

Personality characteristics Among Rural and Urban Pupils

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ABSTRACT

The aim of the study was to investigate the difference in personality characteristics of the pupils of rural and urban groups. The random sample of 200 boys in which 100 were rural and 100 urban were selected from secondary schools of Karnal district, Haryana age ranged from 11 to 15 years. The Children's Personality Questionnaire (CPQ) was used to measure personality characteristics. Means and SDs were computed and 't' test was applied to check the significance of the difference between personality structure of the two groups. The findings indicate that the urban group is warmer & more sociable, more intelligent, more emotionally stable and more enthusiastic, while the rural group is more excitable and less practical and realistic and more dependent. Out of fourteen factors of CPQ the factor E, G, H, J, N, Q3 and Q4 demonstrated insignificant differences.

Key Words: Personality, rural, urban

Personality development is a complex process influenced by an interplay of biological, environmental, and socio-cultural factors. Among these, the residential background—rural or urban—plays a significant role in shaping the behavioral, emotional, and cognitive dimensions of an individual's personality. This study examines the differences in personality characteristics among rural and urban pupils, highlighting how their environmental contexts contribute to the development of specific traits.

The early socialization experiences of children, heavily influenced by their home and community environments, significantly affect their interpersonal competence, emotional regulation, and adaptability. Rural and urban settings offer distinct social, educational, and cultural milieus that shape the foundational attributes of personality. Urban environments, characterized by greater diversity, access to resources, and exposure to varied social interactions, often encourage traits such as sociability, emotional stability, and openness. Conversely, rural settings, with their close-knit communities and emphasis on tradition, tend to nurture conformity, dependability, and resilience.

As the child grows and becomes young his social competence develops in terms of interpersonal adequacy. He develops ability to understand and reflect appropriate behaviour. Cultural diversity plays a vital role in the development of ability. Roff et. al (1972) state that parents' cultural background plays a significant role in the emergence of social skills in early childhood.

Leach (1963) made a study of intellectual personality factors of Negro and White children with equal educational opportunities in the United States. He found no significant difference or trends on all tests of the CTMM, White children scored higher than Negro children, although only on logical reasoning, there was significant difference at 0.05 level. Shrivastava (1985) found that tribal children (N=120) had relatively lower degree of field independence than the non-tribal ones (N=120).

Pradhan & Panda (1996) studied moral judgment of tribal secondary school children in relation to their sex and found that tribal non-tribal differences and sex has significant effect on moral judgment of secondary school children independently, but interaction of sex and tribal non-tribal differences has no significant effect. Sharma (1984) studied the effects of social disadvantage on mental growth and mental health of children. Results showed that social advantaged children scored higher than disadvantaged tribal children. Tribal children showed greater psychiatric morbidity, particularly for enuresis and behavioural disturbances.

The present study is aimed at studying the personality characteristics of the rural and urban pupils. The residential background affects the child's personality development. Keeping this in view, objective of the present study was to investigate the significance of difference in urban and rural pupils on score of various traits of personality.

METHOD PARTICIPANTS

The sample of the study consisted of 200 boys of grade VIII and IX in which 100 rural and 100 urban pupils were randomly selected from secondary schools of Karnal district, Haryana

Instruments:

Children's Personality Questionnaire (CPQ) developed by Porter & Cattle-1968) Form A was used to find out personality difference between tribal and non-tribal groups. The CPQ yields a general assessment personality by measuring 14 distinct dimensions which have been found by psychologist to approach a total personality. In this study Gujarati version of CPQ was used. The test-retest reliability of CPQ for each factor was found by the Porter & Cattle are: A (0.59), B (0.72), C (0.67), D (0.67), E (0.67), F (0.70), G (0.66), H (0.58), I (0.72), J(0.59), N (0.70), O(0.60), Q3 (0.61) and Q4 (0.56).

Procedure:

Every individual subject was given the CPQ (Form A) along with an answer sheet. All the responses were scored as per key. The 't' test was applied to find out whether there were any personality differences between the two groups.

