

## Analysis Of The Personality Characteristics Of Rural And Urban Secondary School Students

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### ABSTRACT

This paper presents an analysis of the personality characteristics of secondary school students from rural and urban areas. The study was conducted to examine whether there are significant differences in the personality characteristics of students from different geographical locations. A total of 300 students from both rural and urban areas were selected as participants for the study. The personality characteristics of the students were assessed using the Big Five Personality Traits Scale. The results of the study indicate that there are significant differences in the personality characteristics of rural and urban secondary school students. The study found that urban students scored higher on traits such as extraversion and openness to experience, while rural students scored higher on traits such as agreeableness and conscientiousness. These findings have important implications for educators and policymakers in terms of understanding the differences in personality characteristics of students from different geographical locations and designing appropriate interventions to support their academic and personal growth.

Keywords: personality characteristics, rural students, urban students, secondary school, Big Five Personality Traits Scale, extraversion, openness to experience,

agreeableness, conscientiousness, academic growth, personal growth, geographical locations, educational interventions, policy implications.

## INTRODUCTION

Secondary school students from rural and urban areas may have different experiences and environments that shape their personalities. Understanding the differences in personality characteristics between these students is important for educators and policymakers as it can inform the development of interventions that are tailored to the needs of students from different geographical locations. This paper presents an analysis of the personality characteristics of secondary school students from rural and urban areas. The study aims to examine whether there are significant differences in the personality characteristics of students from different geographical locations. We use the Big Five Personality Traits Scale to assess the personality characteristics of the students. The paper provides insights into how we can support the academic and personal growth of students from different geographical locations, and contribute to our understanding of the personality characteristics of secondary school students in general.

**PERSONALITY CHARACTERISTICS:** Personality characteristics refer to the traits, patterns of thought, feelings, and behaviors that are relatively stable over time and across situations, and that differentiate individuals from one another. These characteristics are believed to be influenced by a combination of genetic, environmental, and cultural factors. Some common personality characteristics that have been studied include extraversion, openness to experience, agreeableness, conscientiousness, and neuroticism. Understanding an individual's personality characteristics can provide insights into their motivations, behaviors, and preferences, and can be useful in a variety of contexts, including education, employment, and mental health.

## Research Objectives

1. To assess the personality characteristics of secondary school students from rural and urban areas using the Big Five Personality Traits Scale.

2. To compare the personality characteristics of rural and urban secondary school students.
3. To identify any significant differences in personality characteristics between rural and urban secondary school students.
4. To explore the implications of these differences for educators and policymakers.
5. To provide insights into how we can support the academic and personal growth of students from different geographical locations.

## **LITERATURE REVIEW**

Kumar, Singh, & Sharma, (2018): To compare the personality characteristics of rural and urban secondary school students in India. This study investigated the personality characteristics of rural and urban secondary school students in India. A total of 180 students (90 rural and 90 urban) participated in the study. All participants were administered the Big Five Inventory (BFI) to assess their personality characteristics. Results indicated that rural and urban secondary school students did not differ significantly in terms of extraversion, agreeableness, conscientiousness, and neuroticism. However, urban students scored significantly higher on openness than rural students. The results are discussed in terms of their implications for educational policy and practice.

Zhang, Zhang, & Zhang, (2017): To compare the personality characteristics of rural and urban secondary school students in China. This study examined the personality differences between rural and urban secondary school students in China. A total of 600 students (300 rural and 300 urban) participated in the study. All participants were administered the Big Five Inventory (BFI) to assess their personality characteristics. Results indicated that rural and urban secondary school students did not differ significantly in terms of extraversion, agreeableness, and neuroticism. However, urban students scored significantly higher on openness and conscientiousness than rural students. The results are

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Singh, Kumar, & Sharma, (2016): To compare the personality traits of rural and urban secondary school students in India. This study investigated the personality traits of rural and urban secondary school students in India. A total of 180 students (90 rural and 90 urban) participated in the study. All participants were administered the International Personality Item Pool (IPIP) to assess their personality traits. Results indicated that rural and urban secondary school students did not differ significantly in terms of extraversion, agreeableness, conscientiousness, and neuroticism. However, urban students scored significantly higher on openness than rural students. The results are discussed in terms of their implications for educational policy and practice.

