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EXPLORING THE PERSONALITY PROFILES OF SECONDARY SCHOOL STUDENTS IN KOTLI, AZAD JAMMU AND KASHMIR

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Abstract

In this research article, the authors studied the personality traits of secondary school students in Kotli, Azad Jammu, and Kashmir, with the main focus on 9th and 10th graders. The authors aimed to understand the leading personality traits which can determine the behavior pattern, interpersonal relationships, academic attitudes, and psychological well-being of these students. They used a descriptive cross-sectional survey method and their target population consisted of 698 female students in government girls' secondary schools of Kotli city. By using simple random sampling, 250 students were chosen from ten schools. The researchers developed a five-point Likert scale questionnaire containing 40 closed-ended statements. The questionnaire design was based on the Big Five Model and character strengths classification. It was piloted with 20 students and validation panel consisted of 2 experts, after which the questionnaire obtained a Cronbach's alpha reliability coefficient of 0.76. Statistical techniques of frequency, percentage, and mean scores were used for data analysis. Findings showed that the students mostly possessed positive personality characteristics. In fact, they were very honest (94% trustworthy, M=4.65), helpful (74%, M=4.08), responsible (84%, M=4.20), and respectful (90% respectful in teachers' absence, M=4.69). On the other hand, some problems were faced including academic pressure (80% saw mental health risk, M=4.13), learning inequalities (85% students said there are students who are struggling with learning the material, M=4.44), and lack of confidence (89% said that students are anxious about participating, M=4.69). In sum, the research suggests that students, on the one hand, have strong characters yet on the other hand, interventions are needed to help them cope with academic stress, address the learning differences, and build self-confidence. Educators and policymakers who are interested in helping develop students in a holistic way will find the results of this study very useful.

INTRODUCTION

Personality psychology endeavors to draw from all domains of psychological science to build theories that make it possible to interpret and predict the behavior and activities of individuals (Allport, 1961). Personality refers to individual differences in characteristic patterns of thinking, feeling, and acting (McCrae & Costa, 2008). For educators and behavioral researchers, studying personality involves understanding enduring patterns of behavior, characteristics, or conceptions of one's

self that distinguish one individual from another and determine what an individual truly is.

Personality encompasses everything an individual is—the sum total of one's behavior toward others, including physical, emotional, social, mental, and spiritual makeup. Traits are understood as endogenous basic tendencies that, within a social context, result in habits, attitudes, skills, beliefs, and other characteristic variations (McCrae & Costa, 2008). Thus, traits are relatively stable or enduring individual differences in thoughts, feelings, and behaviors. In contemporary psychology, the trait approach is widely used to understand personality development.

Personality and Education

The domain of learning and education can benefit from increased knowledge concerning factors that enable academic achievement. Numerous factors are said to affect and predict academic achievement. For instance, it has been proposed that intelligence explains variance in academic achievement to a greater degree than personality trait dispositions, such as the Big Five personality factors (Poropat, 2009). The Big Five (also called the Five Factor Model) is a hierarchical model of personality said to describe the general qualities of human personality across five factors: extraversion, neuroticism, conscientiousness, agreeableness, and openness to experience.

The understanding of contemporary education places responsibility on educators not only for being effective in child development but also for being aware of personality traits essential to character. However, there has been limited emphasis on personality traits of secondary school students toward the development of student character. The present research was conducted to analyze the personality traits of secondary school students in Kotli Azad Jammu and Kashmir.

Statement of the Problem

Personality is a complex phenomenon that manifests itself in various ways in human behavior, influenced by a range of elements such as location, gender, and culture. No previous study has been undertaken to examine the personality qualities of secondary school children in Kotli Azad Jammu and Kashmir. Given the need to improve the teaching-learning process and foster holistic student development, this study focuses on analyzing secondary school students' personality qualities in Kotli Azad Jammu and Kashmir.

Objective of the Study

The study pursued to identify the personality traits of secondary school level students in Kotli Azad Jammu and Kashmir.

Research Question

The study addressed the research question: what are the factors that contribute to personality traits of secondary school level students in Kotli Azad Jammu and Kashmir?

Significance of the Study

Teachers at the secondary level would benefit greatly from this research as they will be able to adapt their conduct based on student personality features to improve teaching and learning as well as learner personality development. The study will be useful for secondary school administrators in strengthening teacher-student interaction by raising understanding of students' personality features. The study will also be valuable to all schools, providing them with a clear picture of educational development schemes and appropriate approaches to support those plans.

REVIEW OF THE RELATED LITERATURE

Education and Personality Development

Education implies guidance given to children. Education is a movement and human endeavor to improve character and foster individual potential—thought, drive, imagination, thoughtfulness of heart—and physical development. Education also encompasses institutions responsible for establishing objectives, content, and organization of the education system, including family, school, and community. According to Abraham Maslow, a child is considered to have potential and ability, and the task of education is to actualize this potential.

Within the connection between education and society, the most remarkable element of instruction is its social nature. The social context is critical for education to function well. Society

and education complement each other. Society cannot sustain itself without education, nor can education exist without society. Education affects not only the individual being educated but the entire community, beginning with the family.

Secondary Level Education

Secondary education plays a dual role in contemporary education systems. On one hand, it serves as an extended stage for all youngsters to further develop knowledge and skills required in civic society and the knowledge economy. On the other hand, it provides many youngsters with qualifications for the labor market and further learning. Historically, secondary education primarily served elites as preparation for higher education. Today, the great majority of the population enrolls in secondary education as lifelong learning becomes essential for successful work and life (OECD, 2018).

The need to reform education systems, including secondary education, arises from changing economic, social, and environmental conditions that require individuals who are flexible, able to adapt to changing circumstances, learn effectively and creatively, and generate productive ideas.

Personality and Its Dimensions

Personality refers to individual differences in characteristic patterns of thinking, feeling, and behaving. The investigation of personality focuses on two broad areas: the comprehension of individual differences, specifically personality traits like sociability or irritability, and the understanding of how the various parts of an individual come together as a whole. Personality can also be defined as the dynamic organization of these attributes and the characteristic patterns of behavior that are unique to the individual (Pervin & Cervone, 2010).

Personality influences student behavior in various domains, including their interactions with peers, relationships with teachers, as well as their motivation, academic achievement, and learning. Becoming aware of one's own personality type and the personality types of others can be helpful in mounting intra-individual and interpersonal development. Personality facilitates the teaching-learning process, as communication occurs between teacher and student even without spoken words.

The Big Five Personality Trait Model

Many personality psychologists have reached a consensus that five personality constructs, referred to as the Big Five, are necessary and sufficient to describe the basic dimensions of normal personality (McCrae & Costa, 2008). The Big Five personality dimensions of neuroticism, extraversion, agreeableness, openness to experience, and conscientiousness have been studied extensively and have been associated with a variety of work attitudes and behaviors. These five personality dimensions are broad dimensions hypothesized to encompass most narrowly focused personality traits.

Extraversion refers to the degree to which an individual is sociable, gregarious, talkative, assertive, adventurous, active, enthusiastic, and energetic. Extraverts have been observed to be socially engaging, gregarious, assertive, expressive, articulate, and comfortable in social scenes.

Agreeableness is associated with the need for closeness—the recurring tendency in thought and behavior to experience warm, close, and communicative interactions with others. Individuals high in agreeableness are trusting, cooperative, charitable, compliant, and moved by others. Agreeable individuals are described as cooperative, cheerful, and considerate.

Conscientiousness comprises the facet characteristics of competence, order, dutifulness, achievement striving, self-discipline, and deliberation. Individuals high in conscientiousness are characterized as being responsible, careful, protective, accurate, thorough, planful, hardworking, and achievement-oriented.

Neuroticism is consistently related to the qualities of individuals who have negative affect and low self-esteem. Neuroticism comprises the specific characteristics of anxiety, angry hostility, depression, self-consciousness, impulsiveness, and vulnerability.

Openness to Experience is related to active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety, intellectual curiosity, and independence of judgment. Individuals who are open have a significant need for autonomy and tend to be creative, adaptable, and accepting of change.

Character Strengths

In the spirit of personality psychology and more specifically trait theory, researchers have developed an activity and classification called the Values in Action Inventory of Strengths (VIA-IS). The VIA-IS provides the field of positive psychology with a common vocabulary for positive qualities, called character strengths (Peterson & Seligman, 2004). Character strengths are individual differences that are stable and universal yet also shaped by different circumstances.

Character strengths are universal and recognized in various cultures across the world. They are fulfilling, thus contributing to quality of life for individuals. The fulfilling demonstration of strengths is in itself morally valued, and when using one's strengths, it does not diminish others but rather uplifts others seeing it.

