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PERSONALITY TRAITS OF SECONDARY SCHOOL STUDENTS: A COMPARATIVE STUDY

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Abstract

The purpose of the present study was to investigate the personality traits of secondary school students in relation to gender. The current study was conducted on about 200 students (100 male and 100 female) studying in secondary school in Aligarh district, (U.P.) India. The sample was taken by using random sampling techniques. For the collection of data and necessary information in the present study, the investigator has used the Mini-IPIP scales which is a standardize inventory developed by Donnellan, Oswald, Baird, and Lucas (2006). This scale has five components, namely Extraversion (E), Agreeableness (A), Conscientiousness(C), Neuroticism (N) and Openness (O). Obtained data were analyzed using descriptive t-test. According to the results, significant difference was found between female and male students of secondary school on the total personality trait as well as on all five dimensions (i.e. Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness). Male students showed significantly higher scores on overall personality, Extroversion, Neuroticism, and Openness to experience than female students. Moreover, female students showed significantly higher scores on Agreeableness and Conscientiousness than male students.

Keywords: *Personality, Extraversion, Neuroticism, Agreeableness, Conscientiousness Openness, Gender*

Introduction

The first step is to really understand what the word personality means. The word personality itself is derived from the Latin word 'persona', which refers to the theatrical work performed by an actor or performer to perform various roles or to conceal their identity. Personality is the dynamic organization within the individual of those psychological systems that determine his/her characteristic behaviors, thoughts, feelings. It comes from within the person and remains constant throughout life. Personality represents a unique integration of trait so as to

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differentiate one person from another on the basis of quality. Personality is the sum total of the behavioural and mental characteristics that are distinctive of an individual (Colman, 2009, p. 565). It refers to individuals' unique and relatively stable patterns of behaviour, thoughts and feelings (Baron, 2006, p.450). The nature of individuals varies, the personality of the individuals too varies and this is the law of nature and this varying nature has a tremendous impact on making life a success or a failure, including the life of the students. The study of personality is mostly useful in attempting to examine psychological differences between genders. Personality is often conceptualized as the extent to which someone displays high or low levels of specific traits. Traits are the consistent patterns of thoughts, feelings, motives, and behaviors that a person exhibits across situations (Fleeson and Gallagher, 2009). That is, someone who scores high on a trait will exhibit psychological states related to that trait more often and to a greater extent than individuals who score low on that trait.

Gender differences in personality traits are often characterized in terms of which gender has higher scores on that trait, on average. For example, women are often found to be more agreeable than men (Feingold, 1994; Costa, Terracciano, and McCrae, 2001). Gender differences in terms of mean differences do not imply that men and women only experience states on opposing ends of the trait spectrum; on the contrary, significant differences can exist along with a high degree of overlap between the distributions of men and women (Hyde, 2005). Gender differences have been documented for a number of personality traits. Most meta-analyses and reviews examine gender differences in self-reports of personality on questionnaires that measure the Big Five, as well as facets within each (Feingold, 1994; Costa, Terracciano, and McCrae, 2001; Lippa, 2010).

Need and Significance of the study

All round development of the student depends on education which plays a very significant role in promoting to students to take decisions independently. With help of education, the power of thinking increases. It is a life living process through which one can improve his/her personality. The attitude of people toward the challenges of his/her face when he/she wants to achieve a goal or when trying to complete a task can help determine whether or not he/she will succeed in that goal or task. During the secondary stage, students due to peculiar physical, emotional and social developments undergo noticeable charges in their attitude and behavior. In the secondary stage education should help them to understand themselves better,

to understand different aspects of the School, to develop good study habits with other attractive behavior. Now these days the moral values of the young ones are very poor. They themselves think like a full matured person. As they undergo with the natural hormonal changes in their body. At this stage they are suffering with swing in nature, tremendous physical change and many other changes. Therefore, the personality of the individual is affected more. Everyone can easily recognize the changes in the personality. The personality of the student is completely affected by the teachers, friends' circle and other related things. There are too many factors which can affect the personality of the secondary school students, as we discussed above. All the factors affect equally on the development of the personality. Having positive personal character traits will not only allow you achieve various tasks, but it also can be a strong indication of being a success in general. In view of the above, the need of the proposed study is vividly clear and the study was quite justified to undertake.

Objective of the Study

- To assess personality traits among secondary school students.
- To find out the significant gender difference in personality traits of male and female secondary school students.
- To find out the significant gender difference in different personality traits (i.e. Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness) of male and female secondary school students

Hypothesis of the study

1. There will be no significant difference in the overall personality of male and female secondary school students.
2. There will be no significant difference in neuroticism personality trait of male and female secondary school students.
3. There will be no significant difference in extraversion personality trait of male and female secondary school students.
4. There will be no significant difference in openness personality trait of male and female secondary school students.
5. There will be no significant difference in agreeableness personality trait of male and female secondary school students.

6. There will be no significant difference in conscientiousness personality trait of male and female secondary school students.

METHODOLOGY

Sample

The sample of the present study comprised of total 200 (100 male and 100 female) secondary school students chosen from different secondary schools from the 10th class from the Aligarh district. The random sampling technique was employed to collect the data.

Tool Used

The present investigator has used The Mini–IPIP scales: tiny-yet-effective measures of the Big Five factors of personality which is a standardized inventory developed by Donnellan, Oswald, Baird, and Lucas (2006). This scale has five factors namely Extraversion (E), Agreeableness (A), Conscientiousness(C), Neuroticism (N) and Openness (O). The Mini-IPIP scales had acceptable reliability especially in light of their reduced length. These coefficients ranged from .65 for openness (Intellect/Imagination) to .77 for Extraversion. The convergent correlations between the Mini-IPIP scales and the 10-item "parent" IPIP-FFM scales. These were high, ranging from .85 for openness (Intellect/ Imagination) to .93 for Extraversion. These correlations are inflated by the fact that each pair of scales contains four identical items, but from the practical standpoint of comparing the shorter with the longer scale, they are still informative. That said, authors of Mini-IPIP scales computed the associations between the Mini-IPIP scales and the 6-items not included in the scale, and these correlations were also high (Extraversion = .78, Agreeableness = .67, Conscientiousness = .67, Neuroticism = .76, and Openness (Intellect/Imagination) = .56).

Cronbach's alpha of Mini-IPIP (all 20) items of present sample was found to be .789. The reliability coefficient reported exceeds the prescribed significance level.

Regarding discriminant validity, the scale inter-correlations were successfully reduced for the Mini-IPIP scales as compared to the IPIP-FFM scales. Specifically, the average absolute scale inter-correlation for the Mini-IPIP was r = .13 (SD = .08, Range = .02–.24) compared to an average absolute scale inter-correlation for the full IPIP-FFM of r = .20 (SD = .08, Range = .07–.35).

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Statistical analysis

Analysis is done by using SPSS (Statistical Package for the Social Sciences) software (version 16.0). Statistical techniques used for data analysis. In the present study to see the gender differences on personality traits, t-test was used.

Results and Discussion

Table-1: Showing the Mean, SD, t-value and sample size (overall scores) of personality traits between Male and Female students of secondary school.

Variable	Gender	N	Mean	SD	t-value	Level of Sig.
Overall personality	Male	100	47.64	9.010	4.666**	.000
	Female	100	42.09	7.767		

The present table indicates the mean and SD for gender (male and female) on overall personality traits where the means and SD scores of the male is (M = 47.64 & SD= 9.010) were found higher than the female students (M = 42.09 & SD = 7.767) and obtained t-value is 4.666 which is found highly significant at 0.01 level of significance. The findings of Table-1 reveal that secondary school students (male and female) differ significantly in their overall personality. Hence, it can be concluded that the null hypothesis 1 "there will be no significant difference in the overall personality of male and female secondary school students" is rejected.

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Table-2: Showing the Mean, SD, t-value, and sample size of Neuroticism Dimension of personality between male and female students of secondary school.

Variable	Gender	N	Mean	SD	t-value	Level of Sig.
Neuroticism	Male	100	9.57	2.175	4.158**	.000
	Female	100	8.33	2.040		

The present table-2 shows the mean and SD for gender (male and female) on the neuroticism dimension of personality where the means and SD scores of the male is (M = 9.57 & SD= 2.175) were found higher than the female students (M = 8.33 & SD = 2.040) and obtained t-value is 4.158 which is found highly significant at 0.01 level of significance. The findings of Table-2 reveal that secondary school students (male and female) differ significantly on the neuroticism dimension of personality. Hence, it can be concluded that the hypothesis 2 "there will

be no significant difference in neuroticism dimension of personality of male and female secondary school students" is rejected.

