



Personality in the Context of Education: A Review Analysis Purview

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Abstract: Personality can be well described as the unique pattern of behavioural characteristics like, thought, attitudes, ideas, habits, emotion motivation etc. Personality makes our actions, thought, feelings consistent and makes us different from one another. It reflects the behavioural non-superimposable fact. It is totally a review analysis article. Secondary Sources of data were involved for this research purpose. Mainly various open access research article, online review analysis articles, magazine, books were scrutinized for this article. Findings from this present work are very significant in modern era. On the basis of the findings from all arena, we found that it indeed represents a very big dimension in the domain of psychology and it has also various traits to be consider for future research as well. Analysis of all these personality traits is much necessary as Human Psychology analysis is complex in nature. So, this study has enormous impact in Personality and its' related dimensional culturology. A researcher can easily find multiple research purview of Personality in various aspect by going through this research work.

Key Words: Personality, Personality Trait, Personality Dimension.

1.INTRODUCTION:

Personality can be well described as the unique pattern of behavioural characteristics like, thought, attitudes, ideas, habits, emotion motivation etc. This can be thought as the way of expressing selfhood. From the Latin word "Persona", the term personality is originated. In Latin it means 'mask'. In ancient Rome and Greece, the actors used this when there was a need to change their appearance in the stage. Sometimes it was meant to speak through. The combination of various factors which can control or have the influence on an individual's behaviour, namely traits or personality traits, defines personality. Gordon Allport (1961) mentioned personality as uniqueness of behavioural pattern within an individual. The definition of personality as put forwarded by Lawrence A. Pewin is "Personality represents those structural and dynamic properties of an individual or individuals as they reflect themselves in characteristic responses to situations". Again, Feist and Feist (2009) mentioned, "personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behaviour." According to Ogburn personality refers to "the integration of the socio-psychological behaviour of the human being, represented by habits of action and feeling, attitudes and opinions. Our present action depends on our previous accumulated experiences. Day after day these experiences are accumulated and helps to shape our personality by the continuous interaction with the external environment. We cannot change it dramatically from day to day or week to week. Recent research findings have figured out that biological and genetic phenomena also have an impact on personality.

Several psychologists or preferably we can say "personologists" have elucidated personality in many ways where the central theme of the concept has been remained as behavioural uniqueness of every individual. The best way to understand this uniqueness or differences between two individuals is to elucidate their personality traits. According to Matthews, Deary, & Whiteman (2003), the basic dimensions on which people differ is reflected by Personality Traits. There are numerous traits to analyse personality. Personality Traits can be classified into three categories – positive, negative and neutral traits. By positive trait we generally refer to those characteristics by which an individual follow optimistic pathway whereas possession of negative trait compels a person to feel retardation. Some examples of these traits are given below.



1.1.Example of different trait:

Positive Traits	Neutral Traits	Negative Traits
Active, Agreeable, Balanced, Compassionate, Conscientious, Decisive, Disciplined, Enthusiastic, Faithful, Firm, Flexible, Friendly, Gentle, Hardworking, Innovative, Invulnerable, Kind, Logical, Masculine, Optimistic, Passionate, Perceptive, Perfectionist, Personable, Persuasive, Practical, Rational, Responsible, Responsive, Self-sufficient, Sensitive, Sentimental, Sympathetic, Tolerant, Understanding etc.	Ambitious, Authoritarian, Busy, Casual, Competitive, Conservative, Contradictory, Determined, Dominating, Emotional, Formal, Freewheeling, Frugal, Glamorous, Neutral, Obedient, Outspoken, Progressive, Quiet, Religious, Reserved, Self-conscious, Tough, Unaggressive, Unambitious, Unceremonious, Unchanging, Undemanding, Unfathomable, Unhurried, Uninhibited, Unpredictable, Unreligious, Unsentimental etc.	Anxious, Bizarre, Careless, Dishonest, Dogmatic, Egocentric, Fanatical, Fraudulent, Impulsive, Insensitive, Irresponsible, Lazy, Mannerless, Money-minded, Narrow-minded, Neurotic, Opportunistic, Regretful, Rigid, Scornful, Secretive, Sedentary, Selfish, Self-indulgent, Shallow, Short-sighted, Strong-willed, Stupid, Superficial, Superstitious, Tense, Thoughtless, Troublesome, Unrealistic, Vulnerable etc.

