

# Study of Personality among Scheduled Caste and Non-Scheduled Caste College Students

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## ABSTRACT

The origin of the Indian caste system has many theories behind it. Some of them are religious, while others are biological. The religious theories explain that according to the Rigveda, which is the ancient Hindu book, the primal man, Purush, destroyed himself to create a human society and the different parts of his body created the four different Varnas. Main objective of this study is to study and compare the personality differences among Scheduled Caste & non Scheduled Caste College students. The investigator selected 2 X 2 X 2 factorial design. For the present research work researcher has selected 240 students with the help of random sampling technique. Further they were classified in to 2 groups i.e. scheduled caste (120) and non-scheduled caste (120). Singh's Differential Personality Inventory (SDPI) developed by Singh, A. K. & Singh, A. K. at Department of Psychology, Patna University, Patna(Bihar). The Singh's Differential Personality Inventory (SDPI) formerly known as Differential Personality Scale. According to this study it is revealed that caste, gender and locality influence the personality traits of college students. More than half a century has elapsed after India attained independence. Ever since then our National leaders and the successive Governments have brought about a number of reforms with the specific objective of alleviating the poverty of the downtrodden masses especially the backward communities such as scheduled caste and scheduled tribes.

**Key words:** *Personality, Schedule caste, Non-schedule caste, Gender, College student*

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The origin of the Indian caste system has many theories behind it. Some of them are religious, while others are biological. The religious theories explain that according to the *RigVeda*, which is the ancient Hindu book, the primal man, *Purush*, destroyed himself to create a human society and the different parts of his body created the four different *varnas*. The *Brahmins* were from his head, the *Kshatriyas* from his hands, the *Vaishyas* from his thighs, and the *Shudras* from his feet. The *Varna* hierarchy is determined by the descending order of the different organs from which the *Varnas* were created (*Daniel, 2010*)

The caste system, as it actually works in India is called *jati*. The term *jati* appears in almost all Indian languages and is related to the idea of lineage or kinship group. There are perhaps more than 3000 *jatis* in India and there is no one all-Indian system of ranking them in order of status. Yet in each local area *jati* ranking exists and is very much related to purity and pollution. Each *jati* has some unique job, but not everyone in the *jati* performs it. Thus there are barbers who do not shave, carpenters who do not build, and *Brahmins* who do not act as priests.

The Indian Constitution has outlawed the practice of untouchability and the Indian Government has established special quotas in schools and Parliament to aid the lowest *jatis*. Caste discrimination is not permitted in gaining employment and access to educational and other opportunities. But this does not mean that caste is illegal or has faded away. Caste groups as political pressure groups work very well in a democratic system. Caste may provide psychological support that people seem to need. Economists and political scientists are finding that caste is no real barrier to economic development or political democracy.

***Definitions of Personality:***

Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustments to his environment. - *Gordon W. Allport (1961)*

Personality is a stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behavior (thoughts, feelings and actions) of people that have continuity in time and that may not be easily understood as the sole result of the social and biological pressures of the moment. - *Salvatore Maddi (1998)*

***Statement of Problem:***

The present investigation attempts to “*Study of Personality among Scheduled Caste and Non-Scheduled Caste College Students*”

***Objectives:***

Following objectives are clarified with reference to the nature of problem.

- To study and compare the personality differences among Scheduled Caste & non Scheduled Caste College students.
- To study and compare the personality differences among male and female college student.
- To study and compare the personality differences among urban and rural college student.

***Operational Definition:***

Variables which are used in this study are defined below in separate captions.

- **Personality:** Personality is a person's unique behavioral and cognitive patterns; or, a person's unique consistent pattern of thinking, feeling, and acting.
- **Scheduled Caste:** The “Scheduled Castes” is the legal and constitutional name collectively given to the groups which have traditionally occupied the lowest status in Indian society

and the Hindu religion which provides the religious and ideological basis for an “untouchable” group, which was outside the caste system and inferior to all other castes.

- **Non Scheduled (General) Caste:** Forward Community and General Class is a term used in India to denote groups of people who do not qualify for any of the positive discrimination schemes operated by the government of India.

***Hypotheses:***

For the present research process, the following null hypotheses are formulated:

- There is no significant mean difference between scheduled caste college students and non schedule caste college students regarding personality factors ( $H_{01}$ ).
- There is no significant mean difference between male and female college students regarding personality factors ( $H_{02}$ ).
- There is no significant mean difference between rural and urban college students regarding personality factors ( $H_{03}$ ).

***Research Design:***

All most all research designs are complex. When, the researcher wants to study simultaneously two or more independent variables. The investigator selects factorial design. A factorial design is the most common way to study the effect of two or more independent variables, in a factorial design; all levels of each independent variable are combined with all levels of the other independent variables to produce all possible conditions. The 2 X 2 X 2 factorial design of the present study is as under. There are 8 cells in the following table each cell contains 30 subjects.

Category	SC College Students		Non SC College Students		Total
	Rural	Urban	Rural	Urban	
Gender					
Male	30	30	30	30	120
Female	30	30	30	30	120
Total	60	60	60	60	N= 240

**Variables:**

a) **Independent Variable:** On the basis of above clarification and nature of problem following independent variables are include in present study.

- 1) Two categories of college students i.e. scheduled caste and non-scheduled caste college students.
- 2) Gender: Male & female college students.
- 3) Urban college students & rural college students.

b) **Dependent Variable**

Dependent variables are as under-

- 1) Personality of college students.

**Population:**

The population of the present study consisted of the students studying in various colleges of Anand & Vadodara district.

**Sample:**

For the present research work researcher has selected 240 students with the help of random sampling technique. Further they were classified in to 2 groups i.e. scheduled caste (120) and non-scheduled caste (120). The categorization and details of sample selection is given in following table.

<i>Category/ Gender</i>	<i>SC College Students</i>		<i>Non SC College Students</i>		<i>Total</i>
	<i>Rural</i>	<i>Urban</i>	<i>Rural</i>	<i>Urban</i>	
<b>Male</b>	30	30	30	30	120
<b>Female</b>	30	30	30	30	120
<b>Total</b>	60	60	60	60	N=240

**Tool:**

**Singh's Differential Personality Inventory (SDPI)** developed by Singh, A.K. & Singh, A.K. at Department of Psychology, Patna University, Patna(Bihar). The Singh's Differential Personality Inventory (SDPI) formerly known as Differential

Personality Scale measuring only nine dimensions is a heterogeneous measure of personality, which now measures ten dimensions of personality. The ten major dimensions with its meaning in brief are presented below:

- i. Decisiveness*
- ii. Responsibility*
- iii. Emotional Stability*
- iv. Masculinity*
- v. Friendliness*
- vi. Hetero Sexuality*
- vii. Ego-strength*
- viii. Curiosity*
- ix. Dominance*
- x. Self-concept:*

## **RESULT & DISCUSSION:**

**Table 1: Showing the results of ANOVA for dependent variable over all Personality.**

<b>Source</b>	<b>Type III Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Caste</b>	1586.204	1	1586.204	26.782	<i>p</i> <.01
<b>Gender</b>	1978.004	1	1978.004	33.397	<i>p</i> <.01
<b>Locality</b>	338.438	1	338.438	5.714	<i>p</i> <.05

**Table 2: Showing Mean, SD & Mean difference among scheduled caste and non scheduled caste for dependent variable Personality.**

<b>Caste</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mean Difference</b>
<b>SC</b>	120	90.10	8.21	5.14
<b>Non – SC</b>	120	95.24	8.43	

From Table no.1& 2 an attempt was made to find out the difference between SC & Non-SC College students on personality with the ANOVA test. The F ratio of Caste is to be found F

(1,120) = 26.78,  $p < .01$ , which is significant. It means caste had effect on personality. There is noticeable difference on mean score of SC college students (M = 90.10, SD= 8.21) and Non-SC college students (M = 95.24, SD= 8.43) respectively whereas, their mean difference is 5.14. So, one can say that Non-SC college students have matured personality than SC college student.

**Table 3: Showing Mean, SD & Mean difference among Male and female college student for dependent variable Personality.**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mean Difference</b>
<b>Male</b>	120	95.54	8.47	5.74
<b>Female</b>	120	89.80	7.97	

It is also interesting to note that gender had significant effect on overall personality, the calculated F ratio is  $F(1, 120) = 33.39$ ,  $p < .01$ . Male college student achieved (M= 95.54, SD=8.47) higher mean than female college students (M=89.80, SD=7.97) on personality, the difference among two mean is 5.74, which is statistically significant. However, it can be suggested that males are more matured in terms of personality traits than female college students.

**Table 4: Showing Mean, SD & Mean difference among urban and rural college student for dependent variable Personality.**

<b>Locality</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mean Difference</b>
<b>Urban</b>	120	93.85	7.95	2.37
<b>Rural</b>	120	91.48	9.26	

Table no. 4 depicts that F value for locality (urban & rural) is to be found significant  $F(1, 120) = 5.71$ ,  $p < .05$  on overall personality. As seen from the Table no. 1 & 4, mean score of rural college student is 91.48 (SD= 9.26) and mean score of urban college students is 93.85 (SD=7.95). The difference between both

the groups is 2.37, which is also statistically significant. On the whole it can be said that urban college students have greater personality than the rural college students.

## **DISCUSSION**

Extensive investigation which was carried out to understand the impact of caste, Gender as well as locality on various personality dimensions like Decisiveness, Responsibility, Emotional Stability, Masculinity, Friendliness, Hetero Sexuality, Ego-strength, Curiosity, Dominance and Self-concept The findings and proposed tentative explanations are discussed here with hypotheses wise with the help of results. The results of ANOVA on personality and personality dimension with reference to caste for present study clearly indicated that caste had significant impact on overall personality and some of the personality dimensions. Thus  $H_{01}$  (*There is no significant mean difference between scheduled caste college students and non schedule caste college students regarding personality factors*) is partly rejected and partly maintained. It is rejected with reference to personality factors like decisiveness, responsibility, emotional stability, masculinity, friendliness, dominance and overall personality, whereas the hypothesis is maintained so far hetero sexuality, ego strength, curiosity and self concept. It may be concluded that non-SC college students have greater characteristics such as quick decision making in controversial situation, has clear-cut stand over the given issues, finishing their task within time limit, responsible behavior towards their surroundings environment, well controlled emotion, confident while talking with others, face comments and criticisms realistically, has ability to handle challenges from others, interested in jobs like military and police in comparison of their counterparts SC college students. On the other hand SC college students are dominant in personality trait like often help others in time of trouble and show proper love and

affection to even juniors and unknowns than the Non-SC college students.

Both the groups have more or less similar kind of characteristics like normal sexual relationship with opposite sex, active participation in working with members of opposite group, have adequate control over impulses, exhibits high level of coordination between thoughts and actions, explore the things which are relatively new and generally rate self and others favorably on three dimension namely knowledge, expectations and evaluation. The finding might be interpreted for above personality traits in term of modernization, globalization, technical advancement, educational awareness, leading to rapid changes in religious and social beliefs and attitudes of even in Indian context.

The findings of present research are in the tune with the earlier findings of the study carried out by *Mehta, M.(2008)* at el indicate that differences in personality patterns are present among SC, ST and non-backward boys but they are more prominent in rural areas than in urban areas. So a concentrated effort needs to be taken for the overall development of SC and ST boys particularly in rural areas. Not only the teachers in rural schools should be trained to take care of each individual but also the curriculum should be designed in a manner that the leadership qualities in each individual can be nurtured so that the overall development of personality can take place. that rural SC and rural non-backward boys differed on factors 'A', 'C' 'F', and 'H' indicating that rural SC boys were more reserved, affected by feelings, sober and shy than rural non-backward boys who were more warmhearted, emotionally stable, enthusiastic, venturesome and socially bold.

Further ANOVA results also highlighted that gender has impact on some of personality traits. Therefore, **H<sub>0</sub><sub>2</sub>** (*There is no significant mean difference between male and female college students regarding personality factors*) is rejected. It is rejected with reference to personality traits such as decisiveness, responsibility, masculinity, dominance, ego strength, friendliness, hetero sexuality, emotional stability, curiosity and self concept. On the basis of above result one can well imagine that male non-SC college students have higher personality traits like decide priorities and attend them accordingly, quick and satisfactory decision making and ability to do arduous and risky task than the Sc college students. Whereas, male Sc-college students are leading in attributes so far friendliness.

In the same way **H<sub>0</sub><sub>3</sub>** (*There is no significant mean difference between rural and urban college students regarding personality factors*) is also rejected. Hypotheses are rejected with personality traits like decisiveness, responsibility, ego strength, curiosity and self concept, friendliness, masculinity, hetero sexuality, emotional stability, dominance and overall personality. This implies that urban college students have greater characteristics of personality dimension decisiveness such as ability to take quick decisions of life in controversial issues, to decide priorities and attend accordingly, to take a clear stand over the given issues. For the personality dimension responsibility urban college students are more responsible than their counterparts. They have superior behavioural syndromes of responsibilities as finishing a task in time, meeting people on appointed time, going somewhere according to fixed schedule, attending meeting in time.

## **CONCLUSION**

As all we know that the youth are the pillars of the country. They are great contributing factors in every area of country development and only youth can bring the great changes.

According to this study it is revealed that caste, gender and locality influence the personality traits of college students. More than half a century has elapsed after India attained independence. Ever since then our National leaders and the successive Governments have brought about a number of reforms with the specific objective of alleviating the poverty of the downtrodden masses especially the backward communities such as scheduled caste and scheduled tribes. Despite all these efforts we came across that even now they continue to remain marginalized from enjoying the fruits of development. Education is becoming day by day more or less materialistic and value traditions are being slowly given up. The prime objective of education today is no longer the formation of character and promotion of values, but the emphasis is on promotion of technical knowledge, skills, and technologies for material progress.

### **Implications:**

- Some of the significant gender, caste and locality differences may be attributed to socio-cultural stereotype and taboos. Education of younger generation in the form of personality development soft skill training will help to reduce these genders, caste and locality related prejudices and stereotypes. And help to foster an atmosphere of equality among male and female, SC and Non-SC as well as rural and urban college students.
- The management of colleges and Universities should encourage innovative methods of teaching like group discussion, presentations, and debates etc. Students' performance on academic and nonacademic/ soft skills should be nurtured. Parents and teachers should provide caring and stimulating environment that will minimize the problems of all the students and should encourage for attaining their potential.

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