

Research Paper

Impact of Socio-Cultural Deprivation on Personality Dimensions (Extra Version and Neuroticism) among Secondary School Children

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ABSTRACT

The study was undertaken to investigate impact of socio-cultural deprivation on personality dimension (extraversion and Neuroticism types) among higher Secondary School children. It was conducted in rural and urban areas of Darbhanga district – a well-connected cultural city in India. The sample size was comprised of 400 subjects (200 students of socially disadvantage and 200 students of socially enriched). The samples were randomly selected in class 11th and 12th standard. The Socio-economic status (SES) scale, social deprivation scale and junior Eysenck personality inventory of B. Kuppaswamy (1972), B. De & Sinha (1972), and H. J. Eysenck (1965) and personal data sheet were used. The results revealed that socially enriched group was significantly more extraverts than socially disadvantaged group and the disadvantaged group was relatively more disposed toward neuroticism.

Keywords: *Personality, neuroticism, extraversion, deprivation*

The comprehensive researches of Hans Eysenck have complemented the work of the American traits theorists and supplemented it in many important ways. Eysenck (1961) has extended the search of personality dimensions to the area of abnormal behaviour, studying the traits of *neuroticism and psychoticism*. Besides, he also investigated 'introversion- extraversion' as a dimensional trait of personality (although Carl Jung originally proposed 'introvert' and 'extrovert' as personality types in 1923). The typical extrovert is sociable, likes parties, has many friends, need people to talk to, and does not like study by him/herself. S/he craves excitement, takes chance, acts on the spur of the movement and generally is considered as an impulsive individual. They are easy going, optimistic, fond of practical jokes, always have a readymade answer and generally like change in their care free life. They prefer to keep moving and doing things, tend to be aggressive and lose their temper quickly, altogether their feelings are not kept under tight control and aren't always reliable (Eysenck & Eysenck, 1975). On contrary, the typical introvert is a quite retiring sort of person, introspective, fond of books rather than people, stays reserved and distant (except intimate friends). He tends to plan a head "Looks before he leaps" and distrust the Impulse of the movement. They do not like excitements, takes

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matters of everybody's life with proper seriousness, and like a well-ordered lifestyle. S/he keeps their feelings under close control, seldom behaves in an aggressive manner and does not lose temper easily. They are reliable, somewhat pessimistic and places great value on ethical standard (Eysenck & Eysenck 1975).

The socio-cultural deprivation, often interchangeably used as psychosocial neglect implies a lack of adequate cognitive, emotional social stimulation affecting all-round personality development. This poor and weak stimulation may differ in quantity and quality and can have deep impact of personality (Zeanah & King, 2022). Sand et al. (2024) investigated the same but on institutionalized children and concluded that such deprivation has negative impact on children giving rise to several risk factors for them including total developmental quotient, cognitive development, motor and socioemotional development. The socio-cultural deprivation is the consequences of cast and social systems that is characteristically fitted in the Indian society. The traditional Hindu society is compartmentalized in various caste - groups is a social institution dictating superior and lower beings among its people. This system that places the untouchable at the bottom of cast pyramid is one of the obvious institutions of cast inequality, a variant of ascriptive system of stratification in which the allocation of roles and status are governed by its own principles determining the social, economic, political and ritualistic structure of individuals in comparison with others in society. The notion of individuals deprivation originated from the work of Runchi man (1966) who precisely made the individuals assessment which was dependent on their situation being more favourably treated rather than his/her status Magdalou & Moyes (2009). Recent research has shown that biological and genetic phenomena do have an impact on personality. Child (1968) makes the point that personality is stable or at least relatively stable. Child (1968) includes consistency within an individual and elaborated that personality is what makes our actions, thoughts and feelings consistent and it is also what make us different from one another.

Socio-cultural deprivation is the lack of essential social, cultural and educational resources, skill and various often associated with low socio-economic status affecting individual development and academic success. In the state of cultural deprivation, people of lower social class (LSC) experience relatively greater level of cultural deprivation with those of higher social class (HSC) disadvantaging them with several consequences. For example, the individuals of LSC, in education, suffer from cultural deprivation as their parents do not know the best school for their child but the parents of middle social class (MSC) and HSC know and understand the system well and so they send their children to the best School/s for quality education. Therefore, it affects them profoundly as this is a major period of social and personality development (Sawyer et al., 2018; Blakemore & Mills, 2014) and profound psychological transformation affecting future life (Orben et al., 2020). However, in another investigation, the authors explored that the adolescent children, regardless of their social class, were hypersensitive to social stimuli and negative impact of social exclusion (Blakemore & Mills, 2014). In fact, impact of deprivation may lead to emotional insecurity and imbalance in life of adolescents and youths, as explored by Revannasiddappa & Reddy (2015) on Indian children. Such imbalance includes poor self-perception & time orientation, as well as weak adjustment in life (Melkeri, 1999; Reddy, 1997; Reddy, 1992). These authors studied impact of deprivation on five big personality dimensions and concluded that these factors had no impact of neuroticism and extraversion but significantly affected the dimension of neuroticism (more in children of HSC with low deprivation). In recent years, Dasgupta et al. (2022) investigated similar variables on schedule castes and tribes of India

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(socially deprived segment of population) who score low of personality factors like competitiveness, confidence, locus of control and conscientiousness. Thus, socio-cultural deprivation had differential impact on various aspects of personality development of institutionalized and non-institutionalized children. The psychologist and other social scientists have not investigated the same adequately in India too. Moreover, India is a country of diverse cultures in its different regions since the time immemorial. Therefore, findings of one culture and province cannot be generalized to other regions.

Aims, objectives and hypotheses

The present study aimed at impact of socio-cultural deprivation on personality dimensions, with special emphasis on introversion and neuroticism, in the secondary school-going children. The hypotheses were that: (i.) Children of HSC with socio-cultural deprivation were relatively more extroverts as compared to children with LSC; (ii.) Children of LSC with socio-cultural deprivation were relatively more introverts as compared to children with HSC; (iii.) There is an association between personality dimensions (i.e., introversion & neuroticism) and socio-cultural deprivation determined /affected by social class.

METHODOLOGY

The sample comprised 400 students (200 heterosexual students in each group of socially disadvantaged and socially enriched group on extra version and on neuroticism). The participants were healthy, unmarried, able to understand the purpose of study and ready to respond, selected from the Higher Secondary School located in rural and urban area of Darbhanga districts of Bihar province. The age range of students was 15 to 18 years with mean 16.77 years. No participants were suffering from illness or disability/ies. Prior consent was duly received from all participants.

Tools / scales used:

1. Personal data sheet (PDS) have designed by the researcher, the personal data sheet comprised details of the sample such as age, sex, education, socio- economic status and habitation.
2. Socio - economic status (SES) by B. Kuppuswamy (1962)
3. Social deprivation scale by B. Deo Sinha (1972).
4. Junior Eysenck personality inventory (H. J. Eysenck, 1965, Hindi version).

Procedures:

The sample was selected from two popular high schools of Darbhanga district in Bihar with prior permission of the authority of the school. The social class of the sample was categorized as per the governmental guidelines for assessing socio-economic status and scientifically designed by B. Kuppuswamy (1962). The purposive sampling was used for sample selection. Later, all participants (15 -18 years old) were duly informed about the purpose of research and their informed consent was received prior to handing over the scales for data collection from them. They were told to provide information on protocols as per their convenience after imparting instructions. Only completed protocols were considered for data analyses through statistical computations. The *t- test*, ANOVA and Pearson's product-moment correlation were used for statistical analyses and further elaboration. We carefully administered the aforementioned tools for data collection and analyses.

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RESULTS

The response sheets of the respondents were scores using the test manual and were statistically analysed using the test for significance of difference between the two means "t-test."

Table: 01

Group	N	Mean	SD	SE	df	P-value
Socially disadvantaged	100	8.21	1.45	.145	198	P <0.01 level**
Socially Enriched	100	10.44	1.70	.170		

Mean, SD and SE for extraversion scores of socially disadvantaged and socially enriched groups and 't-ratio.'

