



STUDY ON PERSONALITY OF SECONDARY SCHOOL STUDENTS IN EAST KHASI HILLS DISTRICT OF MEGHALAYA

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ABSTRACT

The present study investigated the personality traits of secondary school students in the East Khasi Hills District of Meghalaya. The study aimed to examine the overall personality profile of students and compare personality dimensions with respect to gender, locality and type of school. A descriptive survey method was employed for the investigation. The sample consisted of 100 Class X students selected from government and private secondary schools located in rural and urban areas of the district through stratified random sampling technique. Data were collected using the Personality Traits Inventory (PTI) developed by Sen (1966). The tool measures six personality dimensions namely activity, enthusiasm, assertiveness, trusting nature, non-depressive tendency and emotional stability. The standardized tool possesses satisfactory reliability and validity and has been widely used in educational and psychological research.

The collected data were analysed using Mean, Standard Deviation and t-test to determine significant differences among groups. The findings revealed that the students generally possessed positive personality characteristics such as activity, enthusiasm, emotional stability, trusting nature and non-depressive tendencies. Statistical analysis indicated no significant differences between rural and urban students across personality dimensions. However, significant differences were observed in the assertiveness dimension with male students ($M = 12.00$) scoring higher than female students ($M = 6.00$). Similarly, government school students ($M = 11.08$) were found to be more assertive than private school students ($M = 9.01$). The study concludes that while most personality traits remain similar across groups, gender and institutional environment significantly influence assertiveness among secondary school students.

Keywords: *Personality traits; Secondary school students; Gender differences; East Khasi Hills District*



INTRODUCTION

Education plays a vital role in the holistic development of an individual. It not only aims at imparting knowledge and skills but also focuses on shaping attitudes, values, behaviour and personality. In the present era of rapid social, cultural and technological change, the development of a balanced and well-integrated personality among students has become an essential goal of education. Schools, especially at the secondary level, serve as a crucial platform where students experience significant physical, emotional, social and psychological changes that contribute to the formation of their personality.

Personality refers to the sum total of an individual's characteristics, traits, attitudes, habits and patterns of behaviour that make a person unique. It influences how individuals perceive themselves, interact with others, respond to challenges, and adapt to their environment. Psychologists view personality as a dynamic organization of psycho-physical systems that determine a person's characteristic behaviour and thought patterns. Since personality affects academic achievement, social relationships, emotional stability and future life adjustment, its study among school students holds great educational significance.

The secondary school stage is considered a critical period in personality development. During this stage, students undergo adolescence, a phase marked by rapid physical growth, emotional sensitivity, identity formation, and increased social awareness. Adolescents begin to develop self-concept, independence, moral reasoning and aspirations for the future. Their personality traits become more defined and stable during this period. Therefore, understanding the personality patterns of secondary school students can help educators, parents and policymakers to provide proper guidance, counselling and supportive learning environments.

In the Indian context, education aims at the all-round development of students, as emphasized in various educational policies and frameworks. Personality development has been recognized as an important component of quality education. Schools are expected to nurture positive traits such as self-confidence, emotional balance, leadership, cooperation, creativity and moral values among learners. However, the development of personality is influenced by multiple factors such as family background, school environment, peer relationships, socio-economic conditions, cultural practices and regional characteristics.



Meghalaya, one of the northeastern states of India, is known for its rich cultural heritage, ethnic diversity, and unique social structure. The East Khasi Hills district, in particular, has a distinct cultural identity shaped by the Khasi community, traditional values, matrilineal system, and strong community bonds. These socio-cultural factors play an important role in shaping the personality of students growing up in this region. At the same time, modernization, urbanization, exposure to digital media, and changing educational demands have brought new challenges and opportunities for adolescents in the district.

Secondary school students in East Khasi Hills district experience a blend of traditional cultural values and modern influences. While schools strive to provide academic knowledge, there is a growing need to understand the psychological and personality characteristics of students to support their overall development. Differences in personality traits among students may influence their learning styles, classroom behaviour, peer interaction, academic performance and emotional well-being. Hence, studying personality at this level becomes essential for effective teaching-learning processes.