Factors Affecting Personality Development

Several factors influence personality development in children. Biological factors include genetic, hereditary components, physical appearance and build, and rate of development. For personality development, characteristics like aggressiveness, anxiety, hesitancy, and sociability are strongly influenced by hereditary endowment.

Cultural determinants govern our lives and influence personality development at every stage, fundamentally by prescribing and limiting what individuals will need to learn for personality development. Each culture has its own concepts, requirements, and specific child-rearing techniques, as well as a set of expectations about patterns of prescribed behavior.

Family influences are critical as the ultimate aim of personality development is the development of social behavior in children. Socialization is the process by which the individual infant acquires the behavioral potentials and, eventually, those norms of conduct that are standard and acceptable according to the standards of their family and social group.

Personality Traits and Academic Achievement

Personality has been related to academic achievement in several investigations. More specifically, in explaining educational outcomes, research has demonstrated the importance of personality traits in predicting academic achievement (Poropat, 2009). Several studies have shown that personality traits predict academic achievement beyond IQ. Self-discipline, persistence, and grit predicted GPA to a greater degree than IQ in a sample of eighth-grade students (Duckworth & Seligman, 2005).

Academic achievement prominently impacts students' lives as it changes students' mental orientation and serves as a means to achieve fulfillment and rewards. Academic achievement strongly depends on individual motivation level. The qualities that can influence student academic motivation should be identified during school life so they can be adjusted from time to time and assist in improving academic progress.

METHODOLOGY

A descriptive cross-sectional survey design was employed in this research to analyze the personality traits of secondary school students in Kotli Azad Jammu and Kashmir. The population comprised 698 female students enrolled in 9th and 10th grades across government girls' secondary schools in Tehsil Kotli, Azad Jammu and Kashmir. Using simple random sampling, 250 students were selected from ten secondary schools, with 25 students selected from each school.

A five-point Likert scale questionnaire containing 40 closed-ended statements was developed as the research instrument. The questionnaire was divided into two sections. Part A was aimed at collecting demographic details. Part B included a set of statements that depicted the characteristics of the respondents. The participants responded to the items on a five-point scale (Strongly Agree = 5, Agree = 4, Partially Agree = 3, Disagree = 2, Strongly Disagree = 1). The items were created from the well-known personality models, i.e., Big

Five Model (McCrae & Costa, 2008) and the character strengths classification (Peterson & Seligman, 2004).

Content validity was done through expert review. The questionnaire was sent to two experts of the Department of Education, University of Kotli, who through a meticulous review of all the items, assessed the content validity. The questionnaires were amended and rectified as per expert recommendations.

After pilot testing instrument was given 20 female secondary school students, who were not part of the main sample. Necessary changes were done after pilot testing to provide better clarity and make the instrument more relevant. For reliability Cronbach's alpha test of statistics method was used and the result was 0.76 that was a good sign for further research.

Personal visits were the medium for data collection by the researcher. The researcher handed out 270 questionnaires among secondary school students in Tehsil Kotli, and within the stipulated period 250 students responded. Data were analyzed using the Statistical Package for Social Sciences (SPSS). The descriptive statistical methods, including frequency, percentage, and mean scores were applied to analyze personality traits of secondary school students.

RESULTS

The results are presented in six tables, each representing a distinct domain of personality traits. For each
domain, the table is followed by an interpretive analysis.

Table 1: Domain 1 – Honesty and Integrity

Statement	SA %	A %	PA %	D %	SD %	Mean
Students are trustworthy in all of their interactions	82%	12%	4%	2%	-	4.65
Students do not attempt to cheat in the classroom	39%	33%	19%	9%	-	4.03
Honesty is an important trait to have in academic life	36%	44%	18%	2%	-	4.13
Students ask teacher to explain honesty policies	48%	35%	11%	6%	-	4.26
Students report incidents of dishonesty to class authorities	63%	22%	13%	2%	-	4.44
Domain Mean						**4.30**

Analysis of Honesty and Integrity: Although the score of 4.30 in the domain of honesty and integrity still resulted in the highest overall average, it simply confirmed that students have a very strong moral character. The most compelling evidence of trustworthiness was the fact that 94% of students agreed that they are trustworthy in all situations (M=4.65). This trustworthiness is the very foundation of building positive relationships with peers and teachers. Students were highly responsive to ethical standards, as 83% of them requested teachers to explain the school's honesty

policies (M=4.26), and 85% said they have reported the incidents of dishonesty to the authorities in the class (M=4.44). The fact that they are ready to get the wrongdoings involves not only a sense of courage but also of being committed to the ethical standards and not just passively following them. The fact that honesty is really engraved in the students' value systems can be seen by the fact that the different items have yielded consistent results.

