

**PERSONALITY AS A PREDICTOR OF
PSYCHOLOGICAL WELL-BEING OF TEACHERS AT
SECONDARY SCHOOL LEVEL**

By

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES,
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WELL-BEING OF TEACHERS AT SECONDARY SCHOOL
LEVEL**

By

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ABSTRACT

Thesis Title: PERSONALITY AS A PREDICTOR OF PSYCHOLOGICAL WELL-BEING OF TEACHERS AT SECONDARY SCHOOL LEVEL

The present research aimed to investigate the personality traits of secondary school teachers and to observe the effect of these traits on the psychological well-being. The study focused on the following objectives: (i) To explore the personality traits of secondary school teachers, (ii) To assess the level of psychological well-being of secondary school teachers, (iii) To investigate the relationship between the personality traits and psychological well-being of secondary school teachers, (iv) To find out the effect of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience on psychological well-being of secondary school teachers, (v) To explore gender-based difference regarding personality traits of secondary school teachers, and (vi) To explore gender-based difference regarding psychological well-being of secondary school teachers. In the light of above-mentioned objectives, null hypotheses were designed. The study was a descriptive and quantitative research approach with survey design. The population of the study was male and female secondary school teachers of Rawalpindi Tehsil. The sample was selected through proportionate stratified sampling technique where 411 secondary school teachers including male ($n=175$) and female ($n=236$) were included. The BFI and PWB scales were used for data collection. Mean, Pearson correlation, linear regression and t-test were used to analyze the data through SPSS 22nd Version. Based on the findings, the teachers viewed themselves having more awareness about the personality traits of openness, agreeableness and conscientiousness and less awareness about extraversion and neuroticism. Teachers were having more awareness about their psychological well-being dimensions of positive relations and self-acceptance while, less awareness about autonomy, purpose in life, environmental mastery and personal growth. Extraversion, agreeableness, conscientiousness, and openness to experience positively predicted the psychological well-being of SSTs. Whereas neuroticism negatively predicted the psychological well-being of SSTs. Female secondary school teachers were found more extroverts and open to new life experiences as compared to male secondary school teachers. Non-significant gender-based difference was found in teachers regarding psychological well-being. It was found evident that high neuroticism may place psychological well-being of teachers at risk. This study is beneficiary for teachers in knowing the vital role of their PWB which would help them in utilization of their hidden potentials optimally. This study is of practical value in assisting educationists to identify teacher's personality and its distinct traits and to utilize his/her capabilities at work to an optimal level. The study also highlighted the role of teacher's personality traits and their psychological well-being in the educational process.

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LIST OF ABBREVIATIONS

Abbreviation	Term
PWB Scale	Psychological well-being scale
BFI	Big Five Inventory
FFM	Five Factor Model
MBTI	The Myers-Briggs Type Indicator
BF	Big Five
PTs	Personality traits
PWB	Psychological Well-being
SWB	Subjective Well-being
SSTs	Secondary school teachers

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DEDICATION

*Dedicