Chapter 5

Summary
Introduction

The selection of research problem

The behaviour that makes people different from one another are those behaviours that consider to be at the root of personality. Personality refers to the relatively enduring characteristics that differentiate one person to another and that lead people to act in a consistent and predictable manner, both in different situations and over extended periods of time. One of the significant environment factors that affects child development in the Indian context is poverty. Though poverty has at times been defined as an economic state, it acts more as an entire contest for development, being an integral part of the surround for millions of children in India. Poverty has been conceptualised in two ways- (a) poverty or deprivation as a more label, generally represented by one or more indicators such as socio-economic status and low caste. (b) poverty as a context in which several interrelated variables are embedded for example poor family income, stress, crowded and noisy living conditions, unhygienic surroundings for child development. Mishra (1990) has argued that the effects of poverty are cumulative, prolonged exposure to unfavourable conditions often has adverse development outcomes.

Self is one of the most actively researched topics in social
sciences. In a very general terms self refers to the way in which an individual views and evaluates himself or herself. Self-esteem has been one of the most enduring topics in the broader domain of self research. Self-esteem is the evaluation which the individual makes and customarily maintains with regard to himself, it expresses an attitude of approval or disapproval (Rosenberg 1965). Coopersmith (1967) defined self-esteem as a “personal judgment of worthiness that is expressed in the attitude the individual holds toward himself” self-esteem generally connotes the positive or negative value one places on one’s own attributes (Freshback & Weiner 1991), Seligman (1995) maintained that self-esteem is an epiphenomenon that reflects how well one is doing in life.

The study of cognitive styles also have received intense attention in the field of personality. Cognitive styles refers to self consistent way of approaching and transforming information especially through perception, memory and thought. Each individual gives response according to this environment. While giving responses, there may be many obstacles. The individual tries to remove these obstacles according to his personality style. The main aim of life is to overcome the obstacles and therefore the individual adopts different styles. The Field-dependent (FD) and Field-independent (FI) cognitive styles have been extensively investigated by Witkin
They have defined the dimension of FD and FI in terms of capacity to overcome an embedding context in perception. Witken (1967) has discussed cognitive style in relation to psychopathology centering on the concept of psychological differentiation, which refers to the complexity structure of a psychological system. Consequently, the researcher selected the following research problem:

"Cognitive style, Self-esteem and Socio-economic status determinants of Personality".

Objective of the present study

Following are the objectives of the present study:

1. To study the significant difference of personality between male and female students.
2. To study the significant difference of personality among high, average, and low socio-economic status students.
3. To study the significant difference of personality among high, average, and low self-esteem students.
4. To study the significant difference of personality among different cognitive styles students.
5. To study the significant effect of gender (male and female) and socio-economic status (high, average, and low) on different personality factors.

5.01 To study the significant effect of gender (male and
female) and socio-economic status (high, average and low) on personality as social disirability.

5.02 To study the significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as extraversion.

5.03 To study the significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as psychoticism.

5.04 To study the significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as dogmatism.

5.05 To study the significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as ego-ideal.

5.06 To study the significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as alienation.

5.07 To study the significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as emotional instability.

5.08 To study the significant effect of gender (male and female) and socio-economic status (high, average and
low) on personality as self-confidence.

5.09 To study the significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as empathy.

5.10 To study the significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as dominance.

6. To study the significant effect of gender (male and female) and self-esteem (high, average and low) on different personality factors.

6.01 To study the significant effect of gender (male and female) and self-esteem (high, average and low) on personality as social disrability.

6.02 To study the significant effect of gender (male and female) and self-esteem (high, average and low) on personality as extraversion.

6.03 To study the significant effect of gender (male and female) and self-esteem (high, average and low) on personality as psychoticism.

6.04 To study the significant effect of gender (male and female) and self-esteem (high, average and low) on personality as dogmatism.
6.05 To study the significant effect of gender (male and female) and self-esteem (high, average and low) on personality as ego-ideal.

6.06 To study the significant effect of gender (male and female) and self-esteem (high, average and low) on personality as alienation.

6.07 To study the significant effect of gender (male and female) and self-esteem (high, average and low) on personality as emotional instability.

6.08 To study the significant effect of gender (male and female) and self-esteem (high, average and low) on personality as self-confidence.

6.09 To study the significant effect of gender (male and female) and self-esteem (high, average and low) on personality as empathy.

6.10 To study the significant effect of gender (male and female) and self-esteem (high, average and low) on personality as dominance.

7. To study the significant effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on different personality factors.

7.01 To study the significant effect of gender (male and
female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on personality as social desirability.

7.02 To study the significant effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on personality as extraversion.

7.03 To study the significant effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on personality as psychoticism.

7.04 To study the significant effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on personality as dogmatism.

7.05 To study the significant effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on personality as ego-ideal.

7.06 To study the significant effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on personality as
alienation.

7.07 To study the significant effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on personality as emotional instability.

