

COMPARISON OF SELF RATING PERSONALITY TRAITS BETWEEN RURAL AND URBAN SPORTS STUDENTS IN MAHARASHTRA, INDIA

Dr. Makarand Joshi, Ph. D., Dr. Shatrunjay Kote, Ph. D.

Asst. Prof. M. S. M's College of Physical Education, Aurangabad, India

INTRODUCTION:

What do we mean when we say someone has a “lot of personality?” Usually we are referring to an individual’s social person. When psychologists talk about personality, however, they are concerned primarily with individual difference – the characteristics that distinguish one individual for another.

Personality is defined as the characteristic patterns of behaviour and modes of thinking that determine a person’s adjustment to the environment. The term characteristic I the definitions imply some consistency in behaviour – which people have tendencies to act or think in certain ways regardless of the situation. A complete description of an individual’s personality would include many factors: intellectual abilities, motives acquired in the process of growing up emotional reactivity, attitudes, beliefs, and moral values.

Shaping of Personality: An infant is born with certain potentialities and the development of these potentialities depends upon maturation and upon experiences encountered in growing up of the child. Although newborn infants in a hospital nursery look pretty much alike, the physical characteristics that will later make them readily distinguishable from each other are already determined by heredity. Intelligence and certain special abilities, such as musical talent, also have a large hereditary component, and some differences in emotional reactivity may be innate. One study found that reliable individual differences could be observed shortly after birth in such characteristics as activity level, attention span, adaptability t changes in the environment, and general mood. One infant might be characteristically active, easily distracted, and willing to accept new objects and people; another might be predominantly quiet, persistent in concentrating on an activity, and leery of anything new. These original characteristics of temperament tended to persists in many of the 100 or more children whose development was followed over a14-year period (Thomas, Chess, and Birch., 1970).

Parents respond differently to babies with differing characterizes. In this way a reciprocal process starts that may exaggerate some of the personality characteristics present at birth. What happens to the potentialities with which the infant is born depends on his experiences while growing up. Although all experiences are individual, we may distinguish between two classes: the ‘common experience’, shared by most individuals growing up in a given culture or cultural subgroup, and the ‘unique experience’, not predictable from the roles that the culture assigns us.

Approaches to understanding personality: the individual's common and unique experiences interact with inherited potential to shape personality. Most personality theories can be grouped into one of four classes: trait, psychoanalytic, social learning, and humanistic.

The trait approach:

(1) Personality types: classification into kinds is the beginning of most sciences – kinds of rocks, kinds of clouds, etc. one of the earliest “personality theories” attempted to classify individuals into personality types on the basis of body build (Kretschmer, 1925; Sheldon, 1954). A short, plump person (endomorph) was said to be sociable, relaxed, and even – tempered; a tall, thin person (ectomorphy) was characterized as restrained, self conscious, and fond of solitude; a heavy-set, muscular individual (mesomorph) was described as noisy, callous, and fond of physical activity. One of Freud's pupils, the Swiss Psychiatrist Carl Jung, divided all personalities into ‘introvert’ and ‘extraverts’.

(2) Traits versus Types: Psychologist working in the area of trait theory are concerned with (1) determining the basic trait that provide a meaningful description of personality and (2) finding some way to measure them. What are basic traits? Thousands of words in the English language refer to characteristics of behaviour. Factor analysis is complex statistical technique for reducing a large number of measures to a smaller number of independent dimensions.

Assessing Personality Traits: Personality traits can be assessed by two methods: (1) the person describes himself by answering questions about his attitudes, feelings, and behaviors; (2) someone else evaluates the person's traits either from what he knows about the individual or from direct observations of behaviour. With the first method a personality inventory is most often used, whereas the second usually involves a rating scale.

Personality Inventories: A personality inventory is essentially a questionnaire in which the person reports reactions or feelings in certain situations. It resembles a very set or standardized kind of interview. A personality inventory asks the same questions of each person, and the answers are usually given in a form that can be easily scored – often by machine. A personality inventory may be designed to measure a single dimension of personality (such as introversion – extraversion) or it may measure several personality traits simultaneously, resulting in a profile of scores.

