



EFFECT OF IQ AND PERSONALITY AMONG DIFFERENT CULTURE OF COLLEGE STUDENTS

Mr. Jagbir Singh Dhindsa¹ | Dr. V. B. Verma²

¹ Student, M.Sc. (Clinical Psychology), Department of Psychology, NIMS University, Jaipur, Rajasthan, India.

² Asst. Professor, Department of Psychology, NIMS University, Jaipur, Rajasthan, India.

ABSTRACT

The main objective of this study was to find out the relation between Intelligence, neuroticism and extroversion of Nigerian and Indian students living in different culture. In this study 100 samples were selected through accidental sampling in the age group of 17 to 21 years. Samples were divided in to two groups, one is Nigerian (35 boys & 15 girls) and second is Indian (15 boys & 35 girls). These samples were taken from Saraswati Nursing College, Kurali, Mohali, Punjab and NIMS University from Jaipur city Rajasthan. For the measuring of IQ & Personality respectively we used computerized test based on Raven progressive matrices and Maudsley Personality Inventory. Data we were calculated through t-test. Findings suggested that Nigerian students had significantly higher level of IQ and Neuroticism in comparison to Indian students, where as Indian students significantly had high level of extroversion in comparison to Nigerian students.

Keywords: Intelligence, Personality, Extroversion, Neuroticism.

Introduction

Intelligence and personality are enduring and stable traits across situations and over time. They show substantial contributions of genetic factors to individual differences. Personality and intelligence are considered separate constructs (Maltby, Day, & Macaskill, 2007)¹. In 1994, a group of 52 experts in the study of intelligence and related fields endorsed the following definition of intelligence (Gottfredson, 1997a)²: Intelligence is a very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather it reflects a broader and deeper capability for comprehending our surroundings—"catching on," "making sense" of things, or "figuring out" what to do.

This definition emphasizes that intelligence represents the ability to solve problems (including problems of comprehension) by thinking. Intelligence is widely considered to occupy the apex of a hierarchy of more specific abilities that are all related to each other (Carroll, 1993)³. Indeed, the concept of a general intelligence, or "g," was first elaborated in psychology because of the so-called "positive manifold," the tendency for performance on all cognitive tests to be positively correlated, regardless of their content (Jensen, 1998⁴; Spearman, 1904)⁵. Intelligence is posited as the general ability that accounts for the co variation of the many specific abilities. However, specific abilities co vary to different degrees, and g cannot account for all of the shared variance among them. Thus, below g in the hierarchy are a number of more specific but still fairly general abilities; below these are the many specific abilities, and below these are various different

instances or measures of those specific abilities (Carroll, 1993; Johnson & Bouchard, 2005a, 2005b)^{6,7}.

Extraversion: Extraversion versus introversion is possibly the most recognizable personality trait of the Big Five. The more of an extravert someone is, the more of a social butterfly they are. Extraverts are chatty, sociable and draw energy from crowds. They tend to be assertive and cheerful in their social interactions.

Neuroticism: To understand neuroticism, look no further than George Costanza of the long-running sitcom "Seinfeld." George is famous for his neuroses, which the show blames on his dysfunctional parents. He worries about everything, obsesses over germs and disease and once quits a job because his anxiety over not having access to a private bathroom is too overwhelming.

Materials and Methods:

SAMPLING: In this study 100 samples were selected through incidental sampling in the age group of 17 to 21 years.

VARIABLES: Intelligence, Extroversion, Neuroticism and culture.

USED TESTS- I used two following tests-

IQ test:- This test is based on Raven's Progressive Matrices. This test has 25 questions. The questions take the form of a 3x3 matrix from which one tile is missing. For each question there are eight possible answers A-H.

Maudsley Personality Inventory (MPI):- This test can be used as a group of an individual test, for person of ages 15 to 16 years and above. Although to time limit is enforced in the testing but the short scale takes about 3-5 minutes, while the long scales takes about 15-20 minutes.

The test gives a maximum score of 48 on Neuroticism and also 48 on Extroversion. Scoring and norms given in the test manual.

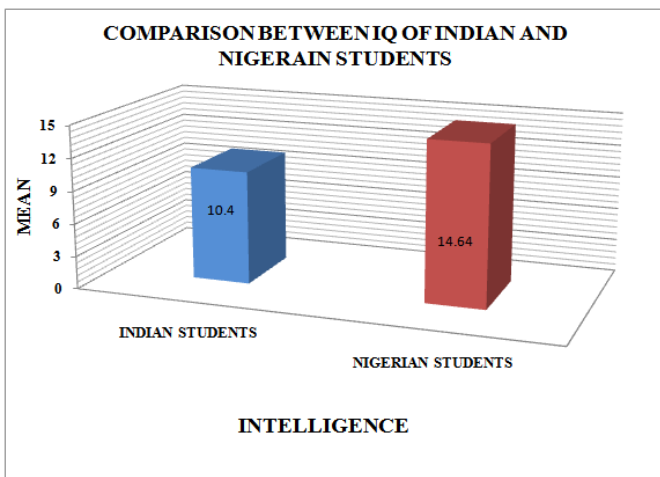
STATISTICAL ANALYSIS: t-test used for data analysis.

