

Study of Personality Traits among Rural and Urban School Students

Priyanka Ranjan
Research Scholar
Patna University

Abstract - “Study of Personality Traits among Rural and Urban School Students” is the title of article. The present article aims to compare the personality traits among rural and urban school students. Some hypothesis is also created for this article. A representative sample of 100 students are taken in which 50 students are taken from rural school and 50 students are taken from urban school. To measure the personality traits Singh’s Differential Personality Inventory (SDPI) by Aashish Kumar Singh and Arun Kumar Singh (2002) is used. Mean, standard deviation and t-test are used for calculation, analysis and interpretation of data.”

Keywords: Personality Traits, Rural, School Students, Urban.

INTRODUCTION

The word psychology has its origin in two Greek words that is ‘psyche’ and ‘logos’. Psyche means spirit or soul and logos means discourse or study. Nowadays it was considered as a discipline which deals with the study of soul.

In this study 100 rural and urban school students are taken as a sample. In which 50 students are from rural areas and 50 students are from urban areas is taken as a sample. Survey method is used for the data collection. The purpose of the present study was to study the comparative study of Personality traits among rural and urban school students. Research tool is employed in the study was administrated on the subjects. The filled in questionnaires and answer sheets were collected from each student grouped in their respective category for scoring. The scoring of the answer sheets was done strictly according to the directions given in the respective test manuals. Mean, standard deviation and t-test of variable that is personality trait was calculated for analysis and interpretation of data.

PERSONALITY

Personality is organized and dynamic set of characteristics possessed by an individual that uniquely influences their motivation, cognition, environment, emotion and behavioral science in various situation. The word which is used in this article is personality which comes from the Latin word persona. Meaning of persona is mask. It also refers to the pattern of the feeling, social adjustment, thought, and behavior which consistently exhibited over the period that completely affects one’s attitude, self-perception, expectation and value. Still there is no any universal consensus for the definition of personality.

SOME DEFINITIONS OF PERSONALITY

- Personality is the dynamic organization within the individual of those psychophysical systems that determines his characteristics behavior and thoughts. ----- Allport (1961)
- Personality is the individual’s total behavior. -----Woodworth & Marquis (1947)
- Personality is the most characteristics integration of an individual’s and structures and activities. ---- Munn (1965)
- Personality refers to, stable, internal factors that make one person’s behavior consistent from one time to another, and different from the behavior other people would manifest in comparable situations. ----- Child (1568)
- Personality is the total picture of his organized behavior, especially at it can be characterized by his fellow men in a consistent way. ----- Dashiell (1949)
- Gordon Allport (1937) described two different ways to study personality, which are as follows: 1) The Nomothetic and 2) The Idiographic

PSYCHODYNAMIC PERSEPECTIVE

Psychodynamic theories consist of a group of theories that view personality and behavior in terms of the dynamics of driving forces of personality and development such as desires, anxieties and defenses. Well known psychodynamic theorists includes Freud, Jung, Adler and Erikson.

FREUD’S PSYCHOANALYTIC THEORY:

Based on these main assumptions:

1. Personality is ruled by unconscious energy that we cannot control.
2. Childhood experiences play a remarkable role in determining adult personality.
3. Personality is shaped by the way children cope with sexual urges.

Freud said that personality is divided into three different structures:

1. Id :- The id is the instinctive, primitive component of personality that operates according to the pleasure principle.

2. Ego :- The ego is defined as the decision-making component of personality that operates according to the reality principle.
3. Superego :- The superego is defined as the moral component of personality that incorporate social standard about what represents right and wrong.

PSYCHODYNAMIC: ALFRED ADLER OR ADLER'S INDIVIDUAL PSYCHOLOGY

1. Adler believed that the most important human drive is not sexuality, but our drive for superiority.
2. Adler stated that we use compensation – “efforts to overcome imagined or real inferiorities by developing one's abilities”.
3. If we are unsuccessful, we may develop an inferiority complex – “exaggerated feelings of weakness and inadequacy”.
4. Adler also believed that birth order may contribute to personality.
5. Alfred Adler believed that individuals possess innate positive motives that are the primary determinant of our personality.
6. Our major goal was the achievement of perfection.
7. We would strive to overcome personal and social obstacles through compensation.
8. Adler later modified his theories and believed that individuals attempted to overcome feelings of inferiority, what he termed the inferiority complex.
9. Later, he revised his theories again and focused on how the individual strives for personal and social perfection.
10. To help us achieve this, we develop fictional finalism which are goals we set to guide our behaviors.