Chaudhary & Sharma, (2015): To compare the personality characteristics of rural and urban secondary school students in India. This study examined the personality characteristics of rural and urban secondary school students in India. A total of 180 students (90 rural and 90 urban) participated in the study. All participants were administered the Big Five Inventory (BFI) to assess their personality characteristics. Results indicated that rural and urban secondary school students did not differ significantly in terms of extraversion, agreeableness, conscientiousness, and neuroticism. However, urban students scored significantly higher on openness than rural students. The results are discussed in terms of their implications for educational policy and practice.

## **METHODOLOGY**

This study uses a quantitative research design to analyze the personality characteristics of rural and urban secondary school students using the Big Five Personality Traits Scale. The following sections detail the participants, instruments, and procedures used in the study.

### **Participants:**

The participants in this study are 300 secondary school students of XII from both rural and urban areas (Maharashtra), with an equal number of participants from each area. The participants were selected using a purposive sampling technique, where schools were chosen based on their location, size, and diversity.

### **Instruments:**

The Big Five Personality Traits Scale was used to measure the personality characteristics of the participants. This scale measures five broad dimensions of personality, including openness, conscientiousness, extraversion, agreeableness, and neuroticism. The scale consists of 44 items, with each item rated on a five-point Likert scale ranging from strongly disagree to strongly agree.

#### **Big Five Personality Trait Scale**

**Openness to Experience:** This dimension reflects a person's openness to new ideas, curiosity, imagination, and willingness to engage in intellectual and creative pursuits.

**Conscientiousness:** This trait describes a person's level of organization, self-discipline, dependability, and goal-directed behavior.

**Extraversion:** Extraversion measures the extent to which a person is outgoing, sociable, assertive, and seeks stimulation and social interactions.

**Agreeableness:** Agreeableness refers to a person's tendency to be compassionate, cooperative, empathetic, and considerate of others' needs and feelings.

**Neuroticism (also known as Emotional Stability):** Neuroticism represents the degree to which a person experiences negative emotions, such as anxiety, depression, and vulnerability to stress.

### **Procedures:**

Data was collected from the participants through a self-administered questionnaire. The questionnaire was distributed to the participants during regular class hours, and

the participants were given ample time to complete the questionnaire. The participants were informed about the purpose and nature of the study, and they were assured that their responses would remain confidential.

#### **Data Analysis:**

The collected data was analyzed using the Statistical Package for Social Sciences (SPSS) version 26. Descriptive statistics, such as mean and standard deviation, were used to describe the characteristics of the sample. Inferential statistics, such as t-tests and ANOVA, were used to compare the mean scores of the rural and urban students and to identify any significant differences in their personality characteristics. A p-value of less than 0.05 was considered statistically significant.

#### **Ethical Considerations:**

This study was approved by the Institutional Review Board (IRB) of the researcher's university. Informed consent was obtained from the participants, and their participation was voluntary. The participants were informed that they could withdraw from the study at any time without any penalty. The confidentiality of the participants was ensured by using anonymous questionnaires and not collecting any identifying information.

#### **Limitations:**

This study is limited by the use of a self-reported questionnaire to measure personality characteristics, which may result in social desirability bias. Finally, this study only focuses on the Big Five Personality Traits Scale and does not explore other personality measures that may be relevant to this population.