Results:-

H₀¹: There is no significance relationship between IQ of Nigerian and Indian students.

Result table 1: IQ of Indian and Nigerian students

Groups of Students	Mean	SD	S _{ED}	t-value	Level of significance
Indian Students	10.4	2.73	0.82	5.17	Significant at 0.01 level
Nigerian students	14.64	5.19			
N = 50				df = 50	

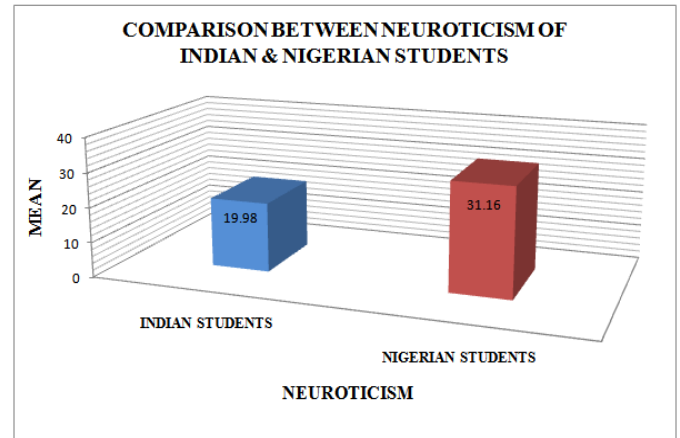


Result Table 1 shows the relation between IQ of Indian and Nigerian students mean values are 10.4 and 14.64. SD is 2.73 and 5.19 and S_{ED} is 0.82 respectively. t-value is 5.17, this t-value is more than the significance level of 0.01 at df 50. Which is significant thus our null hypothesis is rejected.

H₀²: There is no significance relationship between neuroticism of Indian and Nigerian students.

Result table 2: Neuroticism of Indian and Nigerian students

Groups of Students	Mean	SD	S _{ED}	t-value	Level of significance
Indian Students	19.98	10.08	1.52	7.35	Significant at 0.01 level
Nigerian students	31.16	3.94			
N = 50				df = 50	

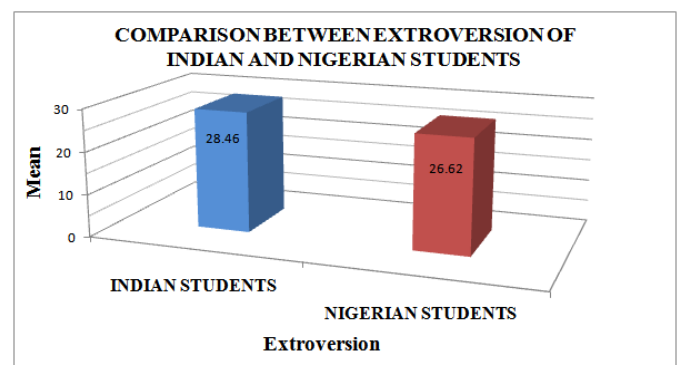


Result Table 2 shows the relation between neuroticism of Indian and Nigerian students mean values are 19.98 and 31.16. SD is 10.08 and 3.94 and S_{ED} is 1.52 respectively. t-value is 7.35, this t-value is more than the significance level of 0.01 at df 50. Which is significant thus our null hypothesis is rejected.

H₀³: There is no significance relationship between extroversion of Indian and Nigerian students.

Result table 3: Extroversion of Indian and Nigerian students

Groups of Students	Mean	SD	S _{ED}	t-value	Level of significance
Indian Students	28.46	5.70	0.89	1.63	Not Significant at 0.05 level
Nigerian students	26.62	2.83			
N = 50				df = 50	



Result Table 3 shows the relation between extroversion of Indian students and extroversion of Nigerian students mean values are 28.46 and 26.62. SD is 5.70 and 2.83 and S_{ED} is 0.89 respectively. t-value is 1.63, this t-value is less than the significance level of 0.01 at df 50. Which is Non significant thus our null hypothesis is accepted.

Discussion

In the **table 1** it shows the relation between IQ of Indian

and Nigerian students. At $df = 50$, t -value is (5.17) greater than that at 0.01 level (2.68) therefore t value is significant at 0.01. The reason behind this result maybe they have good schooling structure than most Indian schools. Because according to Office of the Registrar General & Census Commissioner, India (2001) 73% of Indian population lives in villages and school structure of villages is very bad then city schools. Mostly village people are very less educated so they find it difficult to teach their children and village schools focus very less on the practical side. This is the main difference of culture in Nigerian and Indian students in relation to IQ. They have more educated background than Indian students which help them creating an environment of knowledge around them. And this environment and surrounding plays a great role in developing the general intelligence. Nigerian students come here to study in India that shows they are financially strong which give them opportunities to study in better schools and explore different cultures whereas Indian students from villages don't get these type of opportunities this is why Nigerian students have better IQ than Indian students.

