



## A Comparative Study of Personality Traits of Senior Secondary School Students of Government and Private Schools

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### ABSTRACT

The present paper tried to compare the Personality Traits of Senior Secondary School Students of Government and Private Schools. The finding of the study revealed that there exists no significant difference in means scores on four traits of the Personality Inventory viz. Openness, Neuroticism, Agreeableness, and Extraversion between government and private senior secondary school teachers. In comparison, the study reflects a significant difference in the mean scores of Personality of Privat and Government Senior Secondary School Students in the Conscientiousness trait. Since the mean score of Private School students is more than that of Government school students in the Conscientiousness trait, therefore, the students of Private schools are more Conscientious than their counterparts. They are thoughtful, have good impulse control, and have goal-directed behaviors. Highly conscientious people tend to be organized and mindful of details. They plan, think about how their behavior affects others, and are mindful of deadlines. More such studies need to be initiated to arrive at a conclusive decision.

**Keywords:** Personality Traits, Comparative Study, Senior Secondary School Students, Government Schools, Private Schools.

### Introduction

The school climate affects the personality traits of students. Different schools provide different conditions that affect teachers and students in a routine basis and affect their personalities. Educational administrators and school principals should create a positive atmosphere for teachers and students so that they can work and grow as positive personalities. The present study is an effort in this direction and studies and compares the personality of private and government school students.

### Review of Related Literature

**Joshi (2022)** studied the Personality Traits of Students of Senior Secondary Schools in Private and Government Schools and reported that there exists no significant difference in means scores on four traits of the Personality Inventory viz. Openness, Neuroticism, Agreeableness, and Extraversion between government and private senior secondary school teachers. In contrast, the study reflects a significant difference in the mean scores of Personality of Privat and Government Senior Secondary School Students in the Conscientiousness trait.

**Pal (2019)** studied the relevance of Diplomas in Elementary courses for the development of the personality of prospective elementary teachers. The study reported that first year students and second year students of the Diploma had shown equal 'Conscientiousness', 'Openness', 'Agreeableness', and 'Extraversion' traits of personality but second year students showed higher neuroticism than first year students. The findings also reported that Male and Female Diploma students did not differ in 'Conscientiousness', 'Openness', 'Neuroticism', 'Agreeableness', and 'Extraversion' traits of personality. Moreover, urban and rural Diploma students exhibit equal 'Conscientiousness', 'Openness', 'Neuroticism', 'Agreeableness', and 'Extraversion' traits of personality.

**Mehta (2019)** studied the development of personal values among students of secondary school about their personality traits. The study indicated significant differences in various personality traits viz. Self-concept, Anxiety, Temperament, and Adjustment among gender and type of schools.

**Afrin (2017)** made a comparison of personality traits among boys and girls in secondary school. The investigator used a NEO Five-Factor Inventory developed by Costa and McCrae. The study reported that Secondary School boys and girls differ significantly only on the openness trait of Personality and there was no significant difference in Neuroticism, Extraversion, Agreeableness, and Conscientiousness traits of personality.

**Saleem, A. (2017)** studied Government and Private School students about their Personality Traits, Intelligence, and Value patterns. The study reported that the difference between the Personality Traits of Government and Private school students was significant. The difference between the Personality Traits of the Government and Private school Boys students was not found to be significant. The difference between the Personality Traits of the Government and Private school Girls students was not found to be significant. The difference between the Personality Traits of the Government School

Boys and Government School Girls students was found to be significant. The difference between the Personality Traits of the Private School Boys and Private School Girls students was found to be significant.

**Basumatary (2016)** made a comparison of personality traits between yoga students and other students and also compared male and female students in their personality traits. The age of the subjects ranged from 17 to 24. The study used the "Big Five Inventory". The results of the study revealed, that Yoga students have higher mean values in, Extraversion, Agreeableness, Conscientiousness, and Openness and lesser mean values in Neuroticism than Non-Yoga students. Among the male students, a significant difference was found in Agreeableness, Conscientiousness, Neuroticism, and Openness. Among Female Students, a significant difference was found in Extraversion, Conscientiousness, Neuroticism, and Openness.

**Fernandez (2015)** studied emotional quotient and personality traits in academic achievement among pupil teachers. The following findings were reported. i) No significant difference was found between the Mean Scores of Humanities and Science Basic Subject Prospective Teachers in Personality Traits. ii) No significant difference was found between Married and Unmarried Prospective Teachers in the Mean Scores of Personality Traits. iii) There was no significant difference observed between Male and Female Prospective Teachers in the Mean Scores of Personality Traits. iv) Significant difference was found in Personality Traits of Government College Prospective Teachers and Government Aided College Prospective Teachers and also between Government Aided College Prospective Teachers and Private College Prospective Teachers. Mean Scores of Personality Traits indicate that the Government Aided College Prospective Teachers had a higher level of Personality Traits when compared to the Government College and the Private College Prospective Teachers. v) A significant difference was not found in Personality Traits among the Prospective Teachers concerning parental educational qualification.