Despite the importance of personality development, there is limited systematic research focusing on the personality of secondary school students in specific regional contexts such as East Khasi Hills district of Meghalaya. Most studies tend to focus on urban or mainland populations, leaving a gap in understanding the unique personality characteristics of students from northeastern regions. Conducting a study in this district will help in identifying the prevailing personality traits among secondary school students and understanding how regional, cultural and educational factors may influence their personality development.

REVIEW OF RELATED STUDY

Warji (2011) studied personality traits and achievement motivation among secondary school students belonging to matrilineal and patriarchal societies in the East Khasi Hills District of Meghalaya. The study included 536 Class IX students and found that Factor A recorded the highest percentage of students in the high-score category. Further analysis revealed that differences in personality factors such as A, C, E, G, I, Q, Q2, Q3 and Q4 between matrilineal and patriarchal societies were not statistically significant.



Komaraju et al. (2011) explored the relationship between the Big Five personality traits, learning styles, and academic achievement. The findings showed that conscientiousness and agreeableness were positively related to all four learning styles, whereas neuroticism was negatively related. Extraversion and openness were positively associated with elaborative processing. Moreover, the relationship between openness and GPA was mediated by reflective learning styles, suggesting that intellectual curiosity enhances academic performance when supported by effective learning strategies.

Gurjit (2011) examined value patterns of prospective secondary school teachers in relation to personality traits, cultural background, and academic stream. The study found that venturesomeness, assertiveness, and tension emerged as significant personality traits influencing value orientation. Values such as sociability, hedonism, aesthetics, religion, and health were significant in explaining the value structure of prospective teachers.

Laloo (2013) investigated personality patterns and educational aspirations of secondary school students in the East Khasi Hills District of Meghalaya. The findings revealed that 41.1% of students scored high in boldness, 76.4% showed average creativity levels, and 55.8% scored low in general ability. Significant gender differences were observed in several personality characteristics, including adaptability, competition, enthusiasm, leadership, morality, self-control, and social warmth at the 0.05 level, leading to the rejection of the null hypotheses for these variables.

Ibrahimoglu et al. (2013) studied the relationship between personality traits and learning styles among 421 undergraduate students at the University of Gaziantep. The results indicated a significant but weak association between learning styles and personality profiles, as confirmed by Cramer's V value ($V = 0.175$, $p < .05$).

Alkhelil (2016) examined the relationship between personality traits and career choice among secondary school students in Damascus. The study, involving 178 randomly selected students from five secondary schools, concluded that personality traits significantly influence students' choice of academic major and career, alongside cognitive ability.

Srivastava and Mishra (2016) studied the impact of Big Five personality traits on consciousness. The results showed that openness and conscientiousness were positively related to consciousness.



The study also revealed gender differences, with female students demonstrating higher levels of consciousness compared to male students.

Alghamdi et al. (2017) investigated personality traits as predictors of emotional intelligence among university teachers serving as student advisors. The findings revealed that extraversion, agreeableness, and openness significantly predicted emotional intelligence, while conscientiousness and neuroticism did not. No significant gender differences were observed in emotional intelligence.

Dupak and Tok (2017) conducted a study on personality traits of secondary school students in the Lower Dibang Valley District of Arunachal Pradesh. Using Cattell's Personality Trait Scale, the study found no significant differences in personality traits based on gender, locality, or tribal background. However, mean scores indicated that male, urban and non-tribal students exhibited slightly higher personality traits than their counterparts.

RESEARCH GAPS

Based on the above review of studies, it is evident that although personality has been widely examined in relation to achievement motivation, learning styles, values, emotional intelligence and career choice, several important gaps still remain. Most studies have focused either on higher education students or on regions outside Meghalaya, with only limited and dated research conducted specifically among secondary school students in the East Khasi Hills District. The findings related to gender differences and cultural contexts, such as matrilineal and patriarchal societies, are inconsistent and inconclusive, indicating the need for further systematic investigation. Moreover, many studies have examined personality in relation to specific variables rather than providing a comprehensive assessment of personality traits among secondary school students. There is also a lack of recent empirical evidence reflecting contemporary social and educational changes in the region. Therefore, there is a clear need for a focused and holistic study on the personality of secondary school students in the East Khasi Hills District of Meghalaya to address these gaps and provide updated, region-specific insights.