In the **table 2** it shows the relation between Neuroticism of Indian and Nigerian students. At $df = 50$, t -value is (7.35) greater than that at 0.01 level (2.68) therefore t value is significant at 0.01. In this Nigerian students score little higher than Indian students. The reason behind this maybe they are living far from their home it can be due to emotional detachment from their family, environment and society. They are more moody and they experience such feelings as anxiety, worry, fear, anger, frustration, envy, jealousy, guilt, depressed mood, and loneliness then the Indian students. Study conducted by **Zhou, Frey & Bang (2011)** point out that students from individualistic cultural backgrounds, such as students from many European countries, felt serious adjustment stress and mental problems due to being treated as a foreigner, while students from both individualistic and collectivist cultures (many countries throughout Asia and Latin America) felt stress and mental difficulty due to gender discrimination, racial stereotyping, and language discrimination which can lead to neuroticism. They are average in neurotic but in comparison to Indian students they respond worse to stressors and are more likely to interpret ordinary situations as threatening and minor frustrations as difficult. They are often self-conscious and shy because their whole environment is now different than their home environment, and they face trouble controlling urges and delaying gratification.

In the **table 3** it shows the relation between Extroversion of Indian and Nigerian students. At $df = 50$, t -value is (1.63) less than that at 0.01 level (2.68) therefore t value is Non significant at 0.01. The interpretation is done on the basis of mean values. In this extroversion of both Nigerian and Indian student lies in average category but Indian students scores little higher than Nigerian students. The reason behind this may be these Nigerian students living far from their family and society which make them less sociable it can be due to language problem because they face

difficulty in interacting with other people. Culture has a lot of effect on this result because normally extrovert people want to be with their friends and try to do fun but when someone goes to different culture it becomes different for them to get easily interact with other people. Study conducted by **(Gebhard, 2012)**. The complications that stem from academic language difficulties include not understanding professors' expectations, inability to express themselves in essay exams and oral presentations, and limited interactions with fellow classmates during class discussions, all of which can lead to high levels of anxiety and stress which makes them less sociable. Exposure to an unfamiliar environment can create anxiety, confusion and depression. In addition, one's culture may also influence happiness and overall subjective well-being. Comparing various international surveys across countries reveals that different nations, and different ethnic groups within nations, exhibit differences in average life satisfaction. This result show Indians students are more Extraverts then Nigerian and they tend to enjoy more human interactions and to be enthusiastic, talkative, assertive, and gregarious. Extraverts are energized and thrive off being around other people. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. This is because they are living in their own culture and society which help them to become more sociable and with they easily interact with others then Nigerian students.

Conclusion:

From the above discussion it may concluded that Nigerian have more IQ than Indian students and Nigerian students score high in neuroticism, where as Indian students score high in extroversion. The reason behind this may be due to difference between school and education structure of Nigeria and India. Nigerian students are more neurotic in comparison to Indians because they are emotionally and physically detach from their culture and society. And Indians are more extroverts than Nigerians because they are living in their own culture where as Nigerians feel difficulty in becoming more sociable it can be due to language problem and different culture.

REFERENCES

1. Maltby, J. Day, L. & Macaskill, A, (2007). *Personality, Individual differences and Intelligence*, haloww, England: Pearson Education ltd.
2. Gottfredson, L. S. (1997a). *Mainstream science on intelligence: An editorial with 52 signatories, history, and bibliography. Intelligence*, 24, 13-23.
3. Carroll, J. B. (1993). *Human cognitive abilities*. New York: Cambridge University Press.
4. Jensen, A. R. (1998). *The g factor: The science of mental ability*. Westport, CT: Praeger.

5. Spearman, C. (1904). "General intelligence," objectively determined and measured. *American Journal of Psychology*, 15, 201-293.
6. Johnson, W., & Bouchard, T. J., Jr. (2005a). The structure of human intelligence: It's verbal, perceptual, and image rotation (VPR), not fluid crystallized. *Intelligence*, 33, 393-416.
7. Johnson, W., & Bouchard, T. J., Jr. (2005b). Constructive replication of the visual-perceptual-image rotation model in Thurstone's (1941) battery of 60 tests of mental ability, *Intelligence*, 33, 417-430.
8. Zhou, Y., Frey, C., & Bang, H. (2011). Understanding of international graduate students' academic adaptation to a U. S. Graduate School. *International Education*, 41 (1), 76-84
9. Gebhard, J. G. (2012). International students' adjustment problems and behaviours. *Journal of International Students*, 2(2), 184-193.