

## Tracing the Impact of Socio-Economic Status of Parents on Personality Formation of Children

Ghulam Fatima, Farooq Tanwir, Ashfaq Ahmad Mann and Abdul Saboor<sup>1</sup>

Department of Rural Sociology, University of Agriculture, Faisalabad-Pakistan

<sup>1</sup>Department of Agri. Economics and Economics, PMAS Arid Agriculture University, Rawalpindi-Pakistan

### Abstract

**This study was aimed at investigating the patterns of personality formation of children as affected by socio economic status of the parents. Systematic sampling technique was employed for the selection of the sample of 120 respondents. Hypothesis testing was done with chi-square technique. It was found that more than half of the sample reported that parents discuss matters of the children and then take decision. The significant value of the chi-Square depicts that as educational level increases, there might be more favorable attitudes towards modern pattern of personality formation. It is suggested that without parental collaboration, it is impossible to coordinate the teaching being conducted at home and at school. Parents should provide freedom to their children to discuss with them the issues relating to all important matters in their daily life.**

### Introduction

Personality formation of budding generation is one of the most remarkable challenge confronting the family and educational institutes of today. There are a variety of socio-economic factors which determine the personality of the child. The nature and characteristics of these factors vary from place to place and from one income group to other income group of families. Personality is made up of the characteristics each person possesses which determine his cognitive, emotional and overt behavior. In other words personality is the totality of behavior of an individual with a given tendency system interacting with a sequence of situations. (Yinger, 1964)

Children are the pillars of nation, if we want to attain peace and revolution in the world so we can start from planning education and socialization of children at positive lines. If it is not possible we cannot attain peace and progress in the world (Quid-i-Azam, 1947). Personality is an interaction product, the result of heredity and environment. The environment puts

certain pressures on the organisms, perception and learning operate to develop techniques for dealing with the environment, and these techniques become generalized as traits, values and persistent motives.

Personality depicts some distinctive personal qualities which help one to establish one's identity. Personality of a child develops in a very natural way which can further be improved by proper guidance of parents. The personality of a child develops as he or she acquires stereotype pictures of himself or herself and of his or her parents of significant figures, groups and institutions. At first, the family group is most important since it is the only group most infants have when they're most impressionable. As the vast plural disciplinary literature affirms that parents play a determining role with regard to their children further and in a certain sense, it is they who write the course of their children's lives and feel responsible for their successes and failures (Harris, 2001)

The family as an institute is the first fundamental group where the personality development of a child begins. All the authorities agree that the basic personality characteristics of the individual are formed in these first years within the family (Shaffer and Dunn, 1982).

Parents manage aspects of their children environment that will influence their social development. They promote the social life and activities of the children by arranging social events and enrolling the child in activities such as sports, art, music and other social and skill enhancement programme (Ladd and LeSieur, 1995; Thompson, 1998).

A very little effort has been made in the past to trace the impact of socio-economic status of parents on the personality formation of children. The primary goal of this research effort was to investigate the likely impact of socio-economic status of parents on the personality development of children. It specifically focused on the investigation of patterns of personality formation of children and their relationship with socioeconomic status of their parents.

### Materials and Methods

The universe of the present study was comprised of mothers of school going children. Two communities

---

**Corresponding author:** Farooq Tanwir

Department of Rural Sociology,  
University of Agriculture, Faisalabad.

Email: ftanwir@hotmail.com

were selected conveniently from Faisalabad city as a universe. Systematic sampling technique was employed for the selection of the sample. A total of 120 respondents were selected with an equal distribution in both the area. At final stage, mother from selected household (who had at least one school going child) was interviewed. In case of joint families, one mother was randomly selected.

The data was collected with the help of interviewing schedule in a face to face situation with the respondent. The interviewing schedule consisted of structured and unstructured question. In this technique, a number of questions were designed according to the requirements and relevance of research being conducted. Pre-testing of the schedule was conducted on five respondents and necessary changes were incorporated thus finalized questionnaire containing 32 questions.

For the purpose of present study, socio-economic indicators like age, education, occupation, income, family type and family size were selected. In order to bring the data into comparable form, percentages of various categories of data were calculated. Similarly Chi-square technique was applied to ascertain the relationship between certain independent and dependent variables by using the following expression.

$$X^2 = \frac{\sum(O - E)^2}{E}$$

Where

O = Observed Value

E = Expected Value

$\sum$  = Total sum

In order to know the significance of association between attributes, the calculated value of Chi-square were compared with corresponding table value at 0.05 level of significance. The result was considered significant if the calculated value of chi-square was greater than table value otherwise it was regarded non-significant.

