

5. The Study's Analysis Questions

The subsequent research, consistent with the goals,
There were questions:

- a. And what degree are all the personality traits of the Big Five? (Neuroticism, Tolerance to experience, Extraversion, Agreeableness, awareness) present in learners Attending Peshawar public high schools?
- b. Out of the Major Five, is there any noticeable variation in Characteristics of personality (Neuroticism, Extraversion, Tolerance to experience, agreeability, awareness) amongst Male and female pupils in public high school attendance Peshawar's schools?

6. Hypotheses

H01: The gap between male and male is not important

The characteristic of female students in Neuroticism is their character.

H02: There is no important distinction between male and female students in the Extraversion characteristic of their personalities.

H03: There is no important distinction male and female in the Openness characteristic of their character.

H04: There is no important differentiation between male and female students in the Agreeability feature of their personality.

H05: The gap between male and female students is not important, the Conscientiousness characteristic of their about personality.

7. Methodology and Process

7.0 Nature of Study

The Nature of study & analysis is of a descriptive sort. Also a descriptive analysis Identified as statistical analysis, it explains details and characteristics and phenomena of the population. The aim of this research is to measure and Comparing the male and female personality characteristics of the Big Five Students at Peshawar's public high schools.

7.1 Study Sampling and Population

The surveyed population consisted of all students attending in Peshawar capital of province and the Suburbs, public high schools KP.

A random sampling technique was used to select 20 out of the 51 public high schools.

Student sample of 600 (300 including Females & 300 Males).

Schools

Number	School Name	District	Union Council	School Level	School Gender
1	GHSS URMAR BALA	PESHAWAR	Not Specified	Higher Secondary	Male
2	GHSS HARYANA BALA	PESHAWAR	Not Specified	Higher Secondary	Male
3	GOVERNMENT SHAHEED AHMAD ELAHI TECHNICAL HIGHER SECONDARY SCHOOL GUL BAHAR	PESHAWAR	GUL BAHAR	Higher Secondary	Male
4	GHSS NODEH PAYAN	PESHAWAR	Not Specified	Higher Secondary	Male

5	GOVERNMENT HUZAIFA AFTAB SHAHEED HIGHER SECONDARY SCHOOL HAYATABAD	PESHAWAR	Not Specified	Higher Secondary	Male
6	Govt Shaheed Osama Zafar CMHSS NO.2 CITY PESHAWAR CITY	PESHAWAR	KARIM PURA	Higher Secondary	Male
7	GHSS TARNAB FARM	PESHAWAR	Not Specified	Higher Secondary	Male
8	GHSS CHIGHAR MATTI	PESHAWAR	CHAGHAR MATTI	Higher Secondary	Male
9	GHSS MARYAMZAI	PESHAWAR	Not Specified	Higher Secondary	Male
10	GHSS PAKHA GHULAM	PESHAWAR	Not Specified	Higher Secondary	Male

11	GHSS GHARI GHULAM SHAH	PESHAWAR	Not Specified	Higher Secondary	Male
12	GHSS GUL BELA	PESHAWAR	GULBELA	Higher Secondary	Male
13	GCMHSS NAHAQI	PESHAWAR	NAHAQI	Higher Secondary	Male
14	GHSS SUFAID SUNG	PESHAWAR	KAFOOR DHERI	Higher Secondary	Male
15	GHSS BUDNI	PESHAWAR	BUDNI	Higher Secondary	Male
16	GHSS GHARI KARIMDAD	PESHAWAR	Not Specified	Higher Secondary	Male
17	Government Higher Secondary School Regi Peshawar	PESHAWAR	Not Specified	Higher Secondary	Male
18	GHSS GHARI SHERDAD	PESHAWAR	Not Specified	Higher Secondary	Male
19	GHSS MUSA ZAI	PESHAWAR	Not Specified	Higher Secondary	Male
20	GHSS ZAHIR ABAD	PESHAWAR	Not Specified	Higher Secondary	Male

21	GOVT. SHAHEED HASNAIN SHARIF HSS PESHAWAR CITY	PESHAWAR	ANDER SHEHER	Higher Secondary	Male
22	GHSS NO. 3 PESHAWAR CITY	PESHAWAR	Not Specified	Higher Secondary	Male
23	GHSS NO. 1 PESHAWAR CANTT	PESHAWAR	CONTONMENT BOARD	Higher Secondary	Male
24	Government Shaheed Saqib Ghani Higher Secondary School Peshawar Cantt	PESHAWAR	Not Specified	Higher Secondary	Male
25	GHSS TEHKAL	PESHAWAR	TEHKAL PAYAN II	Higher Secondary	Male
26	GHSS HAZARKHWANI	PESHAWAR	HAZAR KHAWANI I	Higher Secondary	Male
27	GHSS WAZEER BAGH	PESHAWAR	Not Specified	Higher Secondary	Male

