

## Effect of Parental Educational Status on Personality among Adolescent Students of Scheduled Caste and Scheduled Tribe

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### 1.1 Abstract

The objective of the present study is to find out the impact of parental educational status on the personality of scheduled caste and scheduled tribe students enrolled in higher secondary schools. A total of 600 Scheduled Caste and Scheduled Tribe students were selected from higher secondary schools in Raipur district. The sample included an equal number of boys and girls, and they were selected from various government and private schools through stratified sampling, thus ensuring adequate representation based on demography. The educational level of parents was measured using a single statement in which they were asked to mark the option that applied to their highest level of education: illiterate, primary education, secondary education, higher secondary, graduate, postgraduate, or doctorate. Scores were assigned as follows: 0 for illiterate, 1 for primary education, 2 for secondary education, 3 for higher secondary, 4 for graduate, 5 for postgraduate, and 6 for doctorate. The scores of both parents were added together according to each student's parental education level. Parents with a combined score of more than 6 were categorized as having a high educational level, while those with a score of 6 or below were categorized as having a low educational level. To assess the extraversion and neuroticism dimensions of personality among adolescent higher secondary school students from scheduled caste and scheduled tribe communities, JEPI prepared by Eysenck was used. Since the original questionnaire was in English, its Hindi version, validated by Helode (1985), was used. Based on result and discussion, it may be concluded that parents' educational level is the backbone of personality development of their adolescent children because a higher educational level of parents promotes the development of extroverted personality traits and emotional stability. Hence, policymakers should ensure quality facilities in schools and provide a better school environment to children from less educated families, who can particularly benefit and enhance their personality.

**Keywords:** Parental educational status, personality, adolescent, SC/ST students

### INTRODUCTION

In the current state and system of education, students' academic achievement does not depend solely on schools and teachers; rather, family background also plays a significant and decisive role. Within this, the educational status of parents is a key factor. It is particularly essential to understand this

relationship in the context of Scheduled Castes and Scheduled Tribes, so that appropriate policies can be formulated to enhance the learning capacity of students based on their parents' education. It is said that parents' education influences the home environment, discipline within the household, and lifestyle. Therefore, it is essential to examine this hypothesis among students of the Scheduled Caste and Scheduled Tribe communities to determine whether the education level of parents affects the personality students in these communities. This understanding can serve as a basis for making appropriate efforts toward the holistic development of these students.

Personality refers to certain stable traits that distinguish us from others, providing insights into our ways of thinking and behaving, our style of reacting to events, and our emotions. A person's personality cannot be fully identified based on their appearance, complexion, or attire; rather, it can be assessed through a combination of their social behaviour, intellectual/mental capacity, and emotional components. An individual's personality is shaped by numerous aspects, such as their past experiences, cultural environment, and genetic factors. To understand personality, various theories have been proposed, among which the psychoanalytical, humanistic, and social learning theories are prominent. The development of personality begins in childhood and continues to be refined through life experiences.

Being brave, enthusiastic, and active in social life reflects extraversion in a person. According to Eysenck, such individuals utilize or seek out external stimuli for cortical arousal. An extraverted personality generally includes traits such as a belief in social interaction, a readiness to build social relationships, the courage and tendency to take risks, and the ability to blend easily into social groups without feeling any hesitation. Furthermore, they possess the ability to make quick decisions and a constant readiness for new experiences. In direct contrast, an introverted personality reflects a calm nature; these individuals have less interest in social gatherings and do not prefer stimulating environments. According to Eysenck's explanation, extraversion is linked to the nervous system's capacity to produce arousal on a biological basis. Therefore, individuals who have a lower capacity for generating internal nervous system arousal seek external stimulation, which makes their personality extraverted, and this is the reason why individuals who already have a high level of internal nervous system arousal tend to be calm in nature.