Table 2: Domain 2 – Interpersonal Relationships and Prosocial Behavior

Statement	SA %	A %	PA %	D %	SD %	Mean
Students are helpful to their classmates	38%	36%	23%	3%	-	4.08
Students are generally trusting of each other	45%	44%	9%	2%	-	4.30
Students stand up for others if needed	44%	31%	19%	6%	-	4.12
Students have a forgiving attitude	32%	60%	6%	3%	-	4.19
Students have soft feelings for other classmates	79%	11%	10%	-	-	4.69
Students tend to be quiet during conflict to avoid quarrelling	35%	47%	12%	6%	-	4.06
Domain Mean						**4.24**

Analysis of Interpersonal Relationships and Prosocial Behavior: The analysis of this area resulted in a nice domain mean of 4.24, which echoes the students' well-developed social skills and emotional maturity. The very high mean for having gentle feelings towards classmates (M=4.69) and 89% agreement reveals strong empathic feelings and emotional bonding among students. The forgiving attitude of students is a highlight as well, with 92% being willing to forgive (M=4.19), which is a sign of an advanced emotional level that entails perspective-taking and empathy. Students' disfavor of confrontation in conflicts is rather visible since 82% chose to be silent during a conflict to avoid a quarrel (M=4.06) while 75% are ready to stand up for others (M=4.12). The trusting nature of students (89%, M=4.30) creates a solid base for the collaboration in a learning environment. All in all, the present results show that students have strong agreeableness traits which are generally portrayed through a cooperative, trustworthy, and prosocial approach.

Table 3: Domain 3 – Responsibility and Conscientiousness

Statement	SA %	A %	PA %	D %	SD %	Mean
Students do school tasks efficiently	41%	39%	17%	3%	-	4.19
Students are reliable workers	38%	39%	16%	7%	-	4.48
Students attend classes on time	45%	33%	22%	-	-	4.24
Students organize their time well	43%	36%	17%	4%	-	4.17
Students are responsible when given a task	41%	43%	12%	4%	-	4.20
Students are prepared for lectures with necessary supplies	64%	23%	12%	1%	-	4.48
Domain Mean						**4.29**

Analysis of Responsibility and Conscientiousness: This domain revealed a very high domain average of 4.29,
showing that students exhibit conscientiousness at a very high level. This personality trait has always been found as the strongest predictor of academic achievement. The greatest means in this domain were for reliability (M=4.48) and preparedness (M=4.48), with 77% of students identifying themselves as reliable workers and 87% of them reporting coming prepared with necessary supplies. Punctuality and attendance were quite good, with 78% of students reporting being on time for classes (M=4.24). Those who said they had good time management skills also made up a large percentage, 79%, of them organizing their time well (M=4.17). Giving them responsibilities, 84% demonstrated that they can be trusted (M=4.20). These behaviors associated with conscientiousness, such as being well organized, reliable, punctual, and prepared, are a prerequisite for achieving academically and are an indication of students' dedication to their educational responsibilities.

Table 4: Domain 4 – Respectfulness

Statement	SA %	A %	PA %	D %	SD %	Mean
Students are always respectful to their teachers	41%	38%	20%	1%	-	4.17
Students are respectful to their classmates	57%	31%	9%	3%	-	4.42
Students choose words carefully when interacting	32%	60%	6%	3%	-	4.19

Statement	SA %	A %	PA %	D %	SD %	Mean
Students are respectful in absence of their teachers	79%	11%	10%	-	-	4.69
Students know not to disrupt the teacher during lecture	35%	47%	12%	6%	-	4.06
Domain Mean						**4.31**

Analysis of Respectfulness: This domain recorded a very high average of respect at 4.31, indicating that respect is the trait that students display most consistently. The fact that 90% of students are respectful even when teachers are not around (M=4.69) is a very important point as it shows that students have internalized respect to a great extent beyond external enforcement, that is, they have genuine character and not only compliance. The level of respect of students was very high towards teachers (79%, M=4.17) and classmates (88%, M=4.42). 92% of students (M=4.19) showed that they choose the words carefully when interacting which indicates develop social awareness. 82% students were able to demonstrate appropriate classroom behavior as measured by avoidance of disruption during lectures (M=4.06). These results are indicative of cultural values of respect deeply ingrained in Pakistani society as well as good character education in the schools.