7.08 To study the significant effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on personality as self-confidence.

7.09 To study the significant effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on personality as empathy.

7.10 To study the significant effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on personality as dominance.

Hypothesis of the present study.

Following null hypothesis have been formulated -

1. There is no significant difference of personality between male and female students.

2. There is no significant difference of personality among high,
average and low socio-economic status students.

3. There is no significant difference of personality among high, average and low self-esteem students.

4. There is no significant difference of personality among different cognitive styles students.

5. There is no significant effect of gender (male and female) and socio-economic status (high, average and low) on different personality factors.

5.01 There is no significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as social disirability.

5.02 There is no significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as extraversion.

5.03 There is no significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as psychoticism.

5.04 There is no significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as dogmatism.

5.05 There is no significant effect of gender (male and female) and socio-economic status (high, average and
low) on personality as ego-ideal.

5.06 There is no significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as alienation.

5.07 There is no significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as emotional instability.

5.08 There is no significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as self-confidence.

5.09 There is no significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as empathy.

5.10 There is no significant effect of gender (male and female) and socio-economic status (high, average and low) on personality as dominance.

6. There is no significant effect of gender (male and female) and self-esteem (high, average and low) on different personality factors.

6.01 There is no significant effect of gender (male and female) and self-esteem (high, average and low) on personality as social disrability.
6.02 There is no significant effect of gender (male and female) and self-esteem (high, average and low) on personality as extraversion.

6.03 There is no significant effect of gender (male and female) and self-esteem (high, average and low) on personality as psychoticism.

6.04 There is no significant effect of gender (male and female) and self-esteem (high, average and low) on personality as dogmatism.

6.05 There is no significant effect of gender (male and female) and self-esteem (high, average and low) on personality as ego-ideal.

6.06 There is no significant effect of gender (male and female) and self-esteem (high, average and low) on personality as alienation.

6.07 There is no significant effect of gender (male and female) and self-esteem (high, average and low) on personality as emotional instability.

6.08 There is no significant effect of gender (male and female) and self-esteem (high, average and low) on personality as self-confidence.

6.09 There is no significant effect of gender (male and
female) and self-esteem (high, average and low) on personality as empathy.

6.10 There is no significant effect of gender (male and female) and self-esteem (high, average and low) on personality as dominance.

7. There is no significant effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on different personality factors.

7.01 There is no significant effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on personality as social desirability.

7.02 There is no significant effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on personality as extraversion.

7.03 There is no significant effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on personality as psychoticism.

7.04 There is no significant effect of gender (male and female) and cognitive styles (systematic, intuitive,
integrated, undifferentiated and split) on personality as
dogmatism.

7.05 There is no significant effect of gender (male and
female) and cognitive styles (systematic, intuitive,
integrated, undifferentiated and split) on personality as
ego-ideal.

7.06 There is no significant effect of gender (male and
female) and cognitive styles (systematic, intuitive,
integrated, undifferentiated and split) on personality as
alienation.

7.07 There is no significant effect of gender (male and
female) and cognitive styles (systematic, intuitive,
integrated, undifferentiated and split) on personality as
emotional instability.

7.08 There is no significant effect of gender (male and
female) and cognitive styles (systematic, intuitive,
integrated, undifferentiated and split) on personality as
self-confidence.

7.09 There is no significant effect of gender (male and
female) and cognitive styles (systematic, intuitive,
integrated, undifferentiated and split) on personality as
empathy.

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7.10 There is no significant effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on personality as dominance.

Importance of the present study.

The psychology of child development has assumed great importance in recent because of its bearing on the growth of the child on whom depends the future of a nation. Child-rearing practices which vary from culture to culture provide an absorbing study to the cross cultural impact of the family and the school on child development.

Every child has a unique personality. Individual differences among children should be taken note of even in classroom setting. Guidance and counselling should be made available to help children overcome their difficulties and deficiencies. It is the responsibility of everyone in the community to see that they grow in a congenial atmosphere and become happy and healthy adults.

A reason for the pre-eminence of self-esteem research is that it seems to have motivational significance, much of behaviour is determined by how one assesses one’s own sense of worth (Gecas, 1982, Rosenberg, 1965, Wylie, 1974). The motivation to maintain and enhance a positive sense of self may be universal because it
stimulates dissonance-reducing action (Gecas, 1982, Kaplan, 1975, Rokeach, 1979, Rosernberg, 1979). What individuals choose to do and the way they do it may be dependent, in part on their self-esteem. It seems to be correlated with functional behavioural and life satisfaction (Bednar & Peterson, 1995, Gurney, 1986) and is significantly related to physical and mental well being (Witmer & Sweeney, 1992).

It is the responsibility of everyone in the community to see that students grow in a cogenial atmosphere and become happy and healthy adults. Thus the present research will prove an important research in the field of educational psychology.