Although the numbers of traits are numerous but most of the research works were conducted by considering only five traits, widely known as Big-Five, in analysing personality. Traits like agreeableness, conscientiousness, extraversion, neuroticism and openness in Big-Five capture much attention to the researchers. Few characteristics of these traits are given below:

Traits	Characteristics
Openness	Pay respect to various beliefs, Open to new and vivid ideas, Fantasy prone, Respect values, Open to feelings, Open to diverse behaviours, etc.
Conscientiousness	Self-disciplined, Obedient, Knowledgeable, Achievement oriented, Logical, Thoughtful, etc.
Extraversion	Expressive, Sociable, Emotionality positive, Active, Whole-hearted, Confident, Excitement-seeking, etc.
Agreeableness	Philanthropical, Submissive, Trusting, Straightforward, Tender-minded, Modest, etc.
Neuroticism	Nervous, Irritated, Depressed, Self-consciousness, Vulnerable, Impulsive, etc.

There are several important traits other than big five which can analyse various interesting aspects of our behaviour also. Researchers have suggested other traits like Optimism, self-esteem, narcissism, authoritarianism, need for achievement, need for cognition etc. These traits are currently gaining popularity as because these personality features can provide necessary information about the wide range of behaviours. In this study we have chosen ten dimension of personality which elucidate the characteristics like **Decisiveness, Responsibility, Friendliness, Hetero Sexuality, Curiosity, Dominance, Masculinity, Emotional Stability, Ego Strength, and Self-Concept.**

Trait	Characteristics
Decisiveness	Quick decisions making, show non-diplomacy, decide priorities, take clear stand point in conflict.
Responsibility	Punctual, finished work in time, follow fixed schedule.
Emotional Stability	Able to control emotions, confident in talking to unknown, face comments, criticize realistically.
Masculinity	Prefer to do hard, risky job, handle challenges fearlessly, face others boldly.
Friendliness	Helpful, friendly, affectionate.
Hetero Sexuality	No gender biasness, free, actively participate in work with anyone.
Ego Strength	Well-coordinated, control impulses, do different activities simultaneously, thoughts and actions are synergic.
Curiosity	Find novelty, reach destination timely, eager to know, want to explore new things.
Dominance	Leadership, dictatorship, supervise, take lead role, oneself.
Self-Concept	Express ownself, knowledge, expectations, evaluation.

1.2. Characteristics of Personality:

- Behavioural nonsuperimposableness is characterized by personality.
- External outlook and internal quality of an individual can be evaluated by personality.
- It is an aggregation of mental, physical and social qualities.



- The role to play in society by an individual is determined by personality.
- Participation in group life is responsible for acquiring personality.
- Personality refers to the consistency of qualities.
- Social interaction has a great influence on personality.
- Personality is Psychological as well as physiological construct.
- It impacts social behaviours and adjustment with the environment.
- Personality is unique in each individual.
- Learning process during interaction with the environment is denoted by personality.
- It is personality for which someone acts in similar way for various situations.
- Personality is also influenced by biological processes and heredity.
- Personality influences on our responses to the environment.
- With passage of time (especially long time) personality can be changed.

1.3. Factors of Personality:

As we have discussed earlier that the personality is unique for each individual. Now there are lot of factors like heredity, environment, culture, sex, psychology etc. which can influence or contribute to that personality in a greater extent.

Psychological Factors:

Several psychological factors like motivation, intellect, attitude, interest, character etc. have profound effects on human behaviours and personality development.

Situational Factors:

In the different demands of different situations, different traits and characteristics are observed that are not common for that person. Hence, situation significantly impacts on personality.

Environmental Factors:

Personality formation notably depends on our upbringing, family values, influence of friends and society. Our experience from surrounding environment plays a substantial role in shaping personality. Environmental factors like educational institutions, neighbourhood, workplace, friends, parents etc. are considered as determinants of personality.

Hereditary Factors:

Research shows that a certain psychological characteristics like physical, mental and emotional states can be conducted to the next generation through hereditary.

Physical Factors:

Interestingly physical factors like beauty, height, colour, weight, body language, etc. are the important factors for personality development. Any change in physical features transforms the personality of an individual.

Cultural Factors:

Culture undoubtedly has a monumental effect on our attitude and decision making. Acceptable behavioural outcome is always expected from an individual by the society and hence each culture trains or sets some norms accordingly.