TRAIT PERSPECTIVE

1. Trait theory concerns itself more with describing rather than explaining personality.
2. Traits cannot be observed in a person but can be inferred from their behaviors.
3. Traits can be classified in three ways which are as follows:
 - Cardinal Traits :- Cardinal trait is very rare, this is a type of trait which influences everything an individual does.
 - Central Traits :- Central traits is defined as the traits in which an individual is typically exemplifies in their normal behavior.
 - Secondary Traits :- Secondary traits is a type of personality traits which appear only in specific situations of any individual.

THE “BIG FIVE” TRAITS:

1. Robert Mc CRAE and Paul COSTR (1987, 1997, 1999) state that there are five “higher-order” traits that are known as the “BIG FIVE”:
 - a. Extraversion (or Positive emotionality)
 - b. Neuroticism (or negative emotionality)
 - c. Openness or Experience
 - d. Agreeableness
 - e. Conscientiousness.

TRAIT THEORIES

American Psychiatric Association shows that, personality traits are “enduring patterns of perceiving, thinking about the environment, and oneself that are manifested clearly in a wide range of personal and social contexts”. Psychologists generally thinks that:

- a. Traits are relatively stable over the period.
- b. Traits are different among every individual, and
- c. Traits influence human behavior.

Personality traits are comparatively constant; they do not usually change. The most common models of traits explain five following dimensions or factors. All traits theories incorporate at least two dimensions, **extraversion and neuroticism**, which historically featured in **HIPPOCRATES'** humoral theory.

GORDAN ALLPORT defined different kinds of traits, which he also called dispositions. Central traits are basic to an individual's personality. Central traits are defined as the traits in which an individual is typically exemplifies in their normal behavior. While secondary traits are more peripheral. Secondary traits are a type of personality traits which appear only in specific situations of any individual. Common traits are those which are recognized within a culture and thus may vary from culture to culture. Cardinal traits are those which may be strongly recognized by an individual. Cardinal trait is very rare, this is a type of trait which influences everything an individual does.

RAYMOND CATTELL's research explained these two types of personality structure with sixteen “primary factors” (16 Personality Factors) and five secondary factors. “In Cattell's lengthy career, he had written 50 books, 500 journals”, and so 30 different types of standardized tests. Cattell defined personality in terms of behavioral prediction. He defined personality as a prediction of what a person will do in a given situation.

JOHN GITTERINGER's describes his theory and its applications PAS (Personality Assessment System) which is uses the Wechsler intelligence tests, which are very well standardized and objective instruments test. PAS factors out personality traits (primitivity) and two additional levels, based and surface, which are adaptations by environmentally induced presses and learning. Gottingen's multivariate personality descriptions exceed 500 data – based outcome descriptions.

HANS EYSENCK believed just three traits-extraversion, neuroticism and psychoticism – were enough to describe human personality.

LEWIS GALDBERG proposed a five-dimension personality model, nicknamed the “BIG FIVE”:

1. **Openness to Experience** :- Openness to experience is the tendency to be independent, imaginative, and interested in variety vs conforming, practical, and interested in routine.
2. **Conscientiousness** :- Conscientiousness is the tendency to be organized, disciplined and careful vs careless, impulsive and disorganized.
3. **Extraversion** :- Extraversion is the tendency to be fun loving, sociable, and affectionate vs reserved, somber and retiring.
4. **Agreeableness** :- Agreeableness is the tendency to be softhearted trusting and helpful vs uncooperative, ruthless and suspicious.
5. **Neuroticism** :- Neuroticism is the tendency to be insecure, anxious, and self-pitying vs secure, calm, and self-satisfied.

The Big Five contain important dimensions of personality. However, some personality researches argue that this list of major traits is not exhaustive.

METHOD OF THE STUDY

This chapter of the study consists of the following steps:

1. PURPOSE OF THE STUDY:

The research purpose is the goal of the study. The goal of the study is to describe a concept to a situation that indicates the type of study to be conducted. The statement of purpose of the study identifies the population, variables and setting for a study. Every study has its explicit or implicit purpose statement. The research purpose should be stated objectively or biases free. Purpose of the study is to analyze personality traits of rural and urban school students.

2. HYPOTHESIS:

In scientific work hypothesis refers to any statement, proposition or assumption that serves as a tentative explanation of certain facts. A hypothesis is always presented to be amenable to empirical test by the evidence. Hypothesis of this study is there will be significant differences in personality traits of rural and urban school students.