Eysenck defined emotional stability or instability through the neuroticism dimension of personality. When an individual possesses a high degree of neuroticism, even the smallest problems can leave them distracted and stressed. The following symptoms are primarily observed in individuals with high neuroticism: such individuals experience stress very quickly; they harbor excessive anxiety and fear regarding the anticipation of whether events or tasks will occur; they overthink even minor problems and perceive them to be of a serious nature; they tend to think negatively; they possess low self-confidence; and high neuroticism brings undesirable fluctuations to their mood. Conversely, low neuroticism is a symbol of mental stability, self-confidence, better stress management, and emotional stability.

The concept of personality holds a special significance in student life because it impacts not only their behaviour but also their academic progress and overall mental health. Eysenck's theory of personality, with its two primary dimensions extraversion and neuroticism, influences student life in various ways. Since studies on the effect of parental educational status on the personality of higher secondary school students of the scheduled caste and scheduled tribe communities are far and few, the present study was planned.

## **OBJECTIVES**

The objective of the present study is to find out the impact of parental educational status on the personality of scheduled caste and scheduled tribe students enrolled in higher secondary schools.

### **HYPOTHESIS**

**H<sub>01</sub>** No significant effect of parents' educational level will be found on the extraversion and neuroticism in scheduled caste and scheduled tribe students of higher secondary schools.

### **REVIEW OF LITERATURE:**

Bhandari and Timsina (2024) surveyed 386 students from 14 Nepalese high schools and found a strong positive link between parents' education and academic achievement. Parents' education explained 50.5% of the variation in students' grades ( $R = .711$ ).

Rajhans and Besan (2023) studied personality traits and academic adjustment among 100 higher secondary students using standardized tools. Results showed a significant positive relationship between personality and academic adjustment. No gender difference was found in personality traits, but girls were found to be better adjusted than boys.

Basant Kumar and Hada (2023) compared personality traits of government and private senior secondary students. No significant differences were found in openness, neuroticism, agreeableness, and extraversion. However, private school students scored higher in conscientiousness, indicating better impulse control and goal-oriented behaviour.

Sonam et al. (2021) compared Big Five personality traits of 85 class XII female students based on their resilience levels. Using the Big Five Personality Test and Ego Resilience Scale, data were analyzed with an independent t-test ( $p < 0.05$ ). Resilient students scored significantly higher in extroversion, openness, agreeableness, and conscientiousness, and lower in neuroticism than non-resilient students, indicating a strong link between positive personality traits and higher resilience.

Sukan and Sumalee (2021) examined how Big Five personality traits affect information-seeking behaviour (ISB) among 3,400 Thai secondary students. Openness and conscientiousness had the strongest positive effect on ISB, while neuroticism showed a negative relationship. Higher extraversion, agreeableness, conscientiousness, and openness were linked to better ISB and academic achievement. Females and students in the Mathematics–Science program showed higher ISB scores than their counterparts.

Das et al. (2019) examined the relationship between personality and mental health among 252 higher secondary students. Using standardized scales, the study found a positive correlation between personality traits and mental health. No gender difference was observed in personality, but boys and girls differed significantly in mental health scores.

Zalawadia and Raval (2018) examined differences in Big Five personality traits among higher secondary students. A random sample of 60 girls was selected, including 30 from the science stream and 30 from commerce. A significant difference was found between the two groups ( $t = 3.80$ ,  $p < 0.01$ ).

Mahalakshmi and Kalaivani (2015) studied the relationship between home environment and personality among 60 higher secondary students (23 females, 37 males). The findings showed that the home environment significantly influences students' personality development.

### **METHODOLOGY**

#### **Sample**

A total of 600 Scheduled Caste and Scheduled Tribe students were selected from higher secondary schools in Raipur district. The sample included an equal number of boys and girls, and they were

selected from various government and private schools through stratified sampling, thus ensuring adequate representation based on demography.