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### Objectives of the Study

1. To compare the 'Conscientiousness' Personality Trait between Private and Government senior secondary school students.
2. To compare the 'Openness' Personality Trait between Private and Government senior secondary school students.
3. To compare the 'Neuroticism' Personality Trait between Private and Government senior secondary school students.
4. To compare the 'Agreeableness' Personality Trait between Private and Government senior secondary school students.
5. To compare the 'Extraversion' Personality Trait between Private and Government senior secondary school students.

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### Hypotheses of the Study

1. There is no significant difference in the 'Conscientiousness' Personality Trait between Private and Government senior secondary school students.
2. There is no significant difference in the 'Openness' Personality Trait between Private and Government senior secondary school students.
3. There is no significant difference in the 'Neuroticism' Personality Trait between Private and Government senior secondary school students.
4. There is no significant difference in the 'Agreeableness' Personality Trait between Private and Government senior secondary school students.
5. There is no significant difference in the 'Extraversion' Personality Trait between Private and Government senior secondary school students.

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### Delimitation of the Study

1. The research was delimited to ten Senior Secondary Schools in Delhi.
2. The study was delimited to five Private and five Government Senior Secondary Schools.
3. The study was delimited to 100 students

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### Methodology of the Study

The descriptive Survey Method was used in the present study.

#### Sample of the Study

The sample of the research consisted of five senior secondary government schools and five senior secondary private schools selected purposively. From each school, ten students of class 11<sup>th</sup> were selected randomly for the Arts Stream. The sample consisted of a total of 100 students (50-Pvt. and 50 Govt.).

#### Research Tools Used

The Big Five Personality Questionnaire developed and standardized by Dr. K.S. Misra was used to compare the personality of teachers. The scale consists of 50 items measuring five personality traits viz. i). Conscientiousness, ii). Openness, iii). Neuroticism, iv). Agreeableness, v). Extraversion

### Scoring Procedure

The personality questionnaire scale is a self-administering scale with 50 items. It is a five-point Likert scale. The items were scored 1 to 5 viz. 1 for Almost never, 2 for Sometimes, 3 for Many times, 4 for Often, and 5 for Almost always.

### Collection of Data

The data for the research was collected by administering the scale to the selected students as per the instructions provided in the manual of the questionnaire.

### Statistical Techniques Used

Descriptive statistics such as Mean and Standard Deviations, along with inferential statistics (two-tailed 't' test) were used.

## Results and Discussions of the Study

The findings of the study are reported and discussed below with the help of the table provided.

### Table

**The difference in the mean scores of Five Personality Traits between Private and Government senior secondary school students.**

Sr. No.	Dimensions of Personality Trait Inventory	Students Group	No	Mean	S.D.	t-ratio	Result
1.	<b>Conscientiousness</b>	Private Schools	50	34.40	4.20	2.40	<b>Significant</b>
		Govt. Schools	50	32.20	3.70		
2.	<b>Openness</b>	Private Schools	50	32.20	5.90	0.23	Not Significant
		Govt. Schools	50	31.90	6.20		
3.	<b>Neuroticism</b>	Private Schools	50	19.90	4.80	0.29	Not significant
		Govt. Schools	50	19.80	4.90		
4.	<b>Agreeableness</b>	Private Schools	50	32.10	6.30	0.52	Not Significant
		Govt. Schools	50	32.80	6.10		
5.	<b>Extraversion</b>	Private Schools	50	32.90	6.70	0.36	Not Significant
		Govt. Schools	50	32.50	6.60		

An independent sample t-test was used to test the hypotheses of the study. The table shows that there exists no significant difference in means scores on four traits of the Personality Inventory viz. Openness, Neuroticism, Agreeableness, and Extraversion. Therefore, hypotheses numbers 2,3, and 4, 5 are accepted. It means there is no significant difference in the mean scores of Personality Traits of Privat and Government Senior Secondary School Students in the personality traits of Openness, Neuroticism, Agreeableness, and Extraversion. In contrast, the table also reflects a significant difference in the mean scores of Personality Traits of private and Government Senior Secondary School Students in the Conscientiousness trait. Since the mean score of Private School students is more than that of Government school students in the Conscientiousness trait, therefore, the students of Private schools are more Conscientious than their counterparts. They are thoughtful, have good impulse control, and have goal-directed behaviors. Highly conscientious people tend to be organized and mindful of details. They plan, think about how their behavior affects others, and are mindful of deadlines. The result of the study is supported by the previous study by Joshi (2022) and Saleem (2017) and contradicted by Mehta (2019). More studies need to be conducted to generalize the findings.

### Educational Implications

The finding of the study revealed that that there exists a significant difference in means scores between private and government senior secondary school teachers on one personality trait viz. "Conscientiousness" whereas insignificant differences were found in four personality traits viz. Openness, Neuroticism, Agreeableness, and Extraversion. The school climate of school affects the personality traits of students therefore, educational administrators and school principals should create a positive atmosphere for teachers and students so that they can work and grow with a positive personality.

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