and across time. It is shown in many ways through behavior, thoughts and feelings. It must be noted, however, that feelings, thoughts and behavior does not make up personalities. It is actual the true nature that lies behind these elements. It signifies the uniqueness of a person and the special characteristics that set a part that person from others. It is like fingerprints. It emphasizes how we are unique and are different from each other. However, some of us may also share certain similarities in personality. Different personalities can be divided into types. But these can hardly be used to describe a certain person's personality exactly.

Our personality can be molded and affected by many factor for example, genes (biological factors) and the environment where a person grows up in can one's personality. As personality is not fixed and permanent. It follows that heredity plays a small part in its development. It's rather the day by day experiences of the individual. The kinds of environment in which he was developed and the opportunities for all kinds of learning that are responsible for his personality development.

#### **Scientific View**

Though an individual is a bundle of characteristic, yet actually he is more than a mere bundle as the traits go together to form an integrated pattern, when we view him as a whole, we may define personality as an integrated pattern of traits.

#### **Etymological View**

The words personality is derived from the Latin word persona which means a mask through which an actor speaks his lines. It is referred to external appearance or the role he plays.

#### **Philosophical View**

According to these views personality is that a man is written himself.

#### **Sociological View**

According to E.W. Barges "Personality is the integration of all traits which determines the role and status of the person in society.

#### **Psychological View:-**

Jung has classified personality into two types on the basis of social activities:-

#### **Extroverts**

These people take much interest in others. They are very much social and are of realistic view. Businessman, player, actor and politicians come under these categories.

#### **Introverts**

These people are self –centered and idealist. They take interests in trees, plants and nature. But it is very difficult to draw a line to separate these two types of personality.

#### **Allport's Definition:-**

Personality is the dynamic organization with in the individual of those psychophysical systems that determine his unique adjustment to his environment.

#### **Dynamic**

Refers the constantly evolving or changing nature of personality.

#### **Organization**

Emphasizes the patterning of the independent parts of the personality stricter each of which has a special relation to the whole.

#### **Psychophysical System**

This system is composed of habits, attitudes, sentiments motives and belief, all of which are psychological but have a physical basis in the individual's nature.

#### **Determine**

Emphasis the motivation role of psychophysical systems with in the individual.

#### **Conceptual issues in Personality development:-**

The Indian tradition provides a very rich heritage of concept and ideas in the domain of personality development. These ideas have been presented elaborately in the Vedas and Upanishads which are the richest sources of understanding personality development in ancient Indian thought.

1. The Upanishads regards human life as the meeting ground of the cosmic power. The ultimate reality is Brahman who is all Jnanm and Anandem or consciousness and bliss. Accordingly man can be understood in terms of the relationship between the Atman, the Spiritual self and his psychophysical reality Which is encased in the kasas.
2. In the school of Jainism, man is viewed as mooned in the pursuit of spirituality: autonomy and transcendence every human thus has the capacity for development of 'self' through leading a disciplined life consisting of following the vartas or five vows guptis or three types of restraints and Dharma's or the ten pious duties. The emphasis on this system is thus on self-control and following a very disciplined life-style.
3. In the Buddhist school, the temporality of the human being and the temporariness of the physical word are ideas which are highlighted. Man is seen as tangled in behavior resulting from desire and ignorance. This system focuses on sila or non-violence, meditation for selfness or Samadhi and respect for wisdom or Prajna encompassed in the eight fold bath as means to self-fulfillment with Nirvana being its final goal.
4. In the Bhagavad-Gita the central emphasis is on presenting a synthesis between man and his destiny. It perceives man as beginning with karma or action.
5. In the Mimamsa school of Indian philosophy, personality is conceptualized as a live relationship between the self (atman) mind (manas), body and the senses (Indri as). The law of Dharma is seriously adhered to and determines the course of personality development. In the Vedantic tradition, personality development is visualized as movement from the empirical to the spiritual and phenomenal to the nominal.
6. In the Nyaya- Vaisesika school of Indian philosophy the three primary components of personality are atman or soul and body along with the five senses of knowledge or the Janendriyas and the five senses of action or self

is the score of personality and serves as the unifying factor of all cognition and action. It knows all and enjoys all.

7. In the western tradition, the conceptualization of personality can be related to the three schools of psychology psychoanalysis, behaviorism and humanism, existentialism, in education this translates to defining personality as-
- The conscious unconscious self
  - Mask or persona and
  - The phenomenological self

The conscious unconscious self definition of personality suggests that mind is constituted by both conscious and unconscious process. Freud was the first pioneer this assertion, but a large following of Mco-freudians especially heralded by Carl Jung carried it further.

In the mask or Persona Perspective the overt, observable behavior shown by a person's what represents his personality. This constitutes the core of behaviorism.

#### **Conclusion**

In the field of education, academic psychology has been predominantly behavioristic carrying the belief that it has to be empirical and measurement oriented. However in the last two decades other cognitive and humanistic perspectives have been incorporated as well and to some extent also psychoanalysis of course much more in the domain of consoling and mental health.

A great teacher is sensitive to their students' needs. On a child's first day of kindergarten, when they are crying for their parents and refusing to participate in class, a great teacher sits with them until they calm down. In middle school, when a child enters adolescence, overwhelmed by learning not just

academics, but learning about them a great teacher is patient, understanding and available to talk. And in high school and college, when faced with the task of planning their future, a student looks for a teacher to provide insight and wisdom.

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