



Personality Traits and Learning:

An investigation into students' personality development as an outcome of the KP Pakistan education system

Author:

Waqas A. Khan

JSPS Fellow (Japan), ICFJ Fellow (USA), IAF Fellow (Germany)

Ph.D.Scholar (Hiroshima University), M.Ed., M.Phil, MBA, LLB

Abstract

The goal of this research is to quantify and compare the Big Five personality traits of students attending the Public High School in KP Pakistan in context of the education system. Personality growth for students, the research is carried out using a quantitative questionnaire on the Big Five Personality characteristics, which have used a random sample of 600 students (Extraversion, Neuroticism, Transparency, Conscientiousness, and Agreeability). The most noteworthy findings were the proportion of the personality traits of Conscientiousness and Extraversion of the students was more prominent relative to the other three personality traits of the Major big five; the personality trait of Conscientiousness is the most dominant, while Neuroticism is the least dominant personality trait; and some of substantial gap between male and female students.

Keyword Personality, Big Five traits, substantial gap, Extraversion, Neuroticism, Transparency, Conscientiousness, and Agreeability

1. Introduction

An increasing body of literature on the value of personality has appeared in recent years. Personality Traits are inherited and also as determinants of individual economic, education system and social outcomes. For both people and culture, education is one of the most important determinants of achievement. People who are well qualified in well socioeconomic and educational system earn better, are happier and are more likely to earn more success in life. Further they contribute to civic organizations, whereas those with lower levels of schooling are more likely to commit offences, suffer jobs, debt defaults and be jailed. As such, education is related to economic development and advancement and is considered one of the key sources of success for individuals and nations alike. Education advantages are assumed to be due to

increases in knowledge and skills. These skills are used in the work market and, borrowing from economic literature, Life to achieve better and higher paid jobs, life security, and access to health care. Traditionally, schooling is assumed to contribute to the accrual of evidence that can be applied to concerns, while also leading to critical thought. Educational interactions are believed to impair cognitive abilities, such as rational thinking and crystallized intelligence, in psychological terms. In the examination of the modern American educational system, the emphasis on cognitive skills can be seen. Success is evaluated by performance assessments for both persons and organizations that measure comprehension of reality and the capacity to think objectively. (Heckman, Malofeeva, Savelyev, 2013)

It is astonishing that more focus has not been paid to the impact of educational interactions on personality formation. Training and education can be in terms of pure time and energy considered one of the longest and most intensive attempts to improve psychological functioning produced by cultures. In addition, as the education system is in position to offer experience, School interactions, and the ability to manage the environment, should impact the creation of about personality. In fact, in the middle of the 19th, one of the major fields of education the development of character and a mature personality was the century (Słoma, Szymańska, 2013).

The present research examines the effects on personality characteristics of educational interactions. Personality characteristics are characterized as neurophysiological mechanisms that underlie reasonably lasting patterns of emotions, feelings and behaviors that reflect a tendency to react to unique environmental indications in particular ways in current study we keep our self-limited to the big five personality traits. The core objectives of this research will to measure and compare the Big Five personality characteristics of students attending KP Public Secondary Schools to shed light on the most important outcome of education system.

It is now well known that personality attributes are not fixed in stone but are likely to change over the entire lifespan (Arseneault, Maughan, Taylor Caspi, 2009). The age when personality characteristics appear to alter the most is late adolescence and early adulthood. In particular, the personality features of relational superiority facet extraversion, conscientiousness, agreeability, interpersonal harmony, and transparency appear to improve (Robins et al, 2001). The most salient climate throughout the educational climate thus is expected to lead to these improvements over this time span about personality. The present research aimed to establish what particular experiences in schooling is shift in character characteristics during late adolescence and early adulthood.

The study discussed here will be focused on a longitudinal data set from KP and will concentrate on the interface between personality and educational experience with two objectives. Next the current research would analyze the predictive association between highly evaluated personalities.

School and a series of perspectives in next education level, Personality traits are believed to direct people through a number of screening mechanisms through different interactions.

However these selection processes may skew estimates of change in personality characteristics because not everybody can have the same experience (Nienaber, Bussin, Henn,2011).

Accordingly, to investigate changes in personality characteristics, it is important to examine and account for these selection biases.