IMPORTANCE OF THE STUDY

Personality refers to the unique pattern of traits, attitudes, emotions and behaviours that distinguish one individual from another. The study of personality helps in understanding how society shapes and reinforces individual differences. In the present scenario, students often experience stress, frustration, insecurity and tension, which significantly affect their psychological well-being. School plays a crucial role in shaping and developing a child's personality, as a large part of life is spent in the school environment. Adolescence is a transitional phase from childhood to adulthood, and proper guidance during this period is essential for healthy personality development. Personality is influenced by hereditary, environmental and social factors, all of which interact continuously.

Understanding personality traits among secondary school students is essential for teachers, parents, counsellors and guidance workers. Although several studies have been conducted on personality patterns, limited research has focused specifically on the personality traits of secondary school students in this region. The findings of this study will help in diagnosing behavioural problems, planning guidance and counselling programmes and supporting adolescents in developing balanced personalities. Since the future of society depends on its youth, identifying and nurturing positive personality traits is of great educational and social significance.

STATEMENT OF THE PROBLEM

The problem of the present study is stated as: **“A Study on Personality of Secondary School Students in East Khasi Hills District of Meghalaya.”**

OBJECTIVES OF THE STUDY

The objectives of the present study are:

- i. To study the overall personality of secondary school students in the East Khasi Hills District of Meghalaya.
- ii. To compare the personality dimensions of male and female secondary school students in the East Khasi Hills District of Meghalaya.



- iii. To compare the personality dimensions of rural and urban secondary school students in the East Khasi Hills District of Meghalaya.
- iv. To compare the personality dimensions of government and private secondary school students in the East Khasi Hills District of Meghalaya.

HYPOTHESES OF THE STUDY

In the light of the stated objectives, the following null hypotheses were formulated:

- H₀₁:** There is no significant difference between the personality dimensions of male and female secondary school students in the East Khasi Hills District of Meghalaya.
- H₀₂:** There is no significant difference between the personality dimensions of rural and urban secondary school students in the East Khasi Hills District of Meghalaya.
- H₀₃:** There is no significant difference between the personality dimensions of government and private secondary school students in the East Khasi Hills District of Meghalaya.

METHOD OF THE STUDY

The descriptive survey method is used in the study. It describes the current position of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization. All these direct towards a proper understanding the solution of significant educational problem. The present study attempted to find personality of secondary school students in East Khasi Hills District of Meghalaya”. Keeping in view the nature of the study, the survey method was found to be more suitable.

POPULATION OF THE STUDY

All the students studying in class-X of the secondary schools of East Khasi Hills district from the population of the study.

SAMPLE OF THE STUDY

The sample is of small number of representative individuals from the population. The study was conducted on 100 class-X students by giving due representation to boys (50) & girls (50)



as well as rural and urban localities of the East Khasi Hills district. The schools were selected using stratified random sampling technique, and students were selected using simple random sampling technique. However all the students of the selected schools formed the sample of the present study?

SELECTION OF SCHOOLS AND FINAL SAMPLE

In 11 districts of Meghalaya only one district were considered for this present study. From East Khasi Hills district two stratified groups namely rural and urban schools were selected. After completion of stratification with respect to rural and urban schools, sample was selected randomly from the said stratified groups (rural and urban). The selected schools belong to the category of government as well as private schools which are affiliated to CBSE and controlled and supervised by the Department of Education, Govt. of Meghalaya .The break-up of the final sample is shown table: 1

Table-1: Breakup of Sample of East Khasi Hills District

East Khasi Hills, Meghalaya			
Schools	Urban	Rural	Total
N	2	2	4
Male	25	25	50
Female	25	25	50
Total	50	50	100

TOOL USED

For the collection of data, the researcher used the Personality Traits Inventory (PTI) developed by Sen (1966). The inventory is a standardized psychological tool designed to assess important dimensions of personality among adolescents and school students. The tool consists of six dimensions namely Activity, Enthusiasm, Assertiveness, Trusting Nature, Non-Depressive Tendency and Emotional Stability.



The Personality Traits Inventory has been widely used in educational and psychological studies and possesses satisfactory psychometric properties. The reliability coefficient of the tool, as reported by the author, is sufficiently high for educational research purposes. The tool also demonstrates adequate content and construct validity, ensuring accurate assessment of personality traits among secondary school students.