### Results and Discussion

Recreation is a healthful refreshing activity. The company of beloved ones makes it happy and leaves robust impressions on child's resistibility. A healthy response (84.2 percent) is indicative of virtual changes in the society. It means that mostly parents are aware of the fact that creation is primarily intended for a balanced intellectual and emotional development of children.

When the mothers who had extra time to spend with their children were questioned that what did they do in that time, majority of them i.e. 28.3 percent wanted to see their children to be well mannered. 12.5

percent of the respondents made religious talking with their children in spare time whereas only 4.2 percent reported that they helped their children in their studies. The remaining 50 percent of the respondents stated that they do more than one activities. It may be deduced that despite vital changes in mode of our living the code of morality remains unaltered.

It is a positive sign in our society that mothers are also consulted by their husbands in decision making regarding children. The figures accumulated indicate that more than half of the respondent (64.2 percent) informed that both of them discuss their children's matters and then take any decision. 25.8 percent of the respondents were themselves more influential while 10 percent of the respondents replied that their husbands have the responsibility of children's matter.

### Hypothesis No. 1

Higher the education of the respondents more favorable will be their attitudes towards modern patterns of personality development

The relationship between education of respondents and their attitudes towards patterns of personality development was examined. The significant value of Chi-Square depicts that as educational level increases there might be more favorable attitudes towards modern pattern of personality development. This shows that there is an association between dependent and independent variables. The hypothesis was, therefore, accepted (Table 1).

### Hypothesis No.2.

Parents with better occupational status are expected to develop the personality of their children on modern lines.

Table 2 indicates a relationship between the parents' occupation and their attitude toward the pattern of personality development. The calculated value of the Chi-Square was found to be significant at 0.05 level of significance which implies that there is relationship between dependent and independent variable. Therefore, the hypothesis was accepted. An acceptance of hypothesis means that parents with better occupational status are expected to develop the personality of their children on modern line.

### Conclusion

It was visualized that despite vital changes in mode of our living, the code of morality remains unaltered. As educational level increases there might be more favorable attitudes towards modern pattern of personality formation it was statistically proved that parents with better occupational status are expected to develop the personality of their children on modern lines. In the light of these findings it is suggested that education should at all levels be declare compulsory which shall ensure higher

occupational standards and good income. Without parental collaboration, it is impossible to coordinate the teachings of home and school. The education of the parents is significantly linked to their children's educational attainment and that the mother's education is usually more influential than the father's. It is generally the mother who naturally and

practically remains the biggest source of love, guidance, care, supervision, inspiration and motivation to the child. Therefore; mothers need to be extra careful in making and shaping the outlook of children mature and graceful so that they could contribute in the socio-economic trajectory successfully.

**Table 1 Association between Education and Attitude towards Pattern of Personality Formation**

Pattern of Personality Development	Education of the respondents (%)				Total
	Upto Matric	Upto Graduation	M.A/M.Sc	Professional Education	
Conformity	32.9	48.7	17.1	1.3	100
Self-centered achievement	29.5	56.8	4.5	9.2	100
Total	31.6	51.7	12.5	4.2	100
<b>Chi-square</b>	=	<b>8.015</b>	<b>d.f.</b>	=	<b>3</b>
<b>Significance</b>	=	<b>0.046</b>	<b>*Significant</b>		

**Table 2 Association between Father Occupation and Attitude towards Pattern of Personality Formation**

Pattern of Personality Development	Education of the father (%)				Total
	Non-gazatted govt. employees	Private job	Professionals	Businessmen	
Conformity	18.4	19.7	17.1	44.7	100
Self-centered achievement	6.8	27.3	34.1	31.8	100
Total	14.2	22.5	23.3	40.0	100
<b>Chi-square</b>	=	<b>7.960</b>	<b>d.f.</b>	=	<b>3</b>
<b>Significance</b>	=	<b>0.047</b>	<b>*Significant</b>		

**Reference**

Harris J. R. Theory of Nature Assumption. WWW.fmag.unict.it/annuali/abstractsst/fava rahtml. 2001.  
 Ladd. G. W. & LeSieur, K. d. Parents ad children's peer relationships. In M. H. Bornestein (Ed.) Hand bood of Parenting: Vol. 4. Mahwah, New Jersy. 1995.  
 Shaffer, D. and J. Dunn. The first Year of Life Psychological and medical implications of

Early Experience. Vol. 2. John Wiley and Sons, Inc., New York. 1982.  
 Thompson, R.A. Early socio-personality development. Handbook of Child Psychology: Vol. 3. John Wiley and Sons, Inc., New York. 1998.  
 Yinger J. Milton, Towards a field theory of behaviour. McGraw Hill Book Company, New York.1965.