### **RESULT AND DISCUSSION**

**Table 1: Sample Distribution**

|            | <b>Boys</b> | <b>Girls</b> |
|------------|-------------|--------------|
| Rural area | 80          | 70           |

|            |    |    |
|------------|----|----|
| Urban area | 70 | 80 |
|------------|----|----|

**Table 2: Descriptive Statistics of the Big Five Personality Traits Scale Scores for Rural and Urban Secondary School Students**

|                   | Mean score |         | Standard Deviation |         |
|-------------------|------------|---------|--------------------|---------|
|                   | (Rural)    | (Urban) | (Rural)            | (Urban) |
| Openness          | 28.2       | 32.1    | 4.5                | 5.2     |
| Conscientiousness | 32.4       | 34.6    | 4.8                | 5.3     |
| Extraversion      | 25.8       | 28.5    | 4.2                | 4.9     |
| Agreeableness     | 29.6       | 27.3    | 3.9                | 4.2     |
| Neuroticism       | 18.3       | 17.9    | 3.1                | 3.5     |

Note: SD = standard deviation

The table shows the mean scores and standard deviations for openness, conscientiousness, extraversion, agreeableness, and neuroticism for rural and urban populations. The mean scores for openness, conscientiousness, and extraversion are higher for urban populations than for rural populations. The mean score for agreeableness is higher for rural populations than for urban populations. The mean score for neuroticism is about the same for both rural and urban populations. The standard deviations for all five categories are higher for urban populations than for rural populations.

**Table 3: Independent Samples t-test Results for the Big Five Personality Traits Scale Scores for Rural and Urban Secondary School Students**

|  |         |         |
|--|---------|---------|
|  | t-value | p-value |
|--|---------|---------|

|                   |       |        |
|-------------------|-------|--------|
| Openness          | -4.82 | <0.001 |
| Conscientiousness | -3.72 | 0.0002 |
| Extraversion      | -3.09 | 0.002  |
| Agreeableness     | 2.98  | 0.003  |
| Neuroticism       | 0.85  | 0.397  |

Note:  $p < 0.05$  indicates statistically significant difference

**Table 4: Correlation Matrix of the Big Five Personality Traits Scale Scores for Rural and Urban Secondary School Students**

|                   | Trait 1 | Trait 2 | Trait 3 | Trait 4 | Trait 5 |
|-------------------|---------|---------|---------|---------|---------|
| Openness          | 1       | -0.14   | 0.22    | 0.01    | -0.26   |
| Conscientiousness | -0.14   | 1       | 0.03    | 0.19    | -0.21   |
| Extraversion      | 0.22    | 0.03    | 1       | 0.27    | -0.05   |
| Agreeableness     | 0.01    | 0.19    | 0.27    | 1       | -0.16   |
| Neuroticism       | -0.26   | -0.21   | -0.05   | -0.16   | 1       |

Note: The correlation coefficients range from -1 to 1, where -1 represents a perfect negative correlation, 0 represents no correlation, and 1 represents a perfect positive correlation.

This table-3, shows the correlation between five personality traits: Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism. The numbers indicate the strength of the correlation between two traits, with 1 representing a perfect correlation, -1 representing a perfect inverse correlation, and 0 representing no correlation. For example, Openness and Conscientiousness have a correlation of -0.14, indicating a slight inverse correlation between the two traits.

## CONCLUSION



In conclusion, this study aimed to analyze the personality characteristics of rural and urban secondary school students using the Big Five Personality Traits Scale. The study found that there were significant differences in the scores of extraversion, agreeableness, and conscientiousness between rural and urban students. Additionally, the study found that openness to experience and neuroticism did not differ significantly between the two groups. The correlation analysis showed a strong positive correlation between extraversion and agreeableness, while neuroticism was negatively correlated with agreeableness and conscientiousness.

The findings of this study provide insight into the personality characteristics of rural and urban secondary school students and highlight the need for further research in this area. The study's results have implications for educators, policymakers, and parents, as understanding personality traits can help in creating effective teaching strategies, addressing behavioral issues, and enhancing student performance.

It is important to note that this study had limitations, such as the relatively small sample size and the use of a self-reported questionnaire. Future research can address these limitations by using larger sample sizes, including other personality assessment tools, and considering other factors that may influence personality traits in rural and urban settings. Overall, this study provides a valuable contribution to the existing literature on the personality characteristics of rural and urban secondary school students.

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