Gender Difference:

The difference in gender is considered to have a role in personality. Boys are interested in outdoor activities, while girls are interested in personal appearance. Boys are tough-minded and prefer adventures. Girls are thought to be involved more in personal and emotional problems. But now a days there is a debate in this regard.

Beside these factors there are several factors like intelligence, identification process etc. which can influence our personality domain. The contribution of each factor or in the combined form towards personality depends on personality process involved.

(ii) Educational Perspective:

Does personality relevant in education? Though this question seems to be very simple but the answer is not. Actually, there is an assemble of several questions and thus researchers have shown interest to analyse the educational perspective of personality. It is evident from the history of educational research that the relationship between personality and education has been explored in vivid ways. When few studies established personality's impact in character education (McCloy, 1936; Sockett, 1988) then the other emphasizes its effect on achievement-oriented behaviours (Eysenck, 1992). Again, influences of personality on learning and education have been investigated in many cases (Webb, 1967). Personality is not an unequivocal concept. Personality is constituted with qualities of diverse nature like honesty, perseverance, autonomy, achievement orientation etc. New research developments by different schools of thought tried to find out the junction or crossing point of personality and education. Almost in most of the cases, personality is accounted for decision making, attitude, motivation, happiness, career formation etc. So, from the educational perspective, research on personality is scattered in a wide range. So, the crossover point of personality and education is not restricted to any standard reference or any paradigm. Researchers around the globe have analysed the role of various personality traits in the educational contexts. It means that these personality variables have been emerged out either as



outcome variables or as stimulus variables. So, personality in the domain of education as well as in the educational research seems to be like a wave as because with the propagation of time its outlook has been constantly modified by different schools of thought. Hence, in the educational context considering personality of the pupil teachers as a subject of research is significant and appropriate as well.

2. REPORTED LITERATURE RELATED TO PERSONALITY:

2.1. Studies Conducted Outside of India:

Amirazodi, F. & Amirazodi, M. (2011) examined big-five personality traits and self-esteem in Iran. They took 310 Shiraz students for their purpose. Multistage cluster sampling was chosen for their study. Goldberg's BFI scale and Coopersmith's Self-Esteem scale was chosen. After regression they found only neuroticism as the negative predictor of self-esteem while four other traits take the role of positive predictor for self-esteem. For gender similar observations was observed. Only significant difference was observed for Neuroticism vs. Emotional Stability. For both male and female, other four personality traits and also self-esteem was found with no significant difference.

Arif, I. M., Rashid, A., Tahira, S.S. & Akhter, M. (2012) aimed to study Prospective Teacher's Big -Five Personality Trait. From different teacher education institution of Pakistan, they took 100 samples (40 males and rest 60 females) and BFI (By Oliver, P. & Jhon, 1999) to reach their study outcome. They found that the ratio is almost same for four traits - neuroticism, extroversion, agreeableness, conscientiousness but openness trait is more dominant for prospective teachers with respect to other traits. Female and male student teachers were also found to be significantly different in this aspect. They also recommended a quality training and strategies to achieve balanced personality during teacher education programme.

Chi, H. (2013) explored the relationship between personality trait, teaching efficacy, job involvement and organizational commitment. He took 349 high school teachers from Yunlin Country. The researcher found that teaching efficacy is positively as well as significantly influenced personality traits.

Vorkapic, T.S. (2013) aimed to analysis the pre-school teacher's personality trait. They took big-five personality questionnaire for their data collection purpose. Data was collected from 64 pre-school and early care and education students. They also have less neuroticism and higher other four trait. There was also no significant correlation for both age and generation of students on personality trait.

Vorkapic & Puljic (2013) emphasised that the personality of Pre-school teachers must have strong influential significance on quality of educational work associated with children. So, they analysed Pre-School teacher's personality by Big-5 personality trait. Academic year and age were also analysed as categorical variable. No Significant correlation between age and generation with personality traits was observed in their study. It was also observed that lower grade possesses more neuroticism trait and other four traits are more in upper age class.

Wiens & Ruday (2014) attempted to understand Personality and its impact on teaching quality. The study reveals that personality is not associated with teaching ability. According to the author, teachers are born by birth not by any other training.

Yusuf et. al. (2014) tried to figure out the consistency of personality with teaching carrier environment at specialist teacher education institute in Kualalumpur and found that there is consistency between these factors. With 284 trainee teachers as samples, the research was carried out by following simple random sampling technique. For the development of professionalism how teacher training can be implicated was also discussed.