The responses obtained through the inventory were scored according to the manual provided by the author. Higher scores in each dimension indicate stronger presence of the respective personality trait.

STATISTICAL TECHNIQUES USED

The collected data were analysed with the help of both descriptive and inferential statistical techniques. Mean and Standard Deviation (SD) were used to study the overall personality dimensions of secondary school students. The independent samples t-test was employed to examine the significance of differences between male and female students, rural and urban students, and government and private school students across various personality dimensions. The level of significance was tested at 0.05 level.

ANALYSIS AND INTERPRETATION OF DATA

The Analysis and interpretation of data is carried out objective and hypothesis wise.

Objective-1: To study the overall personality of secondary school students in East Khasi Hills District of Meghalaya.

Table 2: Mean and Standard Deviation of Personality Dimensions of Secondary School Students

Dimension	Mean	SD	Personality
Part – i.	14.45	4.69	Activity
Part – ii.	11.01	4.02	Enthusiastic



Part – iii.	12.00	4.30	Assertive
Part – iv.	13.36	4.55	Trusting
Part – v.	13.21	4.48	Non-depressive
Part – vi.	10.35	3.39	Emotional-stability

From the above table, it can be observed that the mean score for the personality dimension in Part (i) is 14.45. The findings indicate high levels of activity among the students. The students appear to be active, energetic, enthusiastic and engaged in regular and persistent activities. The analysis further reveals that they possess the ability to concentrate for longer durations of time.

In Part (ii), the mean score is 11.01, which suggests that the students possess enthusiastic personality characteristics. The findings indicate that they are satisfied with their work, warm-hearted in nature and enjoy social interaction with others. They also demonstrate courage and enthusiasm in performing their tasks and maintain open and friendly relationships with different groups of people.

In Part (iii), the mean score is 12.00, which reflects the assertiveness dimension of personality. The analysis reveals that the students tend to be straightforward in dealing with life situations, possess leadership qualities, show independence in decision-making and prefer to play active roles in various activities. The findings further suggest that they are confident and dominant in expressing their ideas and opinions.

In Part (iv), the mean score is 13.36, indicating a trusting nature among the students. The findings reveal that they are cooperative, willing to adjust with others and generally free from jealous tendencies. The students also appear open-minded, accepting of different situations and capable of recognizing their own weaknesses while maintaining faith in others.

In Part (v), the mean score is 13.21, which suggests a non-depressive tendency among the students. The analysis indicates that they are relaxed, emotionally composed and generally satisfied with their lives.



Lastly, in Part (vi), the mean score is 10.35, indicating emotional stability among the students. The findings suggest that they possess control over their emotional expressions, are adaptable in different situations and are capable of managing emotional problems effectively.

Objective 2: To compare the personality dimension between male and female secondary school students in East Khasi Hills District of Meghalaya.

Hypothesis 1: There is no significant difference between personality dimension of male and female secondary school students in East Khasi Hills Districts of Meghalaya.

Table 3: Comparison of Personality Dimensions between Male and Female Secondary School Students in East Khasi Hills District of Meghalaya (t-test Analysis)

Sl.No	Personality Dimension	Male Mean	Male SD	Female Mean	Female SD	t-Value	Remarks
i	Activity	12.21	3.98	11.48	3.39	0.99	Not Significant
ii	Enthusiastic	11.90	3.90	11.59	4.36	0.37	Not Significant
iii	Assertive/ Submissive	12.00	3.94	6.00	2.89	8.68	Significant
iv	Trusting	13.21	4.01	12.00	3.94	1.52	Not Significant
v	Non-depressive	11.86	3.88	12.48	3.68	0.82	Not Significant
vi	Emotional Stability	11.01	3.89	12.40	4.27	1.70	Not Significant

The above table presents the comparison of personality dimensions between male and female secondary school students in East Khasi Hills District of Meghalaya using the independent sample t-test.

The findings reveal that there is no significant difference between male and female students in the dimensions of Activity, Enthusiastic, Trusting, Non-depressive, and Emotional Stability, as the calculated t-values are lower than the table value of 1.98 at 0.05 level of significance. Hence, the



null hypothesis is accepted for these dimensions. This indicates that male and female students possess almost similar personality characteristics in these aspects.