3. PLAN AND PROCEDURE:

Research work is not a haphazard task rather it requires to go through a specific direction with an intention of taking a systematic procedure. Plan and procedure constitute an inevitable part in conduction of a research. No research can be conducted successfully without a plan of action. A well thought plan of action in advance followed by a systematic execution brings out fruitful results. In this chapter the plan and procedure, adopted for conducting the present study, has been discussed. It depicts the true picture of what had been done, what information was needed, how it had been conducted, which tools had been employed and how the data were analyzed. This has been discussed through the following heads:

- i. Methodology
- ii. Population and Sample
- iii. Variables of the Research
- iv. Tools
- v. Collection of Data
- vi. Statistical Techniques Used
- vii. Procedure

A. METHODOLOGY

The decision about the method to be employed, depends on the nature of the problem selected and the kind of data necessary for its solution. The study was conducted both quantitatively as well as qualitatively. For executing the present study descriptive survey method of research was used in this article. Descriptive method provides a method of investigation to study, describes and interprets what exists at present, whereas survey studies are conducted to collect detailed descriptions, existing phenomena with the intent of employing data to justify current conditions and practices or to make more intelligent plan for improving them.

SAMPLE:

The sample of study was comprised 100 school students. In order to keep the study manageable, purposive sampling technique was adopted in the study. Urban and Rural school students were taken separately as sample of the study. 50 students are taken from Urban schools and 50 students are taken from Rural schools constituted the sample. The following figure shows the sample for present study.

B. RESEARCH DESIGN:

TOTAL SCHOOL STUDENTS (100)

Rural School Students (50)	Urban School Students (50)
-------------------------------	-------------------------------

C. TEST AND TOOLS TO BE USED:

Singh's Differential Personality Inventory (SDPI) by Aashish Kumar Singh and Arun Kumar Singh (2002) is used for collection of data.

EXPLANATION OF SINGH'S DIFFERENTIAL PERSONALITY INVENTORY (SDPI) :-

Singh's Differential Personality Inventory is developed by Prof. Arun Kumar Singh Patna and Ashish Kumar Singh) Several traits together constitute a dimension of personality which helps in making distinction among persons. Trait theory studies personality by its location or position on several scales, each of which represent a trait. Differential personality inventory (DPI) measure ten dimensions of personality, is a heterogeneous measure of personality. The ten Major Dimensions areas follow:

1. Decisiveness
2. Responsibility
3. Emotional Stability
4. Masculinity
5. Friendliness
6. Hetero Sexuality
7. Ego strength
8. Curiosity
9. Dominance
10. Self-Concept

- 1) **Decisiveness** - This trait refers to person's ability to take quick decision in controversial issues; to decide priorities and attend accordingly; to take a clear-cut stand over the given issues, etc.
- 2) **Responsibility**-It is defined in terms of a number of behavioral syndromes such as finishing a task in time, meeting people on appointed time; going somewhere according to fixed schedule; attending meetings in time, etc.
- 3) **Emotional stability**- Person having trait of emotional stability has well control over his emotions, talk confidently with others, consider ailments in their proper perspective, face comments and criticisms realistically, etc.
- 4) **Masculinity**- This trait refers to person's ability to do arduous and risky work, his ability to handle challenges from others and face them boldly, accepting a job in police and military, taking interest in mountaineering, fighting, etc.
- 5) **Friendliness**- Person possessing such trait develops deeper acquaintance with people; often help others in the time of trouble and shows proper love and affection to even juniors and unknown people.
- 6) **Hetero sexuality**- Person possessing such trait has normal sex relationship with opposite sex, don't feel shy among members of opposite sex and take active participation in working with members of opposite sex.
- 7) **Ego- strength**- Persons having the trait of ego-strength tend to concentrate and attend to different activities at a time, have feelings of adequacy and vitality, have adequate control over impulses and trend to show high coordination between thoughts and actions.
- 8) **Curiosity**- Persons having the trait of curiosity tend to explore the details of objects or things which are relatively new, tend to reach the destination in time, tend to know the contents of talk of others or reactions of others toward oneself, etc.
- 9) **Dominance** - Person having the trait of dominance tend to dictate over others for duty, tend to be the leader of the group, tend to settle controversy between rivals, tend to undertake the supervision of a difficult and complex task.
- 10) **Self- concept**- It is a composite image of what we think we are, what we think others think of us and what would like to be. The personality scale has altogether 150 items. The total number of items in each of the ten dimensions has been presented in table below:

TABLE Number of Items in Each Dimension

Personality Dimensions	No. of Items
A. Decisiveness	15
B. Responsibility	15
C. Emotional Stability	15
D. Masculinity	15
E. Friendliness	15
F. Heterosexuality	15
G. Ego- Strength	15
H. Curiosity	15
I. Dominance	15
J. Self- Concept	15
	150

TEST ADMINISTRATION

There are two answers for each item in the test that is True and False. The instructions were printed on the cover page of the test. Respondents made the tick mark (✓) on the cell below Yes/No response.

SCORING

The scoring was done with the help of the ten scoring stencils (scoring key) separately for all the ten personality areas. When a response of an item given by the teste tallies with the response of item given in the scoring key it was given a score of 1(one). In case response of the teste for an item not tallies with the response given in the scoring key, a score of zero was awarded. Higher score on dimensions indicated high possessiveness of the concerned trait. Likewise, lower score on the dimensions indicated low possessiveness of the concerned trait.

RELIABILITY

Singh's Differential Personality Inventory (SDPI) has both test-retest reliability and internal consistency reliability. For calculating test-retest reliability the test has been administered twice with a gap of 14 days on an unselected sample of 100 as shown in table below:

TABLE Test-retest reliability coefficient and internal consistency reliability coefficients for different dimensions of the scale

Dimensions	Temporal Stability Coefficient	Internal Consistency Coefficient (Whole Length)	
		Odd-Even	First-half Second-half
Decisiveness	.78	.82	.83
Responsibility	.81	.84	.82
Emotional stability	.80	.89	.87
Masculinity	.86	.86	.85
Friendliness	.77	.90	.89
Heterosexuality	.75	.83	.84
Ego- Strength	.82	.84	.84
Curiosity	.84	.85	.82
Dominance	.73	.83	.84
Self- concept	.78	.88	.87

VALIDITY

Singh's Differential Personality Inventory (SDPI) has been validated against several criteria. It has been validated against the scores of Bell Adjustment Inventory as adapted by Mohsin and Shamshad (1970). The obtained correlation coefficients between each ten dimensions as well as areas of bells Adjustment Inventory were negative which ranged from-.02 to -.77. Some of the values were significant at or beyond 0.05 level and some were significant at or beyond 0.01 level. Inventory also yielded satisfactory validity coefficients against some ratings. It has also been validated against several personal and biographical variables. Most of the chi-square values were significant at or beyond 0.05 and 0.01 level which, themselves, provide evidence for high validity of the scale.

D. STATISTICAL TECHNIQUES USED:

Mean, standard deviation and t-ratio is calculated for the analysis of data.

E. PROCEDURE:

In this study 100 rural and urban school students are taken as a sample. In which 50 students are from rural areas and 50 students are from urban areas is taken as a sample. Survey method is used for the data collection. The purpose of the present study was to study the personality traits among rural and urban school students. Scoring of the answer sheets was done strictly according to the directions given in the respective test manuals. Mean, standard deviation and t-ratio were calculated for analysis and interpretation of data.

F. RESULT

AREAS	N	MEAN	S.D.	t	df	P
RURAL	50	40.11	6.27	3.28	98	<.01
URBAN	50	46.28	5.88			

G. DISCUSSION AND CONCLUSION:

The above table explains the mean, S.D. and t-value of personality traits of rural and urban school students. It can be seen in the above table that the mean score and S.D. of rural school students were 40.11 and 6.27. The mean score and S.D. of urban school students were 46.28 and 5.88 respectively. It shows that the urban school students had good personality traits than the rural school students.

The obtained t-value for both groups was 3.28, which is significant at 0.01 level indicates that there was a significant difference of personality traits between rural and urban school students. Thus, the hypothesis is proved that there will be significant differences in personality traits of rural and urban school students.

REFERENCES:

- [1] Buch, M.B. (1991) Survey of Research in Education, New Delhi, NCERT.
- [2] Cattell, R. B. (1946). The Description and Measurement of Personality, New York, NY: Harcourt, Brace and World.
- [3] Cattell, R. B. (1957). Personality Traits and Measurement, New York: World Book.
- [4] Cattell, R. B. (1979). Handbook for The Children Personality Questionnaire (CPQ). Published by The Institute for Personality and Ability Testing, Champaign.
- [5] Cattell, R. B. (1990). Advances in Cattellian Personality Theory. In L. A. Pervin (Ed.), Handbook of Personality: Theory and Research, New York: Guilford.
- [6] Cattell, H.E.P. and Mead, A. D. (2008). The Sixteen Personality Questionnaire (16 PF). In G. J. Bovele, G.
- [7] Ciccarelli, S. K. and White, J. N. (2017). Psychology, Fourth Edition, Pearson Education Ltd.
- [8] Connis, R. and Ricke, M. L. (1994). The 16 PF Fifth Edition Technical Manual. Champaign. Institute for Personality and Ability Testing Inc.
- [9] Lawrence, A.P. (1986) Personality, New York: John Wiley and sons, INC.
- [10] Mathlnews and D. H. Sakbfske (Eds.) The Sage Handbook of Personality Theory and Assessment: Vol. 2, Personality Measurement and Testing, Los Angeles, CA : Sage..
- [11] Pressure on Access to Secondary Education and Choice of School Subjects A Study of Indian Schools. NCERT, New Delhi, 1975.
- [12] Sheraz, A. (2007) A Study op Personality of Rural and Urban Students.

