



# Geographical Differences in Extraversion and Neuroticism among College Girls Students

Authors:

1. Ratneshwar Pandey

Department of Psychology

Sadar Hospital, Gopalganj, Bihar, India

2. Sidheshwar Pandey

Department of Audiology

DRETCHI-TTAHI

Port of Spain, Trinidad and Tobago

## Abstract

The study was undertaken to study the differences in personality trait “extraversion and neuroticism” among rural and urban college girl students. The sample of the study comprised of 200 subjects (100 boys and 100 girls). 100 subjects belonging to rural areas and 100 belonging to urban areas. Eysenck Personality inventory (Hindi adaptation) was employed for the collection of data and 't' test was used for the analysis of data. The results of the study revealed that there was a significant difference between rural and urban college girl students with respect to extroversion and neuroticism ( $p < 0/001$ ). Urban college girl students were found to have got more extrovert tendency as compared to rural college girl students. Urban college girl students were found to have a high tendency towards neuroticism in their personality.

**Keywords:** personality traits, extraversion, neuroticism, college students

## Introduction

Differences among individuals are influenced by various personality traits. Personality comprises common and unique traits. The combination of common and unique personality dimensions contributes to the individuality of the person, common personality dimensions are qualities that are found in most people within a cultural group, such as dominance, sociability, truth fullness, need for achievement and generosity. However, among the members of the cultural group, common personality dimension or traits are found in varying degrees. Allport (1966) reported that traits are the result of similar environmental

influence, similar culture values and similar child training method. Unique personality dimension is a pattern of behavior which characterize a particular individual and may not be found or found to the same degree in other people. They are developed from unusual combinations of hereditary qualities, from personal experience and from the social environment with its cultural values. Unique personality dimension is the most significant dimension so far as individually and distinctiveness is concerned.

Academic success in college student is important because it provides a foundation for occupational development in terms of professional competence, the quality of educational practices, as well as career success. Previous research has indicated that personality traits can predict academic success in tertiary education, even when other predictors have been accounted for.

Personality dimensions are the product of learning, they are based on hereditary foundations and these foundations determine the form of traits. It has been proved that certain dimensions are actually determined by hereditary disposition. Lund (1957) and Stagner (1961) have suggested that people who show the characteristic pattern of neurotic instability have various degrees of autonomic imbalance. Extraversion and neuroticism are two early-emerging, broad affective-personality traits linked to the onset and maintenance of depression (Davidson, 1992; Depue and Iacono, 1989). Extraversion is a wide-ranging personality trait that encompasses a number of more specific characteristics such as sociability, assertiveness, high activity level, positive emotions, and impulsivity. Extraversion is broadly characterized by energetic engagement with the world, enhanced sociality, activity and positive emotionality (John, Naumann, & Soto, 2008). The nature and meaning of extraversion are an outward turning of the libido. There is a manifest readiness in the sense of positive movement within the subject towards the object in extraversion. Extrovert behaviors' is determined by objective environment. Prior research has suggested that key facets of extraversion include positive emotionality, sociability, ascendance, and venturesomeness (Naragon-Gainey, Watson, & Markon, 2009; Shiner & Caspi, 2003). In contrast, neuroticism is conceptualized as the tendency to experience negative emotions, including emotional instability and heightened reactivity to stress and negative environmental stimuli (John et al., 2008). Neuroticism is a robust correlate and predictor of many different mental and physical disorders, comorbidity among them, and the frequency of mental and general health service use. Individuals in the population vary markedly on this trait, ranging from frequent and intense emotional reactions to minor challenges to little emotional reaction even in the face of significant difficulties.

Geography has long been recognized by many disciplines as essential for understanding behaviour. Geographic factors have been studied through residential areas (e.g., rural and urban areas). There are personality differences between rural and urban populations has been accepted by many for a long time. However, there is a lack of data as to whether there are significant personality differences in terms of extraversion and neuroticism between urban and rural college girl students. The objective of the study is to determine whether significant differences in personality traits (Extraversion and neuroticism) occur

between rural and urban college girls' students. The hypotheses were formulated in this study. It had been hypothesized that 1) there would be no significant difference of personality difference with respect to extraversion between rural and urban college girl students and 2) there would be no significant difference of personality difference with respect to neuroticism between rural and urban college girl students.

## Method

The sample was selected from several colleges located in Siwan and Chapra district of Bihar. The study was conducted on 200 girl's students studying in degree classes (aged 18-22 years old). These two districts are part of original one district 'Saran' district of these 200 samples, 100 were rural and 100 were urban. In selecting the sample attempt was made to get a good cross-section of the girl students studying in degree classes of this area. Samples were drawn from colleges of the educational slandered. The samples were incidental in nature and purposive sampling method was adopted for sampling.

For measuring extraversion and neuroticism "The Hindi adaptation "Eysenck Personality inventory (EPI) was applied. It has been adopted by Thakur (1980). This inventory consists of 57 items. In this scale 24 items are for extraversion, 24 for neuroticism and 9 for lie scale. Test retest and internal consistency reliabilities for extraversion, neuroticism and lie scale has been reported to be a very high ranking from 91 to 98. The scores on extraversion and neuroticism can range from 0 to 24. A high score on extraversion dimension denotes extraversion while low scores denote introversion. Persons high in extraversion are seen as social, carefree, and optimistic, while low scorers are generally quiet, introspective, and reserved. Individuals classified as high in neuroticism are prone to emotional distress/instability, while those low in this dimension are generally calm and emotionally stable.

A questionnaire was distributed to participants. Verbatim Instruction was given to participants before filling the questionnaire. Participants were given the letter of information and consent. Data was collected individually through a questionnaire from 200 participants. The data were treated statistically by employing "t" test to determine the significant difference of personality characteristics of college girl students. The Level of Significant was setup at .01 level of confidence.