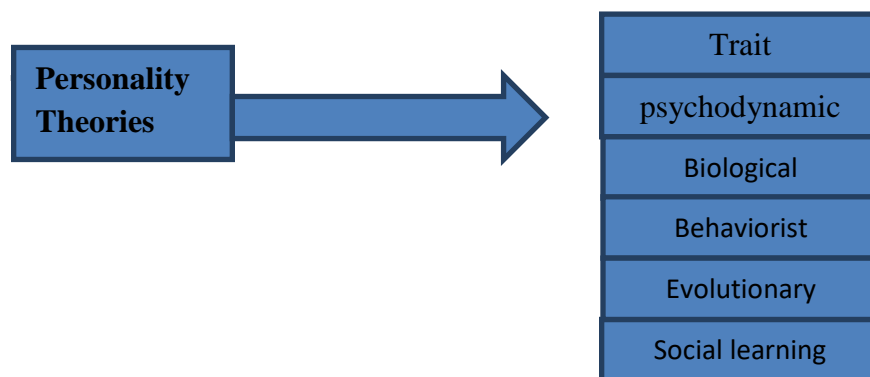
Second, the present research will test the relations between wide varieties of educational interactions and shifts in personality that take place throughout the transition into and during the university experience (Eyong, David , Umoh,2014). In addition, this research would use advanced longitudinal models to allow latent growth models to be paired with auto-regressive constructs to further explore the effect of educational environments on personality formation. This enables a better test of the variables that interactions in education are by exploring the direction of the relationship between changes in education and changes in personality traits, it may contribute to or encourage changes in personality traits (Arif Rashid A, Tahira, Akhter,2012).

2. Statement of the problem

The quest to discover why individual's act the way they do, significant numbers of studies have resulted. In order to answer any of those questions, these questions have been developed by personality psychologists to construct a sophisticated personality model which is known as trait Theory. A characteristic can be defined as a continuous dimension on which it is centered. Specific variations can be quantitatively arranged in terms of the quantity of features that the person has. In fact, it is also possible to define a characteristic as a property within the Person who accounts for his distinctive but comparatively healthy environmental Reactions. Most Theorists of Personality emphasize the role of cultural, cognitive and biological Forces of personality-shaping. The definition of personality is not the primary objective of these theorists is to justify their intent instead in terms of its root factors, attitude and actions.

Personality Theories

With an array of theoretical traditions, the study of personality has a long and varied background of psychology. The core hypotheses include viewpoint of temperament (trait), psychodynamic, humanistic, psychological, physiological, developmental, and social learning theories.



a. Traits Theory

The theory of traits indicates that these broad aspects are comprised of human personalities.

- I. Analyzed traits and categorized persons into introverts and extroverts. In addition, by thought, sensing, intuition, introverts and extroverts can see the universe. Jung felt that there were three aspects of the human psyche: the ego, the intimate unconscious, and the collective unconscious.
- b. **Myers and Briggs's theory of personality**
Myers and Briggs expanded on the principle of Jung by incorporating Polarities of Judgment/Perception. These roles imply that they are the manner in which individuals function together and with the world. Judgers (J) desire and aspire to govern and control their lives in an ordered and stable environment.
- c. **Five-Factor Model of personality (Big Five model)**
Five-Factor Model (FFM) or the most common version the model of the big five is the one built by P. R. and Costa, which is based on a variety of earlier research, The FFM structure notes that the variables are orthogonal ('traits') and each of them consists of six facets. The FFM contains factors that are identified in the literature, such as Neuroticism, Extraversion, and openness to Experience, Agreeableness and Conscientiousness. The Major Five Model is the most commonly accepted personality hypothesis held by psychologists today, also known as the Five-Factor Model. The theory notes that, known by the acronym CANOE or OCEAN, personality can be boiled down to five key factors:
 - I. Conscientiousness include Impulsive, disorganized vs. disciplined, painstaking
 - II. Agreeableness include Suspicious, uncooperative vs. confident, beneficial
 - III. Neuroticism include Calm, optimistic versus nervous, negative versus anxious
 - IV. Openness to Experience include Favor routine, practical vs. imaginative, spontaneous
 - V. Extraversion include Reserved, considerate vs. sociable, fun-loving

The Big Five Model asserts that each personality trait is a continuum, unlike other trait models that sort people into binary groups i.e. introvert or extrovert). Individuals is then rated at the two extreme ends of a scale.

For e.g. one would not be categorized as solely extroverted or introverted when assessing extraversion, but would be put on a scale evaluating their extraversion level.

It is possible to accurately quantify human variations in personality by rating individuals on each of these characteristics.

If we look at theory it is Descriptor Instead of a Theory

The Big Five was created to coordinate personality attributes rather than as a systematic personality philosophy. It is also more informative than explanatory and does not completely account for individual variations (John & Srivastava, 1999). It also doesn't have a causal explanation for human actions adequately.