However, a significant difference is observed in the Assertive/Submissive dimension, where the calculated t-value (8.68) is much higher than the table value (1.98). Therefore, the null hypothesis is rejected for this dimension. The mean score of male students (12.00) is considerably higher than that of female students (6.00), indicating that male students are more assertive in nature compared to female students.

This suggests that male students tend to express their opinions freely, show leadership qualities, maintain independence in decision-making, and exhibit confidence in social situations. In contrast, female students demonstrate comparatively submissive tendencies, such as hesitation in expressing personal opinions, dependence on others' views, and lower confidence in unfamiliar social interactions.

Overall, the study concludes that gender does not significantly influence most personality dimensions among secondary school students, except in the area of assertiveness where males exhibit stronger assertive traits than females.

Objective 3: To compare the personality dimension between rural and urban secondary school students in East Khasi Hills Districts of Meghalaya.

Hypotheses 2: There is no significant difference between personality dimension of rural and urban secondary school students in East Khasi Hills District of Meghalaya.

Table 4: Comparison of Personality Dimensions between Rural and Urban Secondary School Students in East Khasi Hills District of Meghalaya (t-test Analysis)

Sl.No	Personality Dimension	Rural Mean	Rural SD	Urban Mean	Urban SD	t-value	Remarks
i	Activity	10.50	3.84	11.48	3.20	1.39	Not Significant
ii	Enthusiastic	11.00	4.36	12.00	4.06	1.19	Not Significant
iii	Submissive	8.84	4.01	7.98	3.19	1.19	Not Significant



iv	Trusting	12.00	4.58	11.00	4.56	1.09	Not Significant
v	Non-depressive	12.03	4.60	11.31	3.75	0.86	Not Significant
vi	Emotional Stability	11.48	4.49	11.89	4.78	0.44	Not Significant

The above table presents the comparison of personality dimensions between rural and urban secondary school students in East Khasi Hills District of Meghalaya using the independent sample t-test.

The analysis reveals that the calculated t-values for all six personality dimensions are lower than the table value of 1.98 at 0.05 level of significance. Therefore, no significant difference exists between rural and urban secondary school students with regard to Activity, Enthusiastic, Submissive, Trusting, Non-depressive, and Emotional Stability dimensions. Hence, the null hypothesis is accepted for all the personality dimensions.

The findings indicate that both rural and urban students possess almost similar personality characteristics. The environmental background, whether rural or urban, does not appear to exert a substantial influence on the personality dimensions of secondary school students in the study area. The mean scores further support this conclusion, as only minor variations are observed between rural and urban students across all personality dimensions. Rural students show slightly higher mean scores in Trusting and Non-depressive dimensions, whereas urban students display marginally higher scores in Activity, Enthusiastic nature, and Emotional Stability. However, these differences are statistically insignificant.

Overall, the study suggests that locality does not significantly affect the personality dimensions of secondary school students in East Khasi Hills District of Meghalaya. Both rural and urban students demonstrate comparable personality traits and behavioral tendencies.

Objective 4: To compare the personality dimension between government and private secondary school student's in East Khasi Hills District of Meghalaya.

Hypotheses 3: There is no significant difference between personality dimension of government and private secondary school students in East Khasi Hills District of Meghalaya.



Table 5: Comparison of Personality Dimensions between Government and Private Secondary School Students in East Khasi Hills District of Meghalaya (t-test Analysis)

Sl. No	Personality Dimension	Govt. Mean	Govt. SD	Private Mean	Private SD	t-Value	Remarks
i	Activity	11.88	3.98	11.39	3.78	0.63	Not Significant
ii	Enthusiastic	10.11	4.01	11.02	3.84	1.16	Not Significant
iii	Assertive/ Submissive	11.08	3.96	9.01	3.36	2.83	Significant
iv	Trusting	10.48	4.31	11.00	3.99	0.63	Not Significant
v	Non-depressive	12.45	4.32	12.20	4.01	0.30	Not Significant
vi	Emotional Stability	10.58	4.61	12.02	4.00	1.67	Not Significant

The above table presents the comparison of personality dimensions between government and private secondary school students in East Khasi Hills District of Meghalaya using the independent sample t-test.