Table-3: Showing the Mean, SD, t-value, and sample size of Extraversion Dimension of personality between male and female students of secondary school.

Variable	Gender	N	Mean	SD	t-value	Level of Sig.
Extroversion	Male	100	9.19	2.509	2.685**	.000
	Female	100	8.28	2.279		

The present table-3 reveals the mean and SD for gender (male and female) on the extraversion dimension of personality where the means and SD scores of the male is (M = 9.19 & SD= 2.509) were found higher than the female students (M = 8.28 & SD = 2.279) and obtained t-value is 2.685 which is found highly significant at 0.01 level of significance. The findings show that secondary school students (male and female) differ significantly on the extraversion dimension of personality. Hence, it can be concluded that the hypothesis 3 "there will be no significant difference in extraversion dimension of personality of male and female secondary school students" is again rejected.

Table-4: Showing the Mean, SD, t-value, and sample size of Openness Dimension of personality between male and female students of secondary school.

Variable	Gender	N	Mean	SD	t-value	Level of Sig.
Openness	Male	100	10.00	2.366	3.628**	.008
	Female	100	8.77	2.428		

The above table discloses the mean and SD for gender (male and female) on the openness dimension of personality where the means and SD scores of the male is (M = 10.00 & SD= 2.366) were found higher than the female students (M = 8.77 & SD = 2.428) and obtained t-value is 3.628 which is found highly significant at 0.01 level of significance. The results of Table-4 show that secondary school students (male and female) differ significantly on the openness dimension of personality. Hence, it can be concluded that the hypothesis 4 "there will be no significant difference in openness dimension of personality of male and female secondary school students" is rejected.

Table-5: Showing the Mean, SD, t-value, and sample size of Agreeableness Dimension of personality between male and female students of secondary school.

Variable	Gender	N	Mean	SD	t-value	Level of Sig.
Agreeableness	Male	100	8.18	2.333	3.478**	.001
	Female	100	9.36	2.464		

The table-5 reveals the mean and SD for gender (male and female) on the agreeableness dimension of personality where the means and SD scores of the female are (M = 9.36 & SD= 2.464) were found higher than the male students (M = 8.18 & SD = 2.333) and obtained t-value is 3.478 which is found highly significant at 0.01 level of significance. The results of the said table show that secondary school students (male and female) differ significantly on the agreeableness dimension of personality. Hence, it can be concluded that the hypothesis 4 "there will be no significant difference in agreeableness dimension of personality of male and female secondary school students" is again rejected.

Table-6: Showing the Mean, SD, t-value, and sample size of Conscientiousness Dimension of personality between male and female students of secondary school.

Variable	Gender	N	Mean	SD	t-value	Level of Sig.
Conscientiousness	Male	100	8.53	2.311	2.925**	.004
	Female	100	9.52	2.472		

The above mentioned table indicates the mean and SD for gender (male and female) on the conscientiousness dimension of personality where the means and SD scores of the female is (M = 9.52 & SD= 2.472) were found higher than the male students (M = 8.53 & SD = 2.311) and obtained t-value is 2.925 which is found highly significant at 0.01 level of significance. The findings of table-6 show that secondary school students (male and female) differ significantly on the conscientiousness dimension of personality. Hence, it can be concluded that the hypothesis 6 "there will be no significant difference in conscientiousness dimension of personality of male and female secondary school students" is rejected.

DISCUSSION

The results of this study have shown that broad personality factors (extraversion, agreeableness, conscientiousness, neuroticism and openness) are significantly associated with