Leduce, P.L., Feldman, G. & Bardi, A. (2015) considered Personal Values and Personality Traits for their analysis as these two are the very much predictors of other relevant output. It is basically a review analyses of 60 studies. The researcher tried to established the correlation among these two. The research finding shows that these two were different construct. They framed that more cognitive traits were associated with more value system and associated with more emotional traits were more conjugated with less value.

Alsuwailem, A. & Elnaga, A. A. (2016) investigated the relationship between personality and Job Performance. They used five factor of job performance-Productivity, Performance, Leadership Capabilities etc. & five personality Trait for their research purpose. They found that two trait- Conscientiousness and Extraversion positively correlated with productivity and performance. But the Neuroticism and Agreeableness Trait correlated negatively with leadership quality building. They also observed that the missing or less of trait conscientiousness degrades work performance and more can enhance work performance.

Mariana, C.; Fabina, M. & Andreea, E.N. (2016) aimed to investigate the nature of Personality Trait among different profession. Several fields of profession were taken like -Justice, Administrative, Technical, Kindergarten Teachers, Administrative etc. They structured the study in the aspect of kindergarten profession in one part and rest of the other profession in another part. And for their study they took 40 people from different profession and other people from kindergarten teacher educator. After their study they found that Kindergarten teacher possessed more agreeableness, extraversion, conscientiousness, openness trait rather than other group. They also found that neuroticism trait was lower



for Kindergarten Teachers. They also suggested that other factors for personality is significant like the literature which as reported earlier.

Ranasinghe, V.R. & Kottawatta, H. (2016) were trying to study the impact of big-five traits of school teachers on their job satisfaction. They took 229 school teachers and two standardized scale-one for job satisfaction by Weiss et.al. and another for Personality-BFI by Mc.Crae and John to reach their goal. From the research outcome it becomes evident that They found that personality is not only related to job satisfaction but also has a strong positive impact on it. This is true for male and as well as for female school teachers also.

Bayram, N.& Aydemir, M. (2017) examined the relations between personality traits and decision making. They took 312 voluntary students from different public universities. Mean age was nearly 21 years. The result showed that among different decision making two component-rational style and intuitive style significantly associated with all personality trait except neuroticism. The other styles of decision making such as dependent style showed positively related with agreeableness and openness trait. Spontaneous style negatively correlated with conscientiousness and agreeableness but a positive correlation was found for neuroticism trait. The two traits-neuroticism and agreeableness showed significant difference for gender variable. The researcher also found that the trait extraversion had a positive effect only on spontaneous decision-making style (one sub-component of decision-making style). Similarly, some other effects also found from their research outcome. For example, intuitive decision-making style is positively affected by conscientiousness trait and neurotic personnel respectively. Lastly, they found openness trait showed positive effect on rational style.

Malik, M., Fatima, G. & Chaudhry, H.A. (2017) studied about the role of female teachers to develop female student's personality growth for Lahore, Pakistan. They took 300 samples among which 110 boys and 190 girls for their research. A multistage random technique was taken for data collection. They showed that female teachers from Private College Background were more engaged towards personality development of female teachers compared to public school. They also suggested that female teachers must go through training to know how to foster the girls' student's personality development.

Tamban, E.V. & Banasihan, L.G. (2017) aimed to correlate 'Teaching Performance' of the faculties of teacher education colleges with Big-Five Personality Traits. Total sample of 20 were from different levels like - Associate, Assistant Professor etc. The outcomes of the research point out that teacher tend to be average in most of the Big Five Personality Traits except Neuroticism. Notably, no significant correlation was found between teaching performance and teacher's personality trait.

Vorkapic, T.S. & Pelozo, I. (2017) conducted a study to explore the relationship between-life satisfaction, personality trait, happiness & optimism. The research was conducted among 117 primary school teachers and 103 pre-school teachers. Own or self-evaluated questionnaires were served among the teachers to obtain research findings regarding Personality trait, happiness, personality, life satisfaction etc. They found that all samples possessed quite high levels of all personality. Life satisfaction was positively corelated for both two variables-optimism and happiness. The researchers also found that for personality trait, it is positively correlated with those three variables-satisfaction, happiness and optimism. They also explored that for the four major variables - personality trait, happiness, optimism, life satisfaction, primary school teachers do not significantly differ with pre-school teachers except for one trait in personality i.e., openness. For, openness, it is much higher for pre-school teachers than primary school teachers. It is also found by the researcher that emotional stability was predictor of well-being for all teachers irrespective of their grade.

