

Five Factor Model: A Comparison Between Rural And Urban Students On Personality Traits

Geeta Saini

Department of Psychology,
University of Rajasthan, Rajasthan, India

Abstract: The purpose of the present study was to compare the rural and urban high school students on personality traits. The degree of fit between children's developmental and personality needs and positive school climate afforded by the school can affect student outcomes in a better way. The study was therefore conducted on two groups comprising of cognitive factors of Rural and Urban students (N=400). The tools used was: Ten item personality Inventory. TIPI (Gosling, Rentfrow, & Swann, 2003). The results indicated a significant difference between the scores of the two groups on some variables of personality. Urban students were found significantly more emotional stable and have a broad range of interests. On the trait of Extraversion, Agreeableness and Conscientiousness rural & urban students got almost equal scores that mean both are extrovert in nature. Both are thoughtful, with good impulse control and goal-directed behaviors. They also have attributes such as trust, altruism, kindness, affection, and other prosocial behaviors. But no significant differences were found on male and female students. The findings thus suggest that government should take special measures to create positive school environment in rural schools fostering all round development of the students. This study also helps in checking out the suitable education program for students in developing their skills according to the abilities and resources available.

Keywords: emotional stability, personality, extrovert

In India, the school and its curriculum (what knowledge is included), teaching (ways of communicating, relating and valuing) and evaluating often do not represent the child focused teaching. The knowledge of the child's information processing style is very essential. In today high technologically driven & complex world. Therefore, it is essential to identify the style of learning and thinking of children, in order to facilitate the process of teaching. It has now become essential to change our approach to teaching. The teaching techniques of school can be undertaken in consonance with the student's style of learning and thinking. Differences between rural and urban area are generally seen everywhere. It is a major public issue present in modern day society. In the rural areas fields are everything. There are few schools, which are run by government. The condition of these schools is also not good. If anyone wants to pursue college or any higher degree then he/she have to leave village and move to big cities.

These differences also affect the psychological factors like cognition, learning, perception, personality, memory, attitude etc. This research comprehensively examines differences in personality between students in rural and in urban schools. Whilst the primary purpose is to offer further research to add to the body of knowledge, there is also the opportunity to find evidence connecting the level of rural scholastic achievement with the resources available to rural children elsewhere.

Joshi (2000) found the difference between boys and girls of urban and rural area on neuroticism, extroversion and academic achievement. Khan (2000) studied about gifted achievers and underachievers on personality, and found that low achieving gifted children were more likely to show behavioural immaturity, emotional instability, feeling of inadequacy and certain nervous symptoms than gifted high achieving students; high achievers had greater feeling of individual worth, greater ability to persist and cope with their

own emotional disturbances. Rau & Durand, (2000), Rindermann & Neubauer (2001), Sharma (2001), Mahmood, Chamorro-Premuzic & Furnham (2003), Caspi, Robert and Shiner (2005) concluded all the eight factors of personality do correspond generally with academic achievement. Gakhar (2003) showed positive and significant correlation of personality with mathematics achievement. Barrick and Mount (2005) and Bratko et al. (2006) concluded that personality contributes to the prediction of school performance.

OBJECTIVES

To find the role of environmental influences on enhancing personality traits based on five factor model

HYPOTHESES

- ✓ There will be a significant difference between personality traits based on five factor model of rural and urban high school students.
- ✓ There will be a significant difference between personality traits based on five factor model of boys/girls students.

VARIABLES

Personality traits based on five factor model

RESEARCH DESIGN

Two independent group designs was used for the present study. In this design, experimenter collects two or more sets of data from the two independent group of subjects so that the difference between the subsequent sets of data can be determined.

SAMPLE

Simple random sampling technique was used for collecting data from co-educated, Government schools students, more or less homogeneous with respect to socio-economic status. For this study data was collected from 400 high school students (200 boys and 200 girls) located in Jaipur city and Chomu, Rajasthan state. Participants were from grade 11th standard and age ranged between 15 to 17 years.

MEASUREMENT TOOLS

Ten item personality Inventory. TIPI (Gosling, Rentfrow, & Swann, 2003)

RESULT AND DISCUSSION

| Variables | Group | Mean | Std. Deviation | t |
|---------------------|-------|-------|----------------|----------|
| Emotional Stability | Rural | 9.65 | 2.310 | 8.461 ** |
| | Urban | 11.43 | 1.873 | |
| Extra Version | Rural | 9.33 | 2.657 | 0.231 |
| | Urban | 9.28 | 1.740 | |
| Agreeableness | Rural | 10.47 | 2.154 | 3.141 |
| | Urban | 9.69 | 2.800 | |

| | | | | |
|-------------------|-------|-------|-------|-----------|
| Conscientiousness | Rural | 9.83 | 1.932 | 1.027 |
| | Urban | 10.03 | 1.852 | |
| Openness | Rural | 9.40 | 2.695 | 11.038 ** |
| | Urban | 12.02 | 1.991 | |

* Significant at <0.05 level ** Significant at <0.01 level

Table 1: Showing comparison between rural and urban students on various dimensions of personality

The above table indicates that the significant positive difference was found between rural and urban students on five factor model. On the trait of emotional stability, urban students got higher scores that mean they are comparatively more emotional stable.