METHODOLOGY:

In present study a “self rating questionnaire(SQR)” given by center for psychological services, Aurangabad, India is used to analyze few psychological traits among the rural and urban, boys and girls and they are then compared for significant difference in their psychological traits. In all 80 subjects were selected; 40 from rural and 40 from urban; among which 20 were male and 20

were female. They were made to answer the self rating questionnaire (SQR) for assessing thirteen different personality traits. After answering the questionnaire the results were analyzed and compared for understanding the difference among the rural and urban college student's traits.

PROCEDURE:

After selecting the subjects from different locations like urban students from district place i.e., Aurangabad and rural students from taluka place Kopargaon, India. The questionnaire (SQR) was handed over to the students for answering and instructions were passed regarding the carefulness and honesty writing number against the question rating accordingly. Sufficient time was allotted to answer the questionnaire. The questionnaires after collecting are set to the correction factor and computation is done for each questionnaire against all the 13 traits. 4 groups are formed viz: (1) Urban male (2) Rural Male (3) Urban female (4) Rural female and they are coded accordingly. In each group 20 subjects are then consolidated in 4 different tables in which the total is computed and means are taken out for marking on the graphical representation. The mean scores are then marked on the graph and a line is drawn touching the points. A separate graph is prepared to compare between rural – urban, male and females.

INSTRUCTIONS:

“The Self Rating Questionnaire (SQR) consists of 70 brief statements. Read each statement and decide how well you describe. Be honest about yourself. Remember, no one does everything well, nor is it even good to do everything very well. Select one of the following numbers to indicate how well the statement describes you: 5= very well; 4= well; 3= somewhat; 2= very little; 1= not at all. Write the number you select on the small dotted line before the serial number of the statement. Some statements may be similar but no two statements are exactly alike. Please answer all questions. Your answer remains confidential”.

“Note Related To Correction Factor Scores:

If the correction factor score is:

- (1) 24 or 25 then subtract 7 from the total score for each competency.
- (2) 22 or 23 then subtract 5 from the total score for each competency.
- (3) 20 or 21 then subtract 3 from the total score for each competency.
- (4) 19 or less then subtract 0 from the total score for each competency.

Keep in mind to calculate the sums algebraically i.e., taking into consideration the sign of each score place the rating score (1, 2, 3, 4 or 5) on top of the statement number in the above sheet”.

RESULTS AND DISCUSSIONS:

From table number 1 it is evident that the urban males have scored in initiative – 14; sense of opportunity – 16; persistence – 12; information seeking – 16; high quality work – 16; commitment to work – 16; efficiency orientation – 15; systematic planning – 16; problem solving – 15; self confidence – 18; assertiveness – 17; persuasion – 14; use of influence – 17. The self confidence side is bit exceeding i.e., tending towards over confidence, they believe in use of influence; remaining traits are found to be within normalcy.

From table number 2 it is evident that the rural males has scored initiative – 13; sense of opportunity – 14; persistence – 13; information seeking – 18; high quality work – 16; commitment to work – 14; efficiency orientation – 16; systematic planning – 16; problem solving – 13; self confidence – 15; assertiveness – 12; persuasion – 13; use of influence – 13. From the above scores it is noted that the information seeking quality is tending towards exaggerating, remaining traits are in normalcy range.

From table number 3 it is evident that the urban females have scored in initiative – 15; sense of opportunity – 16; persistence -16; information seeking – 20; high quality work – 18; commitment to work – 14; efficiency orientation – 19; systematic planning – 16; problem solving – 16; self confidence – 18; assertiveness – 16; persuasion – 16; use of influence – 15; all the traits except commitment to work is exaggerating in urban females.

From table number 4 it is evident that the rural females have scored in initiative – 16; sense of opportunity – 17; persistence – 16; information seeking – 22; high quality work – 18; commitment to work – 17; efficiency orientation – 19; systematic planning – 20; problem solving – 16; self confidence – 20; assertiveness – 18; persuasion – 16; use of influence – 15; every trait is found to be beyond normal limit from the graph. The comparison graph showed the difference and similarity between the urban and rural males. In the similar way the difference and similarity between the urban and rural females is shown in the graph.