Cabera, G. (2018) was trying to find out various attributes behind a quality performance. In this study his main aim was to determine how personality is correlated with the happiness of teachers. He selected stratified random sampling among 174 University Teachers. Big Five Inventory, Oxford Happiness Scale & Performance Evaluation System was used as a standardized tool to reach the outcome. He found that teaching performance is significant related with personality. For teaching performance sub-component, the following observations was observed.

- For knowledge, it was significantly related with conscientious trait.
- For Independent Learning, extraversion personality trait shows positive correlation.
- But for management of the learning all four traits except openness are found to be significant.
- Overall performance of a teacher, last sub-component of teaching performance, correlated significantly with two traits - Conscientiousness and Agreeableness.
- For the correlation between happiness and teaching performance it was observed that management of the learning process is only correlated with happiness. The researcher suggested effective teaching carrier enhancement for the betterment of the teacher.

Kok, R.& Meyer, L. (2018) for the evaluation of optimum person-environment relation in terms of Personality Trait of student teachers. A quantitative research design was used for data collection by Neo-FFI five factor Inventory. For this purpose, 835 prospective teachers of North West University in south Africa were selected. Inferential Statistics & Descriptive Statistics were used for data analysis. And the outcome shows that a lower Agreeableness but higher



Neuroticism. With Respect to Agreeableness Personality Trait a significant difference was observed for gender difference. Only in case of Extraversion a positive relation between person and environment was observed by these research work. The remain four personality trait shows a misfit between student teacher & teaching environment.

Varanarasamma, E., Sing, G. & Muthu, N. (2018) investigated personality trait and self-esteem correlational study for Malaysian Students. 516 participants were taken. Among them 258 were females and 257 were males. Purposive sampling techniques was chosen for the research purpose. BFI and Coppersmith self-esteems scales were used. They observed that all personality traits are correlated with self-esteem. Among the sub-component, except neuroticism other traits are the positive predictors of self-esteem. The trait Neuroticism and emotional stability were the two negative predictors found in their study. For, gender significant positive difference for the two trait-conscientiousness and neuroticism but no significant difference for the other three trait openness, agreeableness & extraversion were observed. The authors said that individual difference of any personnel can be cultured and sharpened by these traits and self-esteem.

Karakoyun, F. (2019) explored the relation between personality trait and social network usage for pre-service teachers in Turkey. He took 660 pre-service teachers as his sample. Two standardized scale- Social Network use and Personality Inventory (Basic) were used by the researcher as tool. The researcher found openness; conscientiousness & negative valence were good predictors of some subfactor of social network scale. Neuroticism, Extraversion also found as no predictors of social network use for prospective teachers.

Kell (2019) was trying to do a review analysis on Personality Trait of teachers and their effect on performance. Starting from 1990 up to 2018, an extensive review of the reported literature was done by the researcher. The study was ranged from (1990 to 2018) a vast year but with a very few samples of only among 12 teachers. PRISMA method was taken and found that most studied showed that Agreeableness is a negative trait related to performance of teachers. This paper also suggested the future direction of research in this area by this meta-analysis.

Abood, H.M.; Alharbi, H.B.; Mhaidat, F. & Gazo, M. A. (2020) tried to establish the relationship between these three variables-Personality Trait, Self-Efficacy related Academics and academic adaptation. They took 258 male and 306 female undergraduate students for their research purpose. They observed that

- Academic Adaptation and Self-Efficacy are not correlated with Agreeableness.
- But Academic Adaptation and Self-Efficacy are positively correlated with Extroversion and openness.
- Negative Correlation between Conscientiousness and Neuroticism Personality Trait with Academic Adaptation and Self-Efficacy.

Sayehmiri, K.; Kareem, I.K.; Abdi, K.; Dalvand, S. & Gheshlagh, G.R. (2020) reviewed various online source and did a review analysis on the area of Personality Trait and Marital satisfaction. They followed 18 correlation studies related to Iran with total samples of 4049. The researcher found that couples maintain good marital status when they possess conscientiousness trait where lower grade of satisfaction in the marital status when they possess Neuroticism Personality Trait.