Table: 02

Group	N	Mean	SD	SE	t-value	df	Significant
Socially disadvantaged	100	14.49	1.92	.192	5.84**	198	0.01 level**
Socially Enriched	100	9.17	1.21	.121			

Mean, SD and SE for neuroticism scores of socially disadvantaged and socially enriched groups and 't-ratio.'

Table: 03

Personality Dimension	t	df	F	r	Effect Size
Extraversion	10.00	198	100.00	0.579**	Strong
Neuroticism	5.84	198	34.11	0.383**	Moderate

** statistically significant.

A one-way ANOVA showed a significant difference in extraversion between socially disadvantaged and socially enriched participants, $F(1, 198) = 100.00$, $p < .01$. The association between socio-cultural deprivation and extraversion was strong ($r = .58$). The one-way ANOVA also revealed a significant difference in neuroticism between socially disadvantaged and socially enriched participants, $F(1, 198) = 34.11$, $p < .01$. The association between socio-cultural status and neuroticism was moderate ($r = .38$).

DISCUSSION & CONCLUSION

The prime reason of conducting this study was that such researches have not been conducted in northern/ north-eastern states of India, especially in Bihar. Moreover, there is a dearth of researches in the domain covered in this study. The authors chose an urban location of schools in Darbhanga for the sample selection and data collection because students of all socioeconomic classes were conveniently available as compared to main city area. Albeit, the large sample size was included in each category of data (as analysed in results), however, very large sample size was not possible to be included due to heavy rains during its peak time of season, resulted frequent absence of participating students, looking for their replacement during stipulated time period given for the study.

The statistical analyses showed that the socially enriched group of participants were significantly higher on extraversion than those of socially disadvantaged group [table-]. This finding conquered the hypothesis and appeared against the findings of Revanasiddappa &

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Reddy (2015) who found no difference in such two groups. Similarly, the results were opposite to the findings of Blakemore & Mills (2014) who observed that the adolescent children were hypersensitive to social stimuli regardless of their social class, and didn't get negative impact of social exclusion. In similar vein, the disadvantaged group significantly outshined the socially enriched group on neuroticism [table-2] for which again familial rearing, scarcity of survival means, conflicts, arduous survival in daily living were mainly attributed. It also supported the hypothesis, but stood against the above-mentioned studies. The qualitative enquiry from these groups revealed that, during their developmental period, the socially enriched group received more psychosocial exposure through family in multiple respects, neighbourhood, community shaping their personality socially desirable and excelling as compared to the participants of socially disadvantaged group. Hence, all these affected the socially deprived participants profoundly during their major period of personality development (Sawyer et al., 2018; Blakemore & Mills, 2014), as well as their profound psychological transformation affected future life tremendously (Orben et al., 2020). The finding supported the conclusion of Mohanty (1980) who conducted similar in 1980 in which he examined 100 socio-culturally deprived and 100 non-deprived participants by administering the Sinha Anxiety scale. In results, he found that the socio-culturally deprived group scored higher on anxiety than non-deprived group. The authors also attempted to explore likely association between socio-cultural deprivation and the given dimensions of personality (i.e., neuroticism and extraversion). Distinctively, it was observed that there was a significantly strong relationship between extraversion and enriched social group [$r = 0.579$] but a moderate level of association [$r = 0.383$] between neuroticism and deprived / disadvantaged (i.e., LSC). The likely reason behind the moderate correlation was behavioural and scholastic resilience of some participants revealed by their records in schools. Thus, the present research showed a good strength in the given context, however, it has not been found free of flaws. The sample size was realized to be relatively larger, as well as, some more variables like rural and urban children should also have been considered. A separate statistical analysis could have been completed on data from equal number of participants of both sexes. Besides, structure of family (nuclear / joint or extended), marital status and relationships of parents, participants from tribal / non-tribal communities, other socio-demographic factors like religion, more age-groups and education level could have made this research more robust, knowledge fetching and comprehensive.

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Conflict of Interest

The author(s) declared no conflict of interest.

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