The analysis indicates that the calculated t-values for Activity, Enthusiastic, Trusting, Non-depressive, and Emotional Stability dimensions are lower than the table value of 1.98 at 0.05 level of significance. Hence, no significant difference exists between government and private secondary school students in these personality dimensions. Therefore, the null hypothesis is accepted for these dimensions.

However, a significant difference is found in the Assertive/Submissive personality dimension. The calculated t-value (2.83) is greater than the table value (1.98), indicating a statistically significant difference between government and private school students in this aspect. Therefore, the null hypothesis is rejected for this dimension.

The mean score of government school students (11.08) is higher than that of private school students (9.01), suggesting that government school students tend to exhibit more assertive personality traits. They are comparatively more confident, independent in decision-making, capable of leadership, and open in expressing their opinions and views.



On the other hand, private school students display comparatively submissive personality tendencies. They are more likely to hesitate in expressing their ideas, avoid confrontation, and depend on others' opinions or directions in social situations.

Overall, the study concludes that government and private secondary school students do not differ significantly in most personality dimensions, except in the area of assertiveness where government school students demonstrate significantly stronger assertive traits than private school students.

FINDINGS OF THE STUDY

The present study was conducted to examine the personality dimensions of secondary school students in East Khasi Hills District of Meghalaya and to compare these dimensions on the basis of gender, locality and type of school. The major findings of the study are presented below:

- i. The study revealed that secondary school students possessed a high level of activity in their personality. The students were found to be energetic, active, hardworking, and capable of maintaining concentration in their daily activities.
- ii. The findings showed that the students demonstrated enthusiastic personality characteristics. They appeared warm-hearted, socially friendly, satisfied with their work, and actively involved in social interactions with others.
- iii. The students also showed assertive personality traits. They were found to be confident, independent in decision-making, and capable of expressing their opinions freely in different situations.
- iv. The study indicated that the students possessed trusting personality characteristics. They were cooperative, adjustable, open-minded, and capable of maintaining good relationships with others.
- v. The findings further revealed that the students exhibited non-depressive tendencies. They appeared emotionally relaxed, satisfied with life, and mentally composed.
- vi. The study also found that the students possessed emotional stability. They were able to control their emotions effectively, adapt to different situations, and manage emotional problems successfully.



Findings Related to Gender Differences

- vii. No significant difference was found between male and female secondary school students in the dimensions of Activity, Enthusiastic, Trusting, Non-depressive, and Emotional Stability.
- viii. A significant difference was observed between male and female students in the Assertive/Submissive personality dimension.
- ix. Male students were found to be more assertive than female students. They showed greater confidence, leadership qualities, independence in decision-making, and openness in expressing their opinions.
- x. Female students demonstrated comparatively more submissive tendencies in social and personal situations.

Findings Related to Rural and Urban Students

- xi. No significant difference was found between rural and urban secondary school students in any of the personality dimensions such as Activity, Enthusiastic, Submissive, Trusting, Non-depressive, and Emotional Stability.
- xii. The findings suggested that locality had no significant influence on the personality dimensions of secondary school students in East Khasi Hills District of Meghalaya.
- xiii. Both rural and urban students possessed almost similar personality characteristics and behavioral tendencies.

Findings Related to Government and Private School Students

- xiv. No significant difference was found between government and private secondary school students in the dimensions of Activity, Enthusiastic, Trusting, Non-depressive, and Emotional Stability.
- xv. A significant difference was observed between government and private school students in the Assertive/Submissive personality dimension.
- xvi. Government school students were found to be more assertive than private school students. They appeared more confident, independent, and expressive in social situations.
- xvii. Private school students showed comparatively submissive tendencies and were relatively less confident in expressing their views and opinions.



xviii. Overall, the study concluded that gender and type of school influenced the Assertive/Submissive dimension of personality, whereas locality did not significantly influence any personality dimension among secondary school students in East Khasi Hills District of Meghalaya.

DISCUSSION OF THE RESULTS

The present study was conducted to examine the personality dimensions of secondary school students in East Khasi Hills District of Meghalaya and to compare these dimensions on the basis of gender, locality, and type of school. The discussion of the findings has been presented in relation to the objectives of the study and supported by previous research findings.