Research Methods and Procedures

a) The Sample

In the present study 300 male and 300 female in the age range of 15-16 years of Ghaziabad district were selected in the sample. The 200 subjects of high socio-economic status, 200 average socio-economic status and 200 low socio-economic status were selected through stratified random sampling technique. A schematic break-up of the sample is given below-
b. Design and Variables involved

The present study is concern with the effect of cognitie style, self-esteem on personality of different socio-economic status related male and female students. An ex-post facto research design was consider suitable for the present study. The present study is an exploratory nature in which the independent variable have already occured and researcher starts with the observations of the dependent variables.

There are two types of variables in the present study-

1. Independent Variables-
   - Gender (male and female)
   - Self-esteem (high, average and low)
   - Socio-economic Status (high, average and low)
   - Cognitive Styles (systematic, intuitive, integrated, undifferentiated and split)
2. **Dependent Variable**

   - Different Personality factors

C) **The tools used**

   The following tools were used in the present study-

1. **Multi-Variable Personality Inventory (MPI)**

   by Dr. Taresh Bhatia and Arunima Pathak

2. **Self-Esteem Inventory for Children**

   by Dr. Anand Kumar

3. **Cognitive Style Inventory**

   by Dr. Praveen Kumar Jha

4. **Socio-Economic Status Scale**

   by Dr. R.L. Bhardwaj

**The collection of Data**

The researcher being familiar with the importance of reliable data, followed all necessary steps to get the willing cooperation of students, teachers, principals and parents. The subjects of the present study were selected from the prescribed population. The principals of these institutions were approached one by one and the objectives of the present study were explained. All the institutions provided the facilities for collection of data. The selected students were administered three tests and requested to answer the questions sincerely and truthfully.
The Statistical technique used

The first purpose of the present study was to compare the personality of male and female, high, average, and low socio-economic status, self-esteem and cognitive styles among different sub-groups. For this purpose mean and standard deviation of each group were calculated. The comparison between different groups were made on the basis of critical ratio with 0.05 and 0.01 level of confidence considered significant. Hypothesis from No. 1 to 4 were tested by applying critical ratio.

Another purpose of the present study was to find out the effect of gender (male and female), socio-economic status (high, average and low), cognitive styles and self-esteem on different personality factors, for this analysis of variance was calculated.

The Data Analysis and Discussion

The results have been presented according to the following scheme. A mention of this may facilitate to understand the whole view of the work done.

Part A : Overall comparison of personality between male and female students.

Part B : Overall comparison of personality among high, average and low socio-economic status students.

Part C : Overall comparison of personality among high, average
and low self-esteem students.

Part D : Overall comparison of personality among different cognitive styles students.

Part E : The effect of gender (male and female) and Socio-Economic Status (high, average and low) on different personality factors.

Part F : The effect of gender (male and female) and self-esteem (high, average and low) on different personality factors.

Part G : The effect of gender (male and female) and cognitive styles (systematic, intuitive, integrated, undifferentiated and split) on different personality factors.

CONCLUSION

The researcher found the following conclusions of the present study:

1. The female students have significantly high personality factors as social desirability, dominance at 0.01 level and ego-ideal at 0.05 level than male students.

2. The students of high socio-economic status have significantly high personality factors as psychoticism, dogmatism, alienation, emotional instability than average and low socio-economic status students.
3. The students of low socio-economic status have also significantly high personality factors as social desirability, extraversion, ego-ideal, self-confidence, empathy, dominance, than high and average socio-economic status students.

4. The students of average self-esteem significantly have better personality as social desirability, extraversion, ego-ideal, self-confidence, empathy than high and low self-esteem students.

5. The students of high self-esteem significantly have high dominance, while the students of low self-esteem significantly have high psychoticism and emotional instability.

6. The students of integrated cognitive style have significantly high personality factors as social desirability, extraversion, dogmatism, ego-ideal, self-confidence, empathy than other cognitive styles students.

7. The students of systematic cognitive style have significantly high dominance personality, while the students of undifferentiated cognitive style significantly have high psychoticism and emotional instability personality factors.

8. The gender (male and female) significantly effect the personality factors as social desirability and dominance personality at 0.01 level.

9. The socio-economic status (high, average and low) and the
interaction effect of gender and socio-economic status significantly effect the all the personality factor as social desirability, extraversion, psychoticism, dogmatism, ego-ideal, alienation, emotional instability, self-confidence, empathy and dominance.

10. The self-esteem (high, average and low) significantly effect the personality factors as extraversion, psychoticism, ego-ideal, emotional instability, self-confidence, empathy and dominance at 0.01 level

11. The interaction effect of gender (male and female) and self-esteem (high, average and low) significantly effect the different personality factors as social desirability, psychoticism ego-ideal, emotional instability and self-confidence.

12. The cognitive styles significantly effect the different personality factors as extraversion, emotional instability, empathy at 0.01 level and social desirability, ego-ideal, self-confidence at 0.05 level.