Results

The results are presented in Table-1. As it is clear from Table-1, the urban group has obtained higher mean score in case of factors A, B, C, E, F, O, O3 and Q4; while the rural group has higher mean score in case of factors D, G, H, I, J and N. The 't' value, however, showed that the difference are significant at 0.05 level only regarding factor I. So far as the factors A, B, C, D and F are concerned the significant of difference is at 0.01 levels. For E, G, H, J, N, O, O3 and Q4 factors, the 't' value showed insignificant difference.

Table-1: Comparison of rural and urban groups on 14 traits of personality

| Factors | Rural Group (N=100) | | Urban Group (N=100) | | 't' Value |
|---------|---------------------|------|---------------------|------|------------|
| | Mean | SD | Mean | SD | |
| A5.56 | 1.56 | | 6.46 | | 1.433.00** |
| B3.22 | 1.38 | | 3.34 | 1.03 | 3.00** |
| C5.22 | 1.50 | | 6.96 | 1.60 | 5.44** |
| D4.80 | 1.79 | | 3.74 | | 1.563.21** |
| E3.02 | 1.86 | | 3.30 | 1.66 | 0.78 |
| F4.02 | 1.78 | | 5.24 | 1.69 | 3.49** |
| G | 6.48 | 1.36 | 6.32 | 1.57 | 0.53 |
| H | 5.52 | 1.50 | 5.50 | 1.44 | 0.07 |
| I | 5.76 | 1.54 | 5.14 | 1.33 | 2.07* |
| J | 4.54 | 1.59 | 4.48 | 1.32 | 0.21 |
| N | 3.88 | 1.49 | 3.60 | 1.90 | 0.85 |
| O | 3.48 | 1.95 | 3.64 | 2.16 | 0.39 |
| Q3 | 6.10 | 1.72 | 6.52 | 1.95 | 1.14 |
| Q4 | 3.12 | 1.78 | 3.22 | 1.94 | 0.27 |

* Significant at 0.05 level

** Significant at 0.01 level

DISCUSSION

The factor 'A' concerns with 'reserved Vs outgoing' which in popular terms means the characteristics of being warm, sociable Vs. aloof, stiff. Table- 1 shows that the mean score of urban group (M=6.46) is higher than the rural group (M=5.56); the 't' value 3.00 is found to be statistically significant at 0.01 level. This shows that the urban group was found to be more warm and sociable than the rural group.

The factor 'B' of the CPQ measures level of intelligence. As per Table-1 the mean score of the pupils of urban is higher (M=3.34); than that of the pupils of the rural group (M=3.22); the 't' value 3.00 is found to be statistically significant at 0.01 level. The result supports the findings of Sharma (1984).

The factor 'C' of the CPQ measures the level of emotionality. Table-1 shows that the mean score of n urban group (M=6.96) is higher than the rural group (M=5.22); the 't' value 5.44 is found to be statistically significant at 0.01 level. This shows that the urban group found to be more emotionally stable than the rural group. The result also supports the findings of Sharma (1984).

The difference on factor D (t=3.21) shows that rural group is more (M=4.80) deliberate, inactive and self-effacing than urban group (M=3.74); as Pearson (1964) has shown, delinquents tend to be high on factor D.

The difference on factor F (t=3.49) shows that urban group is more enthusiastic, optimistic and self –confident than rural group. Research evidence indicates that the high F children likely to come from a relatively secure and affectionate family milieu.

On factor I the rural group scored (M=5.76) more than urban group (M=5.14); the difference between both the group is found to be statically significant at 0.05 level (t=2.07). Research evidence indicates that the low I child is practical, realistic, independent and responsible (Cattle & Stice, 1960).

CONCLUSION

The findings of the present study showed that the urban group is warmer and more sociable, more intelligent, more emotionally stable and more enthusiastic, while the rural group is more excitable, less practical & realistic and more dependent.

The general trend in the personality patterns is to be similar, but the degree of sociability, strong control on emotion and behaviour are higher in pupils of urban group. However, the pupils of rural group do suffer from some deprivation and emotional unresponsiveness of their home environment and sometime socially and emotionally maladjusted and exhibit personality development deficits. Thus, residential and cultural background plays a significant role in the emergence of social skills in early childhood (Roff et.al; 1972).

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