Table No. 1: Mean Personality Traits Scores of URBAN MALES:

PERSONALITY TRAIT	URBAN MALE
Initiative	14
Sense of opportunity	16
Persistence	12
Information seeking	16
High quality work	16
Commitment to work	16
Efficiency orientation	15
Systematic planning	16
Problem Solving	15
Self Confidence	18
Assertiveness	17
Persuasion	14
Use of influence	17

Graph No. 1: Mean Personality Traits Scores of URBAN MALES:

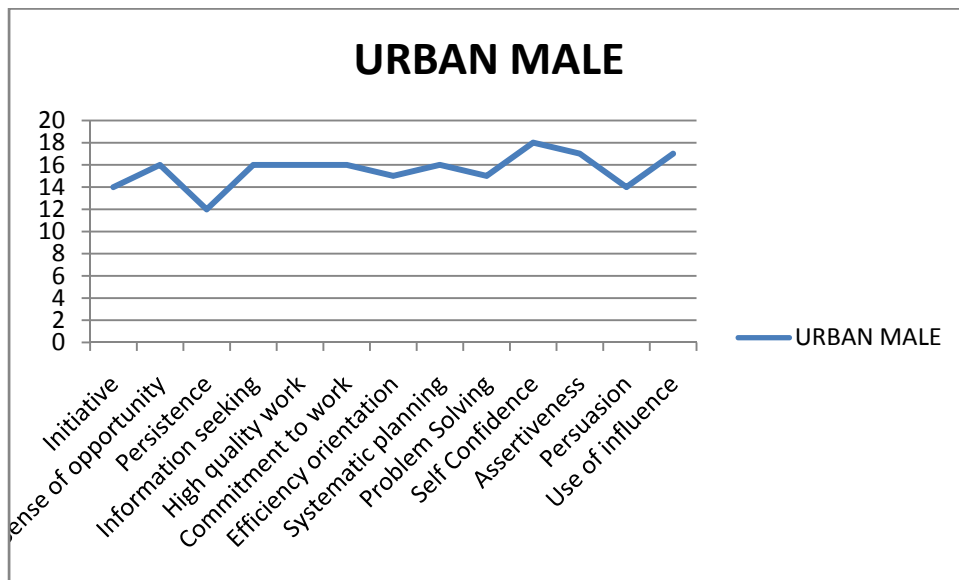


Table No. 2: Mean Personality Traits Scores of RURAL MALES:

PERSONALITY TRAIT	RURAL MALE
Initiative	13
Sense of opportunity	14
Persistence	13
Information seeking	18
High quality work	16
Commitment to work	14
Efficiency orientation	16
Systematic planning	16
Problem Solving	13
Self Confidence	15
Assertiveness	12
Persuasion	13
Use of influence	13

Graph No. 2: Mean Personality Traits Scores of RURAL MALES:

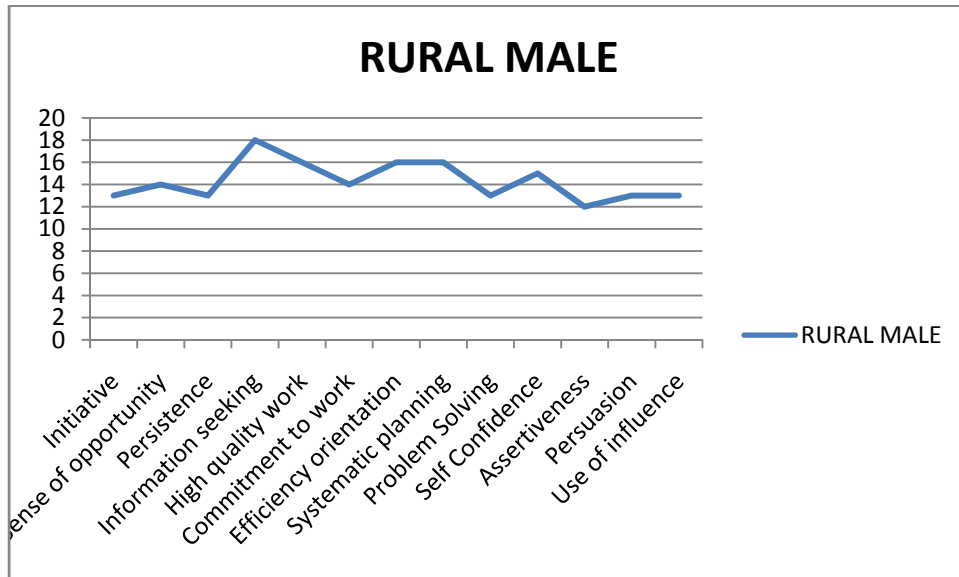


Table No. 3: Mean Personality Traits scores of URBAN AND RURAL MALES

PERSONALITY TRAIT	URBAN MALE	RURAL MALE
Initiative	14	13
Sense of opportunity	16	14
Persistence	12	13
Information seeking	16	18
High quality work	16	16
Commitment to work	16	14
Efficiency orientation	15	16
Systematic planning	16	16
Problem Solving	15	13
Self Confidence	18	15
Assertiveness	17	12
Persuasion	14	13
Use of influence	17	13

Graph No. 3: Mean Personality Traits scores of URBAN AND RURAL MALES

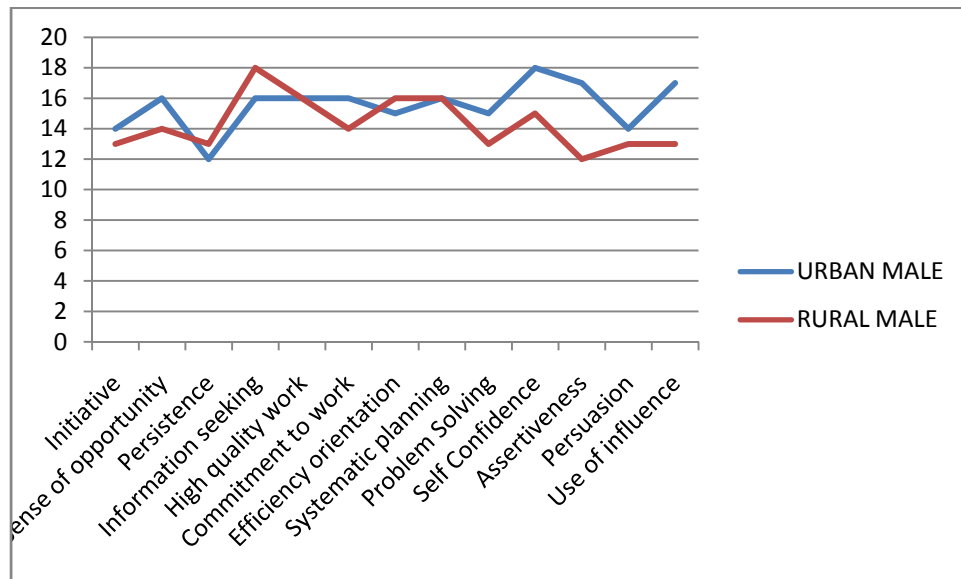


Table No. 4: Mean Personality Traits Scores of URBAN FEMALES:

PERSONALITY TRAIT	URBAN FEMALE
Initiative	15
Sense of opportunity	16
Persistence	16
Information seeking	20
High quality work	18
Commitment to work	14
Efficiency orientation	19
Systematic planning	16
Problem Solving	16
Self Confidence	18
Assertiveness	16
Persuasion	16
Use of influence	15

Graph No. 4: Mean Personality Traits Scores of URBAN FEMALES:

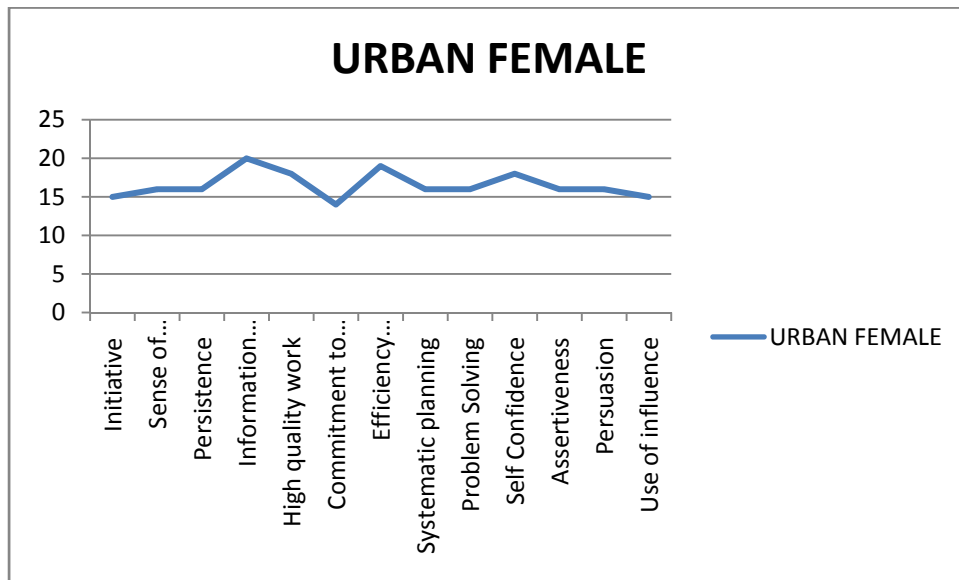


Table No. 5: Mean Personality Traits Scores of RURAL FEMALES:

PERSONALITY TRAIT	RURAL FEMALE
Initiative	16
Sense of opportunity	17
Persistence	16
Information seeking	22
High quality work	18
Commitment to work	17
Efficiency orientation	19
Systematic planning	20
Problem Solving	16
Self Confidence	20
Assertiveness	18
Persuasion	16
Use of influence	15

Graph No. 5: Mean Personality Traits Scores of RURAL FEMALES:

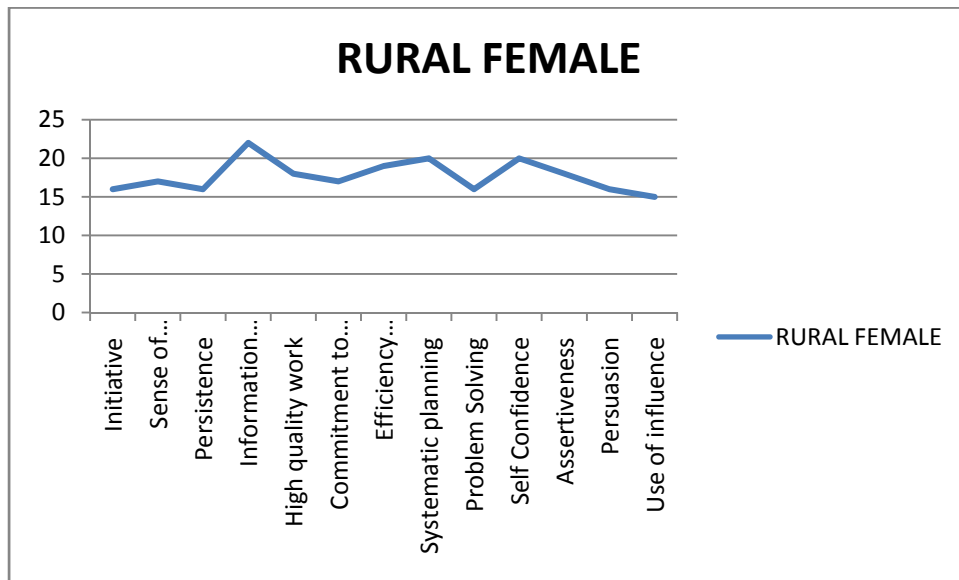
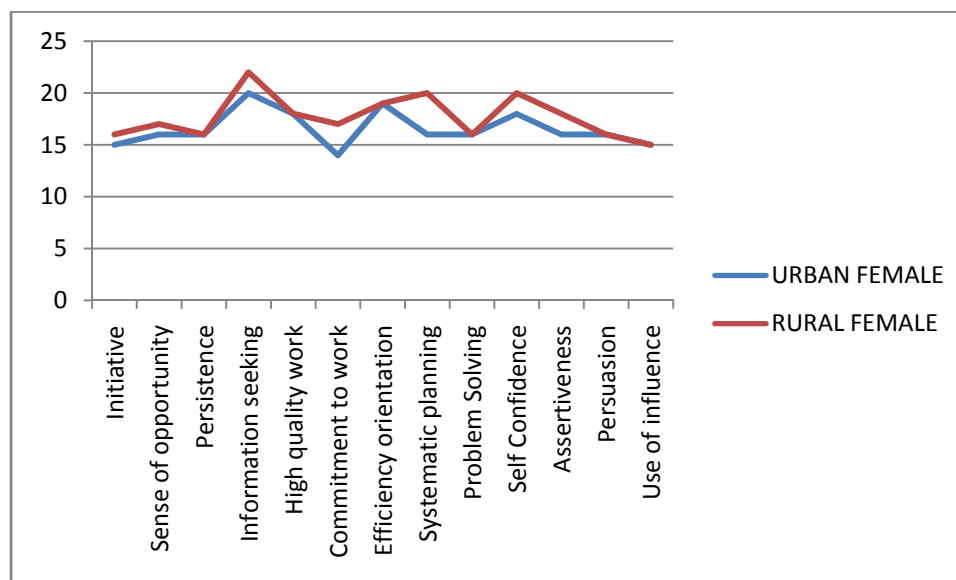