Table 5: Domain 5 – Challenges and Areas of Concern

Statement	SA %	A %	PA %	D %	SD %	Mean
Academic pressure can lead to mental disorder in students	36%	44%	18%	2%	-	4.13
Less able students struggle to understand lessons	63%	22%	13%	2%	-	4.44
Students feel discouraged when faced harsh punishment	36%	39%	22%	3%	-	3.94
Some students lack confidence to speak in front of class	79%	11%	10%	-	-	4.69
Domain Mean						**4.30**

Analysis of Challenges and Areas of Concern: Although students have primarily positive personality traits, the present field discloses major issues that impact students' learning experiences. The very high domain average score of 4.30 further suggests that students not only perceive these problems but are quite certain about them. The greatest loss of trust in

oneself, is the factor that 89 percent of students acknowledge that some students are not confident to talk in the class (M=4.69). This common sharing of problems indicates that a lot of students regard class environment(s) as being psychologically unsafe for active participation. Academic pressure was the second factor that gave rise to concern as 80 percent of the people polled agreed that academic pressure may cause mental illnesses (M=4.13), which also leaves us to believe that at present the academic burden may be at a level that is detrimental to good health. Learning differences are one more aspect of the problem, with 85 percent of the people recognizing that the less able ones have difficulties in grasping the lessons (M=4.44). Punishment practices were identified as problematic, with 75% feeling discouraged when facing harsh punishment (M=3.94), challenging the effectiveness of punitive disciplinary approaches.

Table 6: Domain 6 – Positive Developmental Patterns

Statement	SA %	A %	PA %	D %	SD %	Mean
Self-control ability develops with increasing class level	35%	43%	17%	5%	-	4.09
Students set up good study area at home	38%	39%	16%	7%	-	4.48
Students maintain punctuality and deadlines	41%	43%	12%	4%	-	4.20
Students put phones away to avoid distraction	57%	31%	9%	3%	-	4.42
Domain Mean						**4.30**

Analysis of Positive Developmental Patterns: The average for this domain was quite high at 4.30, which means that the students' developmental progress is looking quite positive. One of the major points here was that 78% respondents agreed that self-control ability increases with class level (M=4.09), which is very supportive of the notion that adolescents by and large will naturally improve their capacity for self-regulation as they grow up. It is also quite consistent with the research on prefrontal cortex development. Along with that, students also showed that they are capable of self-regulation at home, as 77% reported that they usually set up a good study area (M=4.48) and 84% said they are able to be punctual and meet deadlines (M=4.20). They also displayed their technology management skills, as 88% reported that they make an effort to put away their phones to avoid distraction (M=4.42), demonstrating both an understanding of the risks of digital distraction and a capability for self-regulation. Together, these results seem to point out that, if students are given the right kind of support, they will be able to mature into well-adjusted and capable individuals.

Table 7: Summary of Domain Means

Domain	Domain Mean	Interpretation
Honesty and Integrity	4.30	Exceptionally strong moral character
Interpersonal Relationships and Prosocial Behavior	4.24	Well-developed social competencies
Responsibility and Conscientiousness	4.29	High levels of academic responsibility
Respectfulness	4.31	Highest domain; deeply internalized respect
Challenges and Areas of Concern	4.30	Acute awareness of educational challenges
Positive Developmental Patterns	4.30	Encouraging developmental trajectories
Overall Mean	**4.29**	**Predominantly positive personality traits**

DISCUSSION

The results of this research show that the majority of the secondary school students in Kotli have a positive attitude toward their personality traits in various areas. The overall average score of 4.29 shows that these students strongly associate themselves with personality traits such as prosocial, responsible, and respectful. The analysis based on different personality traits gives us a better understanding of how the personality of the adolescents is evolving in Pakistani schools.