2.2. Studies Conducted in India:

Prakash, S. & Amaladoss Xavier S. J. (2014) reported personality of pupil teacher and the role of teacher education institution behind the development of the trait in their research. They took 1080 student teachers as sample from Madurai District for their study. Their scale for data collection was Multidimensional Personality Inventory by Manju rani Agarwal. The researcher found that student teachers from self-financed and Govt.-Aided colleges differs significantly with respect to personality.

Tiwari, S., Khamari, J., Hanspal, P. & Baig, M.M. (2014) intended to find out prospective teacher's personality by mainly focusing on Socio Economic status and gender variable with 1000 samples. The research findings revealed that with respect to socio-economic status no noteworthy difference was established on 10 dimensions of personality but significant difference according to Gender.

Ahamad (2017) tried to explore the role of teacher in personality development of their students. By their research outcome it has become evident that teachers' behaviour affects students' behaviour and hence personality.

Chauhan. & Jogsan, A. Y. (2017) wanted to explore ego-strength and Aggression in the light of locality perspective. They took 50 rural and 50 urban youth from Rajkot, Gujrat. Two standardized scale translated into both Gujrati and English were taken for their outcome. Significant difference in Aggression and Ego-Strength for both rural and urban students become evident from the research outcome. Also, they found that a positive correlation is present between these two major variable-aggression and ego-strength.

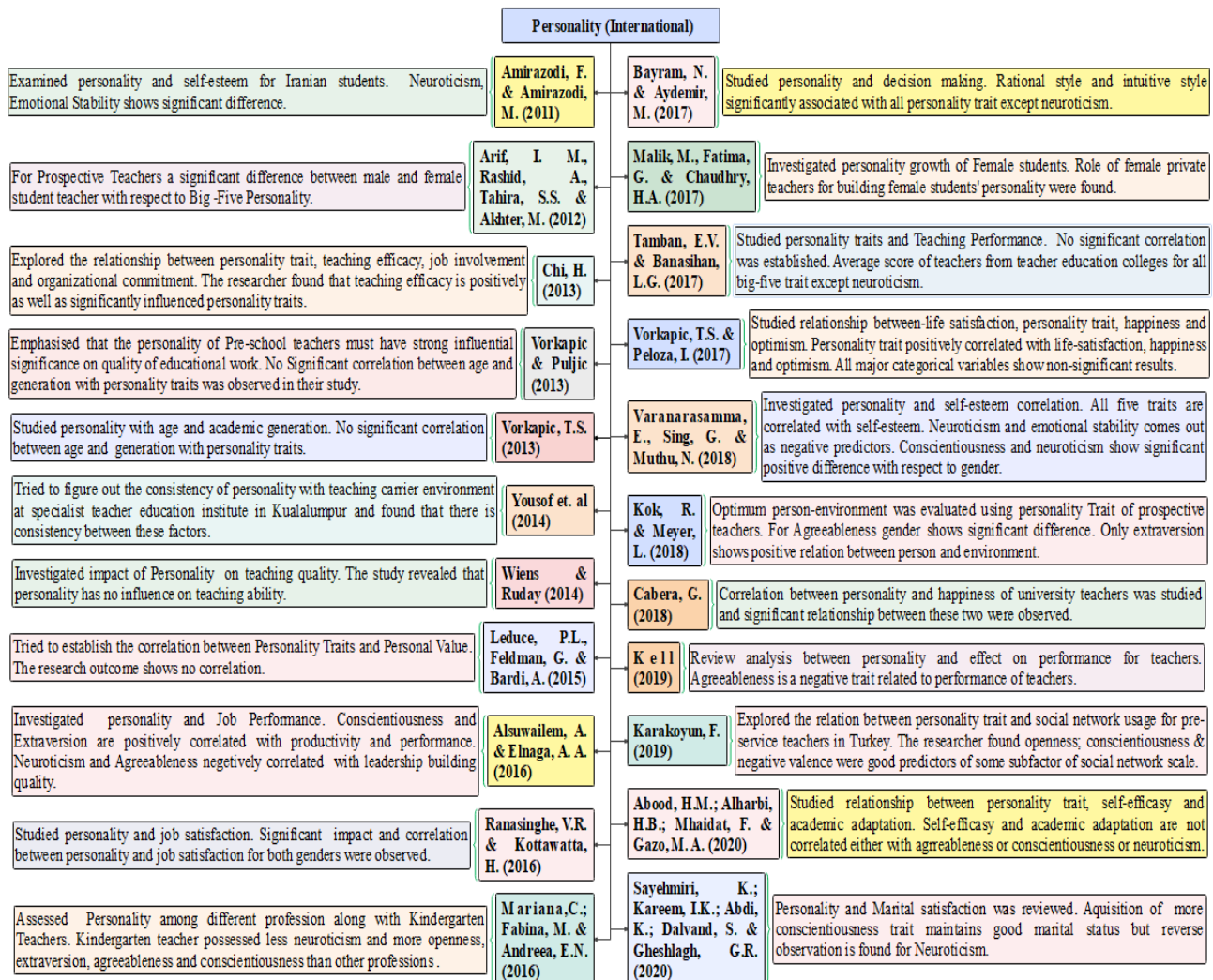


Fig.1. Radial Map Representation of Studies Conducted Outside of India on Personality Trait.

Monalisha (2017) explored the relationship between stress management and personality trait for corporate sector. As corporate sector gone through several factors like -direct financing, market, customer dealing. So, the employee accumulated more stress in their job as well as their life. She found that the person having more internal LOC can control their stress as they thought that their fate is controlled by their own hard work. But the persons having external LOC faced more tension and he or she blamed it for their chance or pre-destined factor.

Singh, N. & Anand, A. (2018) attempted a study for Ego-Strength and Self-Concept for gender variance. They took 18-22 Years adolescents for their Study. 120 samples with an equal proportion of female and male from different private colleges of Chandigarh were considered for this investigation. They took 26 factor personality and 6- factor Self-Concept Standard Scale. They found female adolescence possessed more self-concept compared to male. The researcher did not find any significant difference in ego-strength for both female and male students.

Ranjan, P. (2019) studied Personality Traits and Adjustment for Urban and Rural students. The researcher took data from 100 students among which 50 were rural students and the other 50 were urban students. A significant difference for both rural and urban students for these two variables i.e.-Personality Traits and Adjustment was found.

Gupta, N.& Gupta, K.A. (2020) in their work they were trying to establish the impact of Big-Five Personality Trait on Job Performance of managers of FMGC sector. They took 350 FMGC Managers for their study. Web-data link, interviews, questionnaires were used to reach the outcome of these problems. By mean, S.D., Correlation, Regression they established that personality trait largely effects on the Job Performance of the FMGC organizations.

Saad,J.; Dhanoa, K.S.(2020) worked on personality traits and Communal Orientations among Indian and Afgan Students. For their study they took 100 university students among which 50 were Indians and rest of 50 were Afgan. Clark Communal Scale (1987) and Ten Item Personality Inventory by Gosling (2003) were used. They found that the difference between different personality trait and communal orientation among Indian and Afgan Students is noteworthy.