28	GHSS NO. 4 PESHAWAR CITY	PESHAWAR	KAKSHAL II	Higher Secondary	Male
29	GHSS URMAR PAYAN	PESHAWAR	Not Specified	Higher Secondary	Male
30	GHSS ADEZAI	PESHAWAR	Not Specified	Higher Secondary	Male
31	GHSS CHAMKANI	PESHAWAR	Not Specified	Higher Secondary	Male
32	GHSS DAAG	PESHAWAR	DAAG	Higher Secondary	Male
33	GHSS SHEIKHAN	PESHAWAR	Not Specified	Higher Secondary	Male
	Female Student				
	School Name	District	Union Council	School Level	School Gender
34	GGHSS MIAN GUJAR	PESHAWAR	NAHAQI	Higher Secondary	Female
35	GGHSS SUFAID SUNG	PESHAWAR	Not Specified	Higher Secondary	Female
36	GGHSS WADPAGA	PESHAWAR	WADPAGA	Higher Secondary	Female
37	GGHSS JOGIWARA	PESHAWAR	KARIM PURA	Higher Secondary	Female
38	GGHSS KHYBER COLONY	PESHAWAR	MAHAL TERAI I	Higher Secondary	Female
39	GGHSS LANDI ARBAB	PESHAWAR	LANDI ARBAB	Higher Secondary	Female
40	GGHSS NISHTAR ABAD	PESHAWAR	SHEIKH JUNAID ABAD	Higher Secondary	Female
41	GGHSS NO.2 PESHAWAR CANTT	PESHAWAR	CONTONMENT BOARD	Higher Secondary	Female
42	GGHSS BADABER	PESHAWAR	BADABER MARYAMZAI	Higher Secondary	Female

43	GGHSS TARNAB FARM	PESHAWAR	LALA KALAY	Higher Secondary	Female
44	GGHSS BEGUM SHAHAB UD DIN	PESHAWAR	GUNJ	Higher Secondary	Female
45	GGHSS SAHIBZADA UMAR KHAN SHAHEED	PESHAWAR	Not Specified	Higher Secondary	Female
46	GGHSS HAYAT ABAD	PESHAWAR	Not Specified	Higher Secondary	Female
47	GGHSS UNIVERSITY TOWN	PESHAWAR	Not Specified	Higher Secondary	Female
48	GGHSS LADY GRIFFITH	PESHAWAR	Not Specified	Higher Secondary	Female
49	GGHSS MATHRA	PESHAWAR	MATHRA	Higher Secondary	Female
50	GGHSS CHAMKANI	PESHAWAR	Not Specified	Higher Secondary	Female
51	GGHSS LARAMA	PESHAWAR	LARAMA	Higher Secondary	Female

7.3 Research Instrument

The prosecutors used the Resources of the Big Five (BFI) tool for assessing the personality characteristics of students. It was deduced from the Major Five Inventory (BFI) inventory that originally, Robert McCrae and Paul Costa created it.

In study environments, the BFI was used regularly. The "Big Five" personality variables are five large personality traits/domains/dimensions that are used to describe a human character. Which include these Major Five personality characteristics Neuroticism, Extraversion, Openness to experience, Agreeability and Consciousness.

These five variables offer a rich philosophical structure of personality psychology to incorporate all the research findings and theory. Sixty statements on personality characteristics are included in these portfolio twelve statements about each personality trait on 5 points Likert Scale.

- In descending order of weighting, the answer groups of each of the questions were: Strongly Agree 5 points,
- Agree 4 points,

- Neutral 3 points
- Disagree 2 points
- Respondents were specifically asked to show their strong degree of agreement with any inventory argument.
- Using basic descriptive and inferential statistical methods such as mean, standard deviation, and t- test, the collected data was analyzed.

The Inventory of the Big Five (BFI) Here are a variety of functions that may or may not appeal to you. Do you believe, for instance, that you are someone who enjoys spending time with others?

To show the degree to which you accept or disagree with the argument, please write a number next to each statement.

Strongly Agree	Agree	Undecided Neutral	Disagree	Strongly Disagree
5 points	4 points	3 points	2 points	1 point

8. Results and Discussion

- a. Research question And what degree are all the personality traits of the Big Five? (Neuroticism, Tolerance to experience, Extraversion, Agreeableness, awareness) present in learners Attending Peshawar public high schools?

Standard Deviation, σ : **1.2032340156515**

Count, N: 37
Sum, Σx : 107
Mean, μ : 2.8918918918919
Variance, σ^2 : 1.4477720964207

Items	Cronbach Alpha	Std. Alpha	G6(smc)	Average R
Neuroticism	0.6541	0.7325	1	0.4064
Extraversion	0.6486	0.7044	0.6744	0.4427
Openness	0.4865	0.4612	0.6933	0.222
Experience	0.7895	0.8668	0.8653	0.6844
Agreeability	0.2857	0.5342	0.9878	0.2765

The mean is simply a model of our data collection. It is the value that is most common. However we can say that the average is not always one of the real values we have observed in the data collection. That is, it is the value that causes the lowest amount of error in the data collection relative to all other values. Above Table Shows that the mean scores of students at public secondary schools for two personality traits (Extraversion and Three Big Five characteristics of

personality and that the personality trait of conscientiousness is the most dominant, Neuroticism, meanwhile, is the least dominant personality trait.