On the trait of Extraversion, Agreeableness and Conscientiousness rural & urban students got almost equal scores that mean both are extrovert in nature. Extraversion includes characteristics such as excitability, sociability, talkativeness, assertiveness and high amounts of emotional expressiveness.

Agreeableness includes attributes such as trust, altruism, kindness, affection, and other prosocial behaviors. Conscientiousness include high levels of thoughtfulness, with good impulse control and goal-directed behaviors.

On the trait of Openness, urban students achieved higher scores .Openness characteristics such as imagination and insight, and those high in this trait also tend to have a broad range of interests.

| Variables | Group | Mean | Std. Deviation | t |
|---------------------|-------|-------|----------------|-------|
| Emotional Stability | Girls | 10.37 | 2.339 | 1.443 |
| | Boys | 10.70 | 2.221 | |
| Extra Version | Girls | 9.46 | 2.331 | 1.400 |
| | Boys | 9.15 | 2.154 | |
| Agreeableness | Girls | 9.82 | 2.629 | 2.039 |
| | Boys | 10.33 | 2.398 | |
| Conscientiousness | Girls | 9.67 | 1.752 | 2.701 |
| | Boys | 10.18 | 1.992 | |
| Openness | Girls | 10.72 | 2.593 | 0.151 |
| | Boys | 10.68 | 2.818 | |

* Significant at <0.05 level ** Significant at <0.01 level

Table 2: Showing comparison between girls and boys students on various dimensions of personality

The above table indicates that on the various dimension of personality, girls & boys students got almost equal scores. There was no significant difference found between male and female students.

CONCLUSION

Thus it can be concluded that urban student's comparatively more emotional stable. On the trait of Openness, urban students achieved higher scores .Openness characteristics such as imagination and insight, and those high in this trait also tend to have a broad range of interests. On the trait of Extraversion, Agreeableness and Conscientiousness rural & urban students got almost equal scores that mean both are extrovert in nature. Both are thoughtful, with good impulse control and goal-directed behaviors. They also have attributes such as trust, altruism, kindness, affection, and other

prosaically behaviors. But there was no significant differences found between male and female students.

REFERENCES

- [1] Costa, P. T., Jr., & McCrae, R. R. (1992). Revised NEO Personality Inventory (NEO PI- R) and NEO Five-Factor Inventory (NEO-FFI): Professional manual. Odessa, FL: Psychological Assessment Resources.
- [2] Messick, S. (1994). The matter of style: Manifestations of personality in cognition, learning, and teaching. *Educational Psychologist*, 29(3), 121-136
- [3] Muhammed Iqbal Ahmed and Lodhi Farida Azeem (2011). A comparative study of the role of Public Higher Secondary Schools in Rural and Urban Sindh. *Indus Journal of Management & Social Sciences*, 6(1) , 76-90, Retrieved from deas.repec.org/s/iijh/journl.html
- [4] Asthana (2005). Internal and external conditions of control as determinants of performance, in relation to personality characteristics and individuals locus of control, Retrieved from <http://www.businessballs.com/personalitystylesmodels.htm>
- [5] Sujata K (2005). Influence Of Aptitude And Personality Profile On Academic Achievement Of Undergraduate Students, Retrieved August 10, 2012, from Website: <http://etd.uasd.edu/ft/th8479.pdf>
- [6] Singh Shashi, Singh Ajay & Singh Kiran (2012). A Study on Rural and Urban Students of Traditional Vs Open education System in India. *Turkish Online Journal of Distance Education* ,13(3) , Retrieved from <https://tojde.anadolu.edu.tr/tojde45/pdf/Volume12Number4.pdf>
- [7] <https://tojde.anadolu.edu.tr/tojde45/pdf/Volume12Number4.pdf>
- [8] http://en.wikipedia.org/wiki/Big_Five_personality_traits
- [9] <http://www.businessballs.com/personalitystylesmodels.htm>
- [10] <http://www.indiana.edu/~bobweb/Handout/d3.ttct.htm>