Table No. 6: Mean Personality Traits scores of URBAN AND RURAL FEMALES:

PERSONALITY TRAIT	URBAN FEMALE	RURAL FEMALE
Initiative	15	16
Sense of opportunity	16	17
Persistence	16	16
Information seeking	20	22
High quality work	18	18
Commitment to work	14	17
Efficiency orientation	19	19
Systematic planning	16	20
Problem Solving	16	16
Self Confidence	18	20
Assertiveness	16	18
Persuasion	16	16
Use of influence	15	15

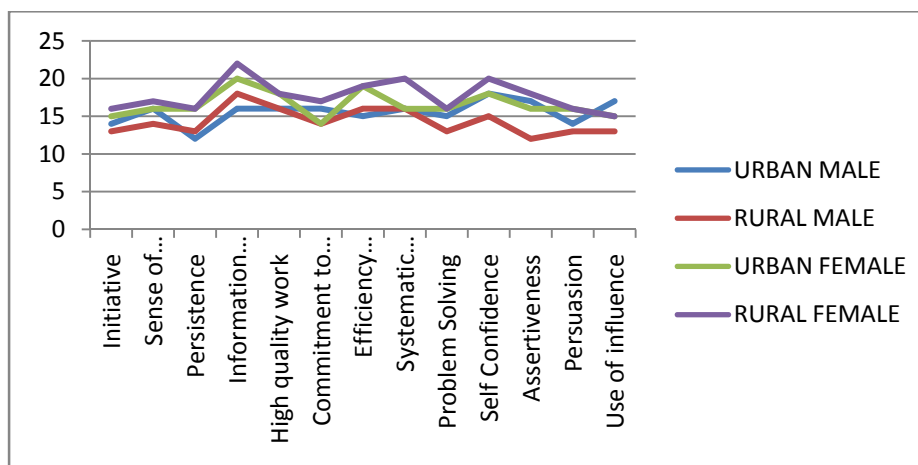
Graph No. 6: Mean Personality Traits scores of URBAN AND RURAL FEMALES:



**Table No. 7: Mean Personality Traits scores of
URBAN AND RURAL MALES AND FEMALES:**

PERSONALITY TRAIT	URBAN MALE	RURAL MALE	URBAN FEMALE	RURAL FEMALE
Initiative	14	13	15	16
Sense of opportunity	16	14	16	17
Persistence	12	13	16	16
Information seeking	16	18	20	22
High quality work	16	16	18	18
Commitment to work	16	14	14	17
Efficiency orientation	15	16	19	19
Systematic planning	16	16	16	20
Problem Solving	15	13	16	16
Self Confidence	18	15	18	20
Assertiveness	17	12	16	18
Persuasion	14	13	16	16
Use of influence	17	13	15	15

**Graph No. 7: Mean Personality Traits scores of
URBAN AND RURAL MALES AND FEMALES:**



CONCLUSIONS:

From the graphs it is evident that the urban male traits are ranging from the scores between 12 to 18, hence it can be concluded that the traits are falling slightly towards the maximum normalcy limits. The rural males and urban males do not show much difference in their traits. The comparison among the rural and urban females shows that the scores are towards above normalcy range and it seems that their self rating is bit exaggerating.

(Dr. Shatrunjay M. Kote)

Asst. Prof.

Shatrunjaykote@yahoo.co.in

M. S. M's. College of Physical Education, Khadkeshwar, Aurangabad, (M. S.) India.

(Dr. Makarand S. Joshi)

Asst. Prof.

msj23@rediffmail.com