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secondary school students. In this regard, to verify the first hypothesis, that "there will be no significant difference in the overall personality of male and female secondary school students". It is evident from the analysis (table-1) that the gender difference was found statistically significant on overall personality scores. It is the fact that male and female are more similar than different genetically, physically and psychologically. Even so, important gender differences in personality exist that most likely stem, at least in part, from evolved psychological adaptations. Results were consistent with previous research done by Mahalakshmi, Kalaivani, and Pugalenthi (2015) who found that there is a significant difference between Personality of higher secondary school students based on gender, locality, and types of family and medium of instruction. The 2nd hypothesis that is "there will be no significant difference in the extraversion personality trait of male and female secondary school students". It is clear from table-2 that the gender difference on extraversion dimension was found significant. Where mean scores of male students were higher than female students. This result indicates that Extraversion implies greater sociability and activity levels. Male students with extrovert tendencies might be expected to achieve lower grades because they are more diverted, talkative, sociable, and to enjoy others than students with introvert tendencies, who are likely to spend more of their learning and consolidating knowledge. This finding is in line with the findings of some researchers who concluded introverted learners were more successful than their extrovert counterparts (Dunsmore, 2005). The third hypothesis was hypothesized that "there will be no significant difference in the openness personality trait of male and female secondary school students". The result presented in the table- 3 indicates that the gender difference was found statistically significant in the openness dimension of personality trait where mean scores of male students was higher than female students. We can observe that In Indian societies, male are grants greater freedom than female. Therefore, they are more comfortable and open to express their views, feelings, thoughts, and free to take action and are independent of judgment. On the other hand, females face greater barriers to independence than male as they have less opportunity to make independent decisions in their daily lives, and they face greater restrictions on their mobility. The present findings are consistent with previous research done by Afrin (2019) who reported that boys and girls of secondary school differ significantly on the openness dimension of Personality Traits. Where mean and SD values of boys' on openness dimension were higher than girls' students. When the present investigator verifies the 4th hypothesis "there will be no

significant difference in the agreeableness personality trait of male and female secondary school students" which was rejected due to the results in table-5 where the mean and SD scores of female students' were higher than male students, which was found highly significant at 0.01 level of confidence. This is because of agreeable persons do very easily trust and forgive to others. They struggle to assert their wants, needs, and preferences. They also struggle in situations that need tough decisions or tough love. People who are high in agreeableness naturally experience empathy and tend to get tremendous pleasure from serving others and taking care of them and these types of qualities may find mostly in females. This finding is in line with the findings of some researchers like Chapman, Duberstein, Sorensen and Lyness, (2007) and Mccrae and Terracciano (2005) who reported in the research literature, with females typically reported as having higher levels of agreeableness, from lower to moderate magnitude, than males. In response to the last hypothesis "there will be no significant difference in the conscientiousness personality trait of male and female secondary school students" it's clear from table-6 that there is a significant difference was found where female students scored significantly higher than male students of secondary school. This finding confirmed the hypothesis of this study and was consistent with many other researches considering conscientiousness as the most reliable predictor of academic performance (Wagerman & Funder, 2007). Conscientious people are defined as highly responsible, achievement - oriented and industrious learners. Such characteristics make them determined and resolved to gain high academic attainments. Thus, it is no surprise conscientiousness contributed greatly to the prediction of academic achievement. This finding accords with the results from Lounsbury et al. (2003b); Bratko et al. (2006) and Chomoro & Furnham (2003a) and (2003b).

Conclusion

From the above said findings, we can summarize that all the students of the present study are significantly differ on overall personality as well as all dimensions of the personality. It is also concluded that the development of any country requires integrated personality of young generation. Studies like this will helpful to explore and evaluate new psychological techniques that will be greatly helpful for students to embrace a variety of approaches in the field of education. One important objective of this study was to reduce the noisy number of different personalities so that students could better cover the full taxonomy of general personality factors to explore the dynamic, multivariate personality. The young generation

should be personality development stable and confidence to excel in their academic performance and increase life skills to face the problems in future. In addition, it is the responsibilities of the teachers, parents and school administrators create a better learning environment that stimulates students' interest in achieving higher goals and should ensure transfer of personality development into academic performance, critical and creative thinking.

Delimitations of the study

Perfectionism is not possible at every array. Some limitations are bound to remain in a research work as all the factors are difficult to be taken into stride by an individual in a stipulated amount of time. The present researcher felt that the following limitations if had been considered would have provided a more perspective picture of personality traits of secondary school student. These limitations throw a light on problems to be overcome by future researches.

- The present study was delimited to only one district i.e. Aligarh. Therefore, one cannot generalize the results of the present study of all the secondary school and institutions of India due to a number of differences in their condition and circumstances, and different board affiliation.

- This study is restricted to Secondary School students, i.e. class X only, due to limitations of time and resources.

- The current study was confined to 200 students, including both Male and Female of Aligarh District.

- In the present study, demographic variables like socio-economic status, caste difference, ordinal position etc. have not been taken into consideration. These variables could have contributed more clear results.
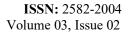
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