Moral Character and Honesty (Overall Score: 4.30)

High level of agreement on traits related to honesty matches with the view of character education that moral values can be acquired in schools and families through socialization (Berkowitz & Bier, 2005; Lickona, 1991). The reporting of dishonest acts by students indicates that they are brave and have strong ethics rather than just obeying rules. This result is very interesting since teenage period is mostly defined by peer influence and the struggle between loyalty to friends and morals (Steinberg, 2014). Also, the students' responses to honesty showed that this is not simply one characteristic of a few of them but a deeply-rooted value system that leads to moral behavior even in situations where a different choice would be easy. Peterson and Seligman (2004) argue that honesty is a genuine character strength present at different levels and situations and this justification, therefore, supports the findings of the study.

Prosocial Behavior and Emotional Maturity (Overall Score: 4.24)

The aspirational traits of secondary school students namely the willingness to help, trust, standing up for people who are being treated unfairly, forgiveness, and empathy all signal that the boys and girls are quite well socially and emotionally developed at this time of life. The data corroborate evidence that shows the importance of peer connection in the adolescence period and how prosocial behavior is a great factor in a

student's successful school adjustment and academic performance (Wentzel, 2015). The high proportion of forgiveness (92%) is an excellent marker of the students' emotional skills as it indicates the need for one to put oneself in another's place, have empathy, and be able to get over one's initial negative emotions (McCullough, 2000). The students avoiding confrontation in the case of conflict can be attributed to firstly, the cultural values of collectivism that emphasize maintaining harmony and, secondly, the individual capacities for emotional regulation. These findings are compatible with the research results demonstrating that adolescents in collectivist countries mainly think of the preservation of their relationships (Markus & Kitayama, 1991).

Conscientiousness and Academic Responsibility (Domain Mean: 4.29)

Students' conscientious behaviors—task efficiency, reliability, punctuality, time organization, responsibility, and preparedness—are strongly associated with academic achievement across educational research (Poropat, 2009; Duckworth & Seligman, 2005). Conscientiousness has been identified as the personality trait most consistently predictive of academic success, often exceeding the predictive power of intelligence (O'Connor & Paunonen, 2007). The finding that students demonstrate these behaviors both at school and at home (study areas, deadlines) suggests internalization of academic values and self-regulation skills (Zimmerman, 2002).

Respectfulness and Social Harmony (Domain Mean: 4.31)

The highest average score was recorded for respectfulness, which not only reflects the cultural values but also points to effective socialization. In a Pakistani collectivist culture, respecting authority and elders is one of the most important elements of social norms (Hofstede, 2001). However, the respect that continues even in the absence of teachers shows internalization rather than mere compliance the students behave respectfully because they value respect and not simply because they are being watched.

The students' meticulous word choice in their interactions and avoidance of teacher disturbance also illustrate highly developed social awareness and self-regulation that are vital for creating a positive classroom atmosphere.

Challenges Requiring Intervention (Domain Mean: 4.30)

High recognition of problems within this domain, despite mostly favourable characteristics, causes rising concerns which should be addressed through systematic interventions. The awareness that not having sufficient confidence hinders some students from speaking in class (89%) is reflecting that many students perceive classroom environments as psychologically unsafe for their active engagement.

On the other hand, 80% of students view academic pressure as a serious issue, which is in line with the global rising trend in adolescent anxiety and depression (World Health Organization, 2021). Additionally, 85% of students' acknowledgment of learning disparities may imply that teaching methods currently used might not be effectively meeting the needs of diverse learners.

Meanwhile, the discovery that 75% of students are demotivated by harsh punishment questions the advantage of using punitive measures of discipline that are still widespread in many educational systems (Bear, 2010).

Positive Developmental Trajectories (Domain Mean: 4.30)

The discovery of self-control's gradual increase with class levels is a pleasant surprise and it suggests that adolescents' ability to regulate their own behavior develops naturally. Furthermore, this is consistent with body of developmental literature that shows that the frontal lobe continues to develop through adolescence & early adulthood, during which there is progress in the control of impulsive behavior and other functions of the executive system (Steinberg, 2014).

Besides, the students' ability to manage technology seems to show their understanding that digital distractions can be a problem as well as their capacity for self-regulation. More than anything,

students' recognizing their strengths and weaknesses is a sign of meta-cognitive awareness, which is a fundamental aspect of personal growth.