## Results and Discussion

Out of the total sample of 200 subjects there were 100 rural college girl students (RCGS) and 100 were urban college girl students (UCGS). The mean of extraversion scores of the two groups with S.D. and t-ratio are presented in Table 1. The mean on the extraversion score of rural college girl students is 11.45 while that of urban college girl students is 13.40 presented in table 1. The obtained t – ratio is 3.168 which is higher than the required value for significance at 0.01 level. So, the obtained t-ratio is highly significant. It had been hypothesized that there would be no significant difference of personality difference with

respect to extraversion between rural and urban college girl students. The results of the study indicate that a statistically significant difference of personality traits was found between rural and urban college girl students. Urban college girl students were found to have got more extrovert tendency as compared to rural college girl students.

TABLE 1: Significance of the mean difference between RCGS and UCGS on extraversion

Subjects	Mean	S.D.	N	df	t - ratio	Level of significance
RCGS	11.45	4.43	100	198	3.168	0.01 Level
UCGS	13.40	4.49	100			

In 1922 Jung typified personality into introvert, extrovert and ambivert. An introvert person is supposed to be one whose orientations centers on herself and her subjective world. On the other hand, extrovert's primary orientation is towards the external world. An ambivert personality falls between these two extremes characterized by features of both dimensions. Urban populations display relatively higher orientation towards the external world due to massive information and close interactions. In urban areas there are densely populated dwellings where social interactions are more frequent than those in rural areas. We observe more social mobility in urban areas than those in rural areas. These factors predispose urban for external world orientation. As such, the above hypothesis.

The mean on neuroticism scores of the two groups with S.D. and t- ratio are presented in table 2. The mean of neuroticism score of rural college girl students is 10.263 while that of urban college girl students is 12.267 presented in table 2. The obtained t – ratio is 4.443 which are higher than the required value for significance at 0.01 level. So obtained t – ratio is highly significant. It had been hypothesized that there would be no significant difference of personality characteristics with respect to neuroticism between rural and urban college girl students. The results of the study revealed the existence of statistically significant difference of personality characteristics with respect to neuroticism was found between rural and urban college girl students. Urban college girl students were found to have got more neurotic tendency as compared to rural college girl students.

TABLE 2: Significance of the mean difference between RCGS and UCGS on neuroticism

Subjects	Mean	S.D.	N	df	t - ratio	Level of significance
RGS	10.263	3.470	100	198	4.443	0.01 Level
UGS	12.267	3.241	100			

It is a fact that rural people face fewer problems than urban people. Urban life has become fully mechanized where there is no leisure. Computerization and globalization have made urban life full of tension and stress. Tension and stress in sever quantity give birth to neurotic symptoms. On the other hand, rural people are god-fearing and fatalist in their approach. They normally attribute success and failure to luck and thereby maintain their mental equilibrium. This makes them less prone to neuroticism. As such, the above hypothesis. The result of the study presents the clear idea about personality traits of the different residential area and how the geographical area influences people's well-being.

### Conclusion

The current investigation was designed to explore the geographical differences (rural and urban) in extraversion and neuroticism among college girl students. The present results indicate that there was a significant difference between rural and urban college girl students with respect to extroversion and neuroticism. Urban college girl students were found to have a high tendency towards extraversion and neuroticism in their personality. The results suggest that some personality traits can be more prevalent in certain geographical locations than others. Taking these differences into account can help teachers recognize their students' individual differences.

### References

1. Allport, G. W. (1966). Traits revisited. *American Psychologist*, 21, 1-10.
2. Davidson RJ (1992). Anterior cerebral asymmetry and the nature of emotion. *Brain and Cognition*, 20(1), 125–151.
3. Depue RA, & Iacono WG (1989). Neurobehavioral aspects of affective disorders. *Annual Review of Psychology*, 40(1), 457–492.
4. John OP, Naumann LP, & Soto CJ (2008). Paradigm shift to the integrative big five trait taxonomy In John OP, Robins RW, & Pervin LA (Eds.), *Handbook of Personality: Theory and Research* (3rd ed, 114–158). New York, NY: Guilford Press
5. Jung, C. G. (1922) *Psychologische Typen*, Rascher Verlag, Zurich – translation H.G. Baynes, 1923.

6. Lewinsohn PM, Hops H, Roberts RE, Seeley JR, & Andrews JA (1993). "Adolescent psychopathology: I. Prevalence and incidence of depression and other DSM-III—R disorders in high school students": Correction. *Journal of Abnormal Psychology*, 102(4), 517 10.1037/0021-843X.102.4.517
7. Lund. F.H. (1957). Bio-dynamics vs Freudian Psycho – dynamics; *Education*, 78, 41-54.
8. Naragon-Gainey K, Watson D, & Markon KE (2009). Differential relations of depression and social anxiety symptoms to the facets of extraversion/positive emotionality. *Journal of Abnormal Psychology*, 118(2), 299–310. doi: 10.1037/a0015637
9. Petersen AC, Crockett L, Richards M, & Boxer A (1988). A self-report measure of pubertal status: Reliability, validity, and initial norms. *Journal of Youth and Adolescence*, 17, 117–133.
10. Shiner R, & Caspi A (2003). Personality differences in childhood and adolescence: Measurement, development, and consequences. *Journal of Child Psychology and Psychiatry*, 44(1), 2–32.
11. Stanger, R. (1961). *Psychology of Personality*, 3rd. Edition, New York: Mc Graw Hill.
12. Thakur, G. P., & Thakur, M. (1986). Hindi adaptation of Eysenck Personality Questionnaire (adult). *Indian Journal of Clinical Psychology*, 13(1), 81–86.