Conscientiousness) is about the same and higher than most average ratings. It also reveals that the lowest mean score is the mean score for Neuroticism. This suggests that the personality attributes of Conscientiousness and Extraversion are more prominent than the rest of the students. The alpha of Cronbach is a measure of internal unity of the traits, that is, as a group, how closely connected a set of objects are. It is viewed as an indicator of the reliability of the scale. If the average inter-item correlation rises, so does Cronbach's alpha (holding the number of items constant here we see that extraversion and experience are more closely).

- a. Out of the Major Five, is there any noticeable variation in Characteristics of personality (Neuroticism, Extraversion, Tolerance to experience, agreeability, awareness) amongst Male and female pupils in public high school attendance Peshawar's schools?

H01: The gap between male and male is not important

The characteristic of female students in Neuroticism is their character.

Gender	Traits	Average
Male 300	Openness	0.23
Female 300		0.27
Male 300	Agreeableness	0.24
Female 300		0.21
Male 300	Neuroticism,	0.63
Female 300		0.67
Male 300	Extraversion	0.53
Female 300		0.43

P value and statistical significance:

The two-tailed P value equals 0.8722 by conventional criteria; this difference is considered to be not statistically significant.

Confidence interval:

The mean of Group One minus Group Two equals 0.0450
95% confidence interval of this difference: From -1.0179 to 1.1079

Intermediate values used in calculations:

$$t = 0.1822 \quad df = 2 \quad \text{standard error of difference} = 0.247$$

It indicates that the average male student score is lower in their Neuroticism, the mean score of female students. It also indicates that the observed likelihood is 0.610, which is higher than 0.05 with a 2-tailed chance. Thus the null H0:1 hypothesis (that there is no relevant hypothesis)

The differentiation between male and female students Neuroticism is accepted as a characteristic of their personalities.

H03: There is no important distinction male and female in the Openness characteristic of their character hypothesis can be accepted.

H04: There is no important differentiation between male and female students in the Agreeability feature of their personality this hypothesis is rejected.

H05: The gap between male and female students is not important, the Conscientiousness characteristic of their about personality rejected.

8.1 Discussion

With average equality in some traits, the most dominant characteristic in the study accompanied by mean equals, then through Agreeableness, with mean equals, and Transparency with mean equals, closely by Extraversion. The findings also revealed that the least dominant feature in the study was neuroticism, with mean equals. These findings match the results of a study on the personality of a student carried out on some Russian students. We may assume that students in public high schools are conscientious, that is to say good at coordinating their study, control their time and study hard with specific targets. Conscientiousness has been related to educational achievement and specifically to the desire to pursue success in their jobs or professions among those who are conscientious. Current study has shown in work environments that employers consider academic capacity and comprehension as the most significant qualities associated with whether or not an individual is hireable. Since they also rank well on Extraversion, they are usually sociable, and polite, and talkative and communicative. We still have in addition; they are defined as active, bold, assertive, thrilling, and relaxing, with intrinsic motivation and a positive attitude.

Students ranked poorly on it in Neuroticism, comparison of the other personality characteristics of the Big Five. Neuroticism has an average of nearly the average, so we can say that they are generally cool, temperate and even-tempered relaxed at school at practice, Often they have lower percentages of anxiety in their daily life and depression, which can stopping them from being educationally driven and good performers in their experiments.

9 Results

There is a major differentiation between men and women students describe their personalities in the Conscientiousness function. In its Conscientiousness personality trait, the mean score of female students is higher than the mean score of male students. This suggests that in their personality trait of conscientiousness, female students are superior over male students.

The disparity between the male and the female is important, female students in the account of Agreeableness about personality. In their Agreeability personality trait, the mean score of female students is higher than the mean score of male students. This suggests that in their character trait of Agreeableness, female students are superior over male students. In the remaining three Major Five personality features of Extraversion, Openness and Neuroticism, there is no substantial disparity between male and woman students. For conscientiousness, the bulk of the students had high grades. All the behavioral attributes had a strong correlation with at least one of the eating patterns explored, except for neuroticism.

Previous evidence from study shows a degree of gender disparities in the mean values of these characteristics. Women in a given sample

For the two main personality traits of Conscientiousness and Agreeableness, only higher mean values are seen relative to males. The explanation for this essential disparity may be due to an inherent inclination for women to be friendly because their intrinsic disposition is to be generous, caring, forgiving and thorough. There is also a social propensity for teenage women to foster conscientiousness since they are required to assume multiple obligations arising from their role as a prospective wife and mother.

The discovery that there is a correlation between gender and personality traits is one significant conclusion of this research. Some studies relatively follow the effects of multiple Western outcomes. Studies that say that women appear to exhibit higher levels usually mean values of traits than men, and that normally Neuroticism is in a given sample, the least prevalent feature.

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