While in many countries the Big Five has been tested and its presence is normally confirmed by results (McCrae, 2002), there have been several research that do not support its model. The Big Five's impact in urbanized, literate communities has been checked by most previous surveys.

In a predominantly illiterate, tribal population in Bolivia, a report by(Gurven,2013) was the first to test the feasibility of the Big Five concept. They conducted a 44-item Big Five Inventory, but found that the items were not categorized by the participants in accordance with the Big Five characteristics.

A prevalent critique of the Big Five is that each feature is too large. While the Big Five are helpful in offering a rough personality outline, it is important to use more precise characteristics for predicting results (John & Srivastava, 1999).

There is also an assertion from psychologists that to embody the whole personality, more than five traits are needed. More research is required to explain certain differences in illiterate and non-industrialized communities.

3. Significant of Study

Analysis has shown that an individual is identified by the grades in his personality characteristics. How and why a human is a significant aspect of the analysis is distinct from others. The Students who enjoy a safe environment in the classroom are capable of establish and strengthen all facets of their levels of personality. It is important for a student who will one day be an involved student, Society member-to have a sound personality that can control efficient they are in the culture. It is also essential to find out how the school sector plays a key role in the Shaping the individuality of student. The aim of this article is to explore a big and meaningful consequence of the KP By researching its contribution to the growth of the education sector, the character of students attending secondary public schools Peshawar school, in KP Pakistan.

4. Objectives Of the Study

The key goals of the report are the following:

- a. To discover the ratio of personality characteristics of the Big Five (Neuroticism, Tolerance to experience, Extraversion, Agreeableness, Conscientiousness) among public students Peshawar High Schools.
- b. To compare the personality characteristics of the Big Five (Neuroticism, Extraversion, Access to information, Compatibility, Conscientiousness) of public students (male and female) High Schools.
- c. To set out some beneficial ideas and tactics for Improving the standard of the education system and of the KP system Its methods, specifically the method of teaching and learning in terms of the capacity to build the character of students.

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 PESHWAR 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 Conscientiousness.

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:

$t = 0.1822$ $df = 2$ 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 Agreeableness 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.

Reference

1. Heckman, J., Pinto, R., & Savelyev, P. (2013). Understanding the Mechanisms Through Which an Influential Early Childhood Program Boosted Adult Outcomes. *The American Economic Review*, 103(6), 2052-2086. Retrieved December 10, 2020, from <http://www.jstor.org/stable/42920644>
2. Słoma Z., Szymańska D. (2013), Młody nauczyciel w interakcjach społecznych, „Remedium”, no 3, pp. 4–6.
3. Bowes L, Arseneault L, Maughan B, Taylor A, Caspi A, Moffitt TE. School, neighborhood, and family factors are associated with children's bullying involvement: a nationally representative longitudinal study. *J Am Acad Child Adolesc Psychiatry*. 2009 May;48(5):545-553. doi: 10.1097/CHI.0b013e31819cb017. PMID: 19325496; PMCID: PMC4231780.
4. Measuring Global Self-Esteem: Construct Validation of a Single-Item Measure and the Rosenberg Self-Esteem Scale February 2001 *Personality and Social Psychology Bulletin* 27(2):151-161
5. Nienaber R, Bussin MH, Henn C. The relationship between personality types and reward preferences. *Acta Commercii*. 2011
6. Eyong EI, David BE, Umoh AJ. The Influence of Personality Trait on the Academic Performance of Secondary School Students in Cross River State, Nigeria. *IOSR Journal of Humanities and Social Science*. 2014;19(3):12-9.

7. Arif MI, Rashid A, Tahira SS, Akhter M. Personality and teaching: an investigation into prospective teachers personality. *International Journal of Humanities and Social Science*. 2012; 2(17):161-71
8. John, O. P., & Srivastava, S. (1999). *The Big Five Trait taxonomy: History, measurement, and theoretical perspectives*. In L. A. Pervin & O. P. John (Eds.), *Handbook of personality: Theory and research* (p. 102–138). Guilford Press.
9. McCrae, R. R., & Allik, J. (Eds.). (2002). *International and cultural psychology series. The Five-Factor model of personality across cultures*. Kluwer Academic/Plenum Publishers. <https://doi.org/10.1007/978-1-4615-0763-5>
10. How Universal Is the Big Five? Testing the Five-Factor Model of Personality Variation Among Forager-Farmers in the Bolivian Amazon December 2012 *Journal of Personality and Social Psychology* 104(2) DOI: [10.1037/a0030841](https://doi.org/10.1037/a0030841)