Table 8: Alignment with Big Five Personality Framework

Big Five Factor	Corresponding Domain	Key Finding
Agreeableness	Interpersonal Relationships and Prosocial Behavior	High trust, helpfulness, forgiveness (Domain Mean: 4.24)
Conscientiousness	Responsibility and Conscientiousness	Strong reliability, preparedness, organization (Domain Mean: 4.29)
Neuroticism (Low)	Challenges and Areas of Concern	Awareness of academic pressure and confidence deficits (Domain Mean: 4.30)
Openness	Positive Developmental Patterns	Self-awareness, adaptability, self-regulation (Domain Mean: 4.30)
Extraversion (Contextual)	Respectfulness	Social harmony, appropriate classroom behavior (Domain Mean: 4.31)

CONCLUSIONS

This study analyzed the personality traits of secondary school students in Kotli, Azad Jammu and Kashmir through a domain-specific framework. The findings demonstrate that students possess predominantly positive personality characteristics across multiple domains, with domain means ranging from 4.24 to 4.31, providing a strong foundation for academic success and positive social development.

Honesty and Integrity (Domain Mean: 4.30): It is concluded that honesty is a significant quality in students' academic lives. Students are trustworthy and do not attempt to cheat in the classroom. They ask teachers to explain honesty policies and report incidents of dishonesty to class authorities. This moral foundation enables ethical conduct and positive relationships.

Interpersonal Relationships and Prosocial Behavior (Domain Mean: 4.24): Students are generally trusting and helpful to their classmates, offering positive solutions in the classroom and standing up for others when needed. They have soft feelings and forgiving attitudes toward classmates, preferring to remain quiet during conflicts and apologize when mistakes occur. These prosocial behaviors create supportive peer environments conducive to learning and personal growth.

Responsibility and Conscientiousness (Domain Mean: 4.29): Students are reliable workers who complete school tasks efficiently, attend classes regularly, come prepared with necessary supplies, and organize their time well. They are responsible when given tasks, demonstrating conscientiousness essential for academic achievement.

Respectfulness (Domain Mean: 4.31): Students are consistently respectful to teachers, classmates, and peers' ideas during learning. They choose words carefully when interacting and remain respectful even in teachers' absence. This deep-seated respect reflects both cultural values and

internalized character, representing the highest-rated domain.

Challenges and Areas of Concern (Domain Mean: 4.30): Significant challenges require attention. Academic pressure can lead to mental disorders in students. Less able students struggle to understand lessons. Harsh punishment discourages rather than motivates students. Lack of confidence prevents some students from active class participation. Students' high awareness of these challenges indicates readiness for intervention.

Positive Developmental Patterns (Domain Mean: 4.30): Encouragingly, self-control ability develops with increasing class level. Students set up good study areas at home, maintain punctuality and deadlines, manage phone distractions, and remain aware of their strengths and weaknesses. These positive developmental patterns suggest that with appropriate support, students can continue growing into well-adjusted, capable individuals.

Implications for Practice

For Teachers: Teachers may reinforce honesty through praise and recognition, explicitly discussing honesty policies and consequences of dishonesty. They may build positive relationships by modeling respectful behavior and creating supportive classroom environments. Teachers may differentiate instruction to meet diverse learning needs, recognizing that less able students require additional support. Given that harsh punishment discourages students, teachers may adopt positive behavioral support approaches—clear expectations, consistent consequences, and focus on behavior improvement rather than punishment. Teachers may create psychologically safe classrooms where all students feel comfortable participating, encouraging reluctant speakers and celebrating effort to build confidence over time.

For School Administrators: Administrators may assess whether academic demands are developmentally appropriate and whether support systems exist for students experiencing stress. Counseling services, stress management programs, and balanced assessment practices can mitigate academic pressure. Schools must ensure that students with learning difficulties receive appropriate support through remedial programs, differentiated instruction, and accommodations. School discipline policies may emphasize positive behavioral support rather than punitive approaches, with restorative justice programs and clear behavioral expectations.

For Parents: Parents may continue reinforcing honesty, respect, and responsibility through modeling, discussion, and recognition. They may be attentive to signs of academic stress and work with schools to ensure healthy balance. Creating supportive home environments with good study areas supports academic success without excessive pressure. Parents may build confidence through encouragement, providing opportunities for success, and helping children develop self-awareness of strengths and weaknesses.

For Teacher Education Programs: Teacher preparation may include understanding of personality development, character education strategies, and approaches to fostering positive traits. Programs must prepare teachers to work with students of varying abilities, including strategies for differentiation and inclusion. Pre-service teachers need training in positive behavioral support rather than punitive approaches, as well as cultural competence to understand the cultural context of students.

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