



ISSN: 2456-0057

IJPNPE 2017; 2(2): 1999-2001

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Received: 16-07-2017

Accepted: 18-08-2017

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## Study of personality of rural and urban school going students of district Sonipat

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### Abstract

The purpose of this study is to identify that rural school going students have better personality or urban going students. 50 boys and girls students of the class 8<sup>th</sup> to 12<sup>th</sup> studying in different schools in rural area of district Sonipat, NEO Five-Factor Inventory (NEO-FFI) was used for testing the personality. The data collected was analyzed statistically to find out the differences scores of the subjects. The mean, Standard deviation and t-test were used for analyze the data. This different test was at the .05 level of significance.

**Keywords:** personality, rural students, urban students.

### Introduction

Psychologists explore concepts such as perception, cognition, attention, emotion, intelligence, phenomenology, motivation, brain functioning, personality, behavior, and interpersonal relationships, including psychological resilience, family resilience, and other areas. Psychologists of diverse orientations also consider the unconscious mind. Psychologists employ empirical methods to infer causal and correlation relationships between psychosocial variables. In addition, or in opposition, to employing empirical and deductive methods, some especially clinical and counseling psychologists at times rely upon symbolic interpretation and other inductive techniques. Psychology has been described as a "hub science", with psychological findings linking to research and perspectives from the social sciences, natural sciences, medicine, humanities, and philosophy.

Personality is a dynamic and organized set of characteristics possessed by a person that uniquely influences their environment, cognitions, emotions, motivations, and behavioural science in various situations. The word "personality" originates from the Latin persona, which means mask. Personality also refers to the pattern of thoughts, feelings, social adjustments, and behaviours consistently exhibited over time that strongly influences one's expectations, self-perceptions, values, and attitudes. It also predicts human reactions to other people, problems, and stress. There is still no universal consensus on the definition of "personality" in psychology. Gordon Allport (1937) described two major ways to study personality: the nomothetic and the idiographic. Nomothetic psychology seeks general laws that can be applied to many different people, such as the principle of self-actualization or the trait of extraversion. Idiographic psychology is an attempt to understand the unique aspects of a particular individual.

The study of personality has a broad and varied history in psychology with an abundance of theoretical traditions. The major theories include dispositional (trait) perspective, psychodynamic, humanistic, biological, behaviourist, evolutionary and social learning perspective. However, many researchers and psychologists do not explicitly identify themselves with a certain perspective and instead take an eclectic approach. Research in this area is empirically driven, such as dimensional models, based on multivariate statistics, such as factor analysis, or emphasizes theory development, such as that of the psychodynamic theory. There is also a substantial emphasis on the applied field of personality testing. In psychological education and training, the study of the nature of personality and its psychological development is usually reviewed as a prerequisite to courses in abnormal psychology or clinical psychology.

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## Review of Literature

Manju Mehta, Prachi Maheshwari, and V. Vineeth Kumar (2008) find 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.

Gitanjali Sharma (2004) says that there were significant differences in certain personality factors between the LD and the NLD children. The LD children were found to be more schizothyme, rigid, and phlegmatic compared to the NLD children. Further, significant age differences were noted for certain personality factors like A, B, G and Q4 of the LD children. The findings suggest that social and emotional maladaptive behavior tends to become more pronounced with age in LD children. Their frustrating academic failures may have influenced their behavior or their maladaptive tendencies may have a debilitating effect on their academic achievements.

## Objectives

1. To compare the personality trait between rural and urban going students with respect to type of school.

## Hypothesis

There will be no significant difference on all traits between rural and urban school going boys students of Haryana.

## Delimitations of the Study

The study was delimited in the following manner:

1. Study was delimited to 50 school students of Sonipat District only.
2. In this study the class level was delimited 8<sup>th</sup> to 12<sup>th</sup> only.
3. NEO Five-Factor Inventory (NEO-FFI) was used for testing the personality.