**Tools:**

**Parental Educational Status :**

The educational level of parents was measured using a single statement in which they were asked to mark the option that applied to their highest level of education: illiterate, primary education, secondary education, higher secondary, graduate, postgraduate, or doctorate. Scores were assigned as follows: 0 for illiterate, 1 for primary education, 2 for secondary education, 3 for higher secondary, 4 for graduate, 5 for postgraduate, and 6 for doctorate. The scores of both parents were added together according to each student’s parental education level. Parents with a combined score of more than 6 were categorized as having a high educational level, while those with a score of 6 or below were categorized as having a low educational level.

**Junior Eysenck Personality Inventory**

To assess the extraversion and neuroticism dimensions of personality among adolescent higher secondary school students from scheduled caste and scheduled tribe communities, the JEPI prepared by Eysenck was used. Since the original questionnaire was in English, its Hindi version, validated by Helode (1985), was used. It consists of 50 statements in which 20 statements measure extraversion and 20 statements measure neuroticism, rest 10 are meant to measure social desirability. The Hindi version of JEPI enjoys high reliability and validity.

**Procedure:**

600 Scheduled Caste and Scheduled Tribe students were selected from higher secondary schools in Raipur district. The parental educational status was determined through a single statement. The personality of selected students was assessed through the Hindi version of JEPI. High and low level of parental educational status was determined, and students were placed in these groups accordingly. The personality of students was compared between these groups by using an independent sample 't' test. Results given in Tables 1 and 2, respectively.

**RESULT AND DISCUSSION**

**Table 1**

**Comparison of Extraversion among Adolescent Scheduled Caste and Scheduled Tribe H.S.S. Students Based on their Parental Educational Status**

Groups (SC/ST Students)	Extraversion		Mean Difference	
	Mean	S.D.		't'
High Parental Educational Status (N=376)	10.66	3.07	1.43	5.81, p<0.05
Low Parental Educational Status (N=224)	9.22	2.67		

According to the data presented in Table 1, students from Scheduled Caste and Scheduled Tribe groups whose parents have a high educational level are extroverted (Mean = 10.66) compared to those whose parents have a low educational level (Mean = 9.22). The difference between the two group means is 1.43, and the obtained t-value (t = 5.81) confirms this result at the 0.05 level of significance. Thus, the educational level of parents significantly influences the extrovert–introvert personality traits of scheduled caste and scheduled tribe students.

**Table 2**  
**Comparison of Neuroticism among Adolescent Scheduled Caste and Scheduled Tribe H.S.S. Students Based on their Parental Educational Status**

Groups (SC/ST Students)	Neuroticism		Mean Difference	't'
	Mean	S.D.		
High Parental Educational Status (N=376)	6.55	3.10	2.10	7.73, p<0.05
Low Parental Educational Status (N=224)	8.66	3.40		

According to the data presented in Table 2, students from Scheduled Caste and Scheduled Tribe groups whose parents have a high educational level are less neurotic (Mean = 6.55) compared to those whose parents have a low educational level (Mean = 8.66). The difference between the two group means is 2.10, and the obtained t-value (t = 7.73) confirms this result at the 0.05 level of significance. Thus, the educational level of parents significantly influences the neuroticism personality traits of Scheduled Caste and Scheduled Tribe students.

When parents are educated, they create a supportive learning environment at home by providing learning materials that stimulate children’s curiosity toward subjects. Children use these resources to learn something new every day. Such a conducive environment for learning enhances openness to experience and helps children communicate easily in group activities. Parents with a higher educational level tend to follow a parenting style marked by affection, support, and appropriate discipline, which fosters self-respect as well as emotional and social maturity in children. As a result, children actively participate in social and school activities. Therefore, parents’ educational level is an important factor in the personality development of children. According to a survey by Sutin (2018), children of more educated parents tend to be more extroverted in adulthood and exhibit lower levels of neuroticism.

**CONCLUSION**

Based on result and discussion, it may be concluded that parents’ educational level is the backbone of personality development of their adolescent children because a higher educational level of parents promotes the development of extroverted personality traits and emotional stability. Hence, policymakers should ensure quality facilities in schools and provide a better school environment to children from less educated families, who can particularly benefit and enhance their personality development.

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