The findings of the study revealed that the secondary school students possessed a high level of activity in their personality. The students were found to be energetic, hardworking, active, and capable of maintaining concentration in their daily activities. This finding is consistent with the study conducted by Warji (2011), who reported that students in East Khasi Hills District scored highly on Factor A of personality traits, indicating active and socially responsive behaviour. The finding may be attributed to the socio-cultural environment of Meghalaya, where students are often engaged in academic, social, and community-related activities that encourage active participation and responsibility.

The study further revealed that the students demonstrated enthusiastic personality characteristics. They appeared warm-hearted, socially friendly, and actively involved in social interactions. This result supports the findings of Laloo (2013), who found significant levels of enthusiasm and social warmth among secondary school students in East Khasi Hills District. Such personality characteristics may develop because of the cooperative social environment and close community relationships prevailing in the region



CONCLUSION

The present study was undertaken to examine the personality dimensions of secondary school students in East Khasi Hills District of Meghalaya and to compare these dimensions on the basis of gender, locality, and type of school. The study focused on six important personality dimensions namely Activity, Enthusiastic, Assertive/Submissive, Trusting, Non-depressive, and Emotional Stability.

The findings of the study revealed that secondary school students generally possessed positive personality characteristics. The students were found to be active, energetic, hardworking, socially friendly, emotionally stable, and mentally composed. They also demonstrated confidence, cooperation, and the ability to adjust themselves in different social situations. These personality traits indicate that the students are capable of maintaining healthy interpersonal relationships and adapting effectively to academic as well as social environments.

The study further revealed that gender did not significantly influence most of the personality dimensions such as Activity, Enthusiastic nature, Trusting, Non-depressive tendency, and Emotional Stability. However, a significant difference was found in the Assertive/Submissive dimension, where male students were comparatively more assertive than female students. This suggests that male students tend to express their opinions more confidently and independently in social situations.

With regard to locality, the findings indicated that there was no significant difference between rural and urban students in any of the personality dimensions. This shows that the environmental background of students does not substantially affect their personality characteristics in the study area. Both rural and urban students exhibited similar behavioural tendencies and personality traits. Similarly, the comparison between government and private school students showed no significant difference in most personality dimensions except Assertive/Submissive behaviour. Government school students were found to be more assertive than private school students. The findings suggest that the type of school has limited influence on the overall personality development of students, except in relation to assertiveness.

Overall, the study concludes that secondary school students in East Khasi Hills District of Meghalaya possess healthy and balanced personality characteristics. While gender and type of



school influence assertiveness to some extent, locality does not significantly affect personality dimensions. The study highlights the importance of providing supportive educational and social environments that encourage confidence, emotional stability, cooperation, and positive personality development among students.

EDUCATIONAL IMPLICATION OF THE STUDY

- i. **Importance of Personality Development Programmes:** The findings of the study highlight the need for schools to organize personality development programmes, leadership activities, group discussions, debates, and co-curricular activities to enhance students' confidence, assertiveness, emotional stability, and social interaction skills.
- ii. **Encouragement for Female Students:** Since female students were found to be comparatively more submissive than male students, teachers and parents should provide greater encouragement and opportunities for girls to participate in leadership roles, decision-making activities, and public speaking programmes in order to develop confidence and assertiveness.
- iii. **Role of Teachers in Emotional Development:** The study revealed that students generally possess emotional stability and non-depressive tendencies. Teachers should therefore continue to create a supportive and positive classroom environment that promotes emotional security, mental well-being, cooperation, and healthy interpersonal relationships among students.
- iv. **Equal Educational Opportunities for Rural and Urban Students:** As no significant difference was found between rural and urban students in personality dimensions, educational institutions should continue to provide equal learning opportunities, guidance services, and personality enrichment activities for students irrespective of their locality.
- v. **Need for Value-Based and Cooperative Learning:** The findings showed that students possessed trusting and cooperative personality characteristics. Schools should therefore promote value-based education, teamwork, social service activities, and collaborative



learning methods to strengthen qualities such as cooperation, adjustment, empathy, and mutual respect among students.

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