## Limitations of the Study

The present study had its own limitations. They are given below:

1. It was not possible on the part of the researcher to control the socio-economic conditions of the students.
2. No consideration was given to caste, creed and religion.

## Methodology

50 male students of the class 8<sup>th</sup> to 12<sup>th</sup> studying in different schools in rural area of district Sonipat and 50 male students of the class 8<sup>th</sup> to 12<sup>th</sup> studying in different schools in urban area of district Sonipat were selected as subject for this study. The investigator asked all the subjects to sit at their own class and the necessary instructions were given to the subjects regarding the questionnaire. It was emphasized that all the students should give their best so that accurate results could be obtained. The subjects of the study were not fully mature to understand the purpose of the study; even then the efforts were made to make them understand the purpose of the study and the task to be performed by them. Requesting their physical education teachers who addressed and advised them to cooperate fully during the research study ensured the motivational technique used for seeking their maximum cooperation. The data collected was analyzed statistically to

find out the differences scores of the subjects. The mean, Standard deviation and t-test were used for analyze the data. This different test was the .05 level of significance.

**Table 1:** Mean, SD, SED and t-value of Neuroticism Trait of Personality

Area	Mean	S.D	Mean Difference	S.E.D	T Value
Rural	20.34	5.54	0.50	1.172	0.426
Urban	20.84	6.17			

According to the table-1, the means of rural school going students and urban school going students 20.34 and 20.84 respectively and rural school going students and urban school going students 5.54 and 6.17 respectively. Whereas the t-value 0.426 was found, so we can say that the difference was not significant at the level of .05.

**Table 2:** Mean, SD, SED and t-value of Extraversion Trait of Personality

Area	Mean	S.D	Mean Difference	S.E.D	T Value
Rural	28.68	5.21	0.66	1.144	0.577
Urban	29.34	6.19			

According to the table-2, the means of rural school going students and urban school going students 28.68 and 29.34 respectively and rural school going students and urban school going students 5.21 and 6.19 respectively. Whereas the t-value 0.577 was found, so we can say that the difference was not significant at the level of .05.

**Table 3:** Mean, SD, SED and t-value of Openness to experience Trait of Personality

Area	Mean	S.D	Mean Difference	S.E.D	T Value
Rural	25.78	4.25	0.56	0.891	0.628
Urban	26.34	4.65			

According to the table-3, the means of rural school going students and urban school going students 25.78 and 26.34 respectively and rural school going students and urban school going students 4.25 and 4.65 respectively. Whereas the t-value 0.628 was found, so we can say that the difference was not significant at the level of .05.

**Table 4:** Mean, SD, SED and t-value of Agreeableness Trait of Personality

Area	Mean	S.D	Mean Difference	S.E.D	T Value
Rural	29.82	3.51	0.00	0.877	0.000
Urban	29.82	5.11			

According to the table-4, the means of rural school going students and urban school going students 29.82 and 29.82 respectively and rural school going students and urban school going students 3.51 and 5.11 respectively. Whereas the t-value 0.000 was found, so we can say that the difference was not significant at the level of .05.

**Table 5:** Mean, SD, SED and t-value of Conscientiousness Trait of Personality

Area	Mean	S.D	Mean Difference	S.E.D	T Value
Rural	35.30	6.57	0.96	1.264	0.759
Urban	35.34	6.06			

According to the table-5, the means of rural school going students and urban school going students 35.30 and 35.34

respectively and rural school going students and urban school going students 6.57 and 6.06 respectively. Whereas the t-value 0.759 was found, so we can say that the difference was not significant at the level of .05.

### **Results**

On the basis of analysis and interpretation of the data of neuroticism, extraversion, openness to experience, agreeableness and conscientiousness, we can say that rural and urban school going students are equal in neuroticism, extraversion, agreeableness, openness to experience and conscientiousness. We can say that rural school going students are seek refuge in more familiar surroundings. We can say that locality do not important role in personality traits.

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