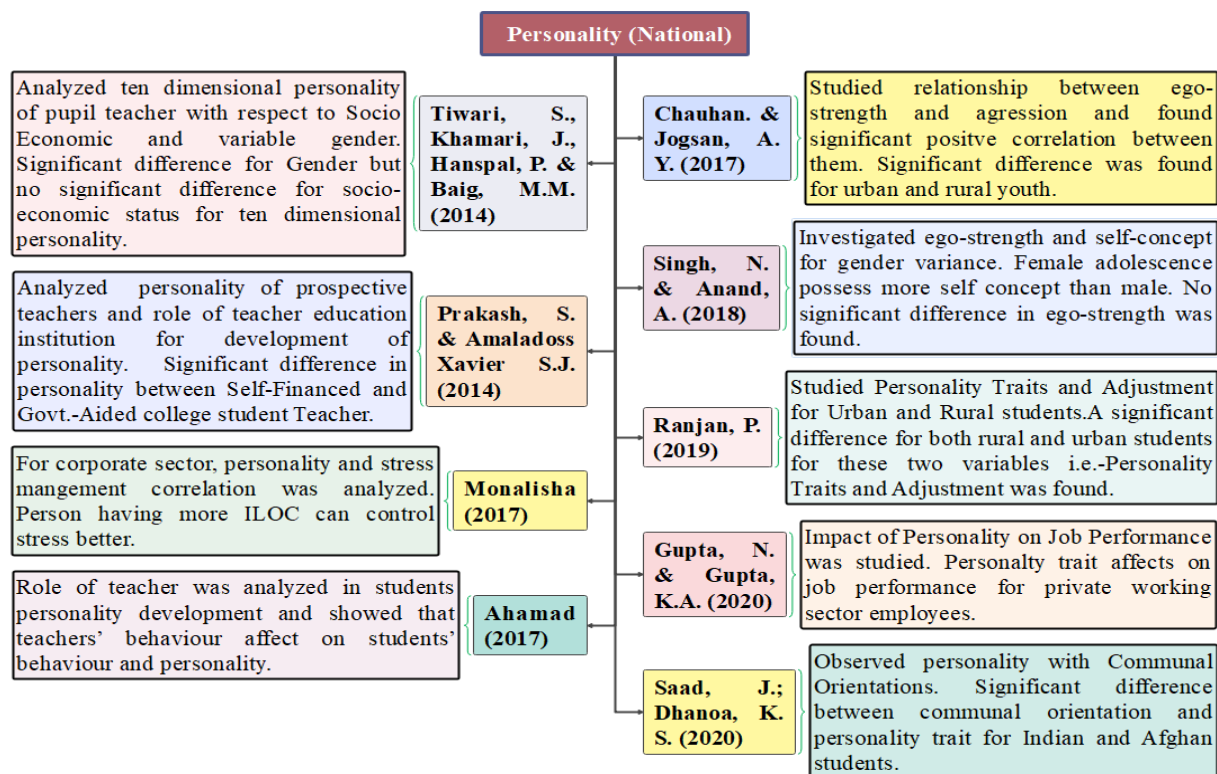


Fig.2. Radial Map Representation of the Studies Conducted in India on Personality.

3. FINDINGS AND DISCUSSIONS:

Undoubtedly, for this purpose Big-Five personality traits are the common choice for most of the researchers around the globe. Personality has also been analysed with respect to gender, locale as categorical variables. For example, Chauhan. & Jogsan, A. Y. (2017); Ranjan, P. (2019) found significant difference in personality for rural and urban students in their study. Singh, N.& Anand, A. (2018) found female adolescence to possess more self-concept compared to male. Tiwari et. al. (2014); Kok, R.& Meyer, L. (2018) Varanarasamma, E., Sing, G. & Muthu, N. (2018); Bayram, N.& Aydemir, M. (2017) Arif, I. M., Rashid, A., Tahira, S.S. & Akhter, M. (2012) explored significant difference in personality according to Gender. One thing should be remembered here that this significancy has been found only for few personality traits. For example, Akhter et al found it for openness only while Muthu et al (2018) and Bayram, N. & Aydemir, M. (2017) observed it for conscientiousness & neuroticism and neuroticism & agreeableness respectively. So, trait wise findings show some ambiguity. Notably the work by Tiwari and his co-workers is the only research work we have found which has considered ten dimensional personality trait for B.Ed students. They have taken gender and socio-economic status in their study. Again, several parameters like Job Performance [Gupta, N.& Gupta, K.A. (2020); Tamban, E.V. & Banasihan, L.G. (2017); Alsuwailem, A. & Elnaga, A. A. (2016)], Communal Orientations [Saad,J.; Dhanoa, K.S.(2020)], stress [Monalisha (2017)], happiness [Cabera, G. (2018); Vorkapic, T.S. & Pelozza, I. (2017)], self-esteem [Muthu et al (2018); Amirazodi, F.& Amirazodi, M. (2011)] etc. were tried to correlate by numerous researchers around the world. This basically implies how much significant and appropriate personality should be in educational research.

4. CONCLUSIONS:

Near about 32 research works are thoroughly analyzed here. The major variable, personality, in this work has been scrutinized with so many other major psychological or social concern like Locus of Control, Job Competence, Scientific attitude, Communal Orientation, Self-Esteem, Organizational Commitment etc. Most of the researchers also analyzed the trait or dimension wise Personality in their works. Variation and significancy of Personality Traits with categorical variables like gender, locale, socio-economic status etc. were cultured in most of the research work. By going through this article, a novice researcher can form his or her concept and cognition about Personality at a glance. From the findings from this research arena, we can see that a large domain of psychology has been covered and it has also various traits to be consider for future research as well. Analysis of personality traits is necessary to explore the complex Human Psychology. So, this study has enormous impact in Personality and its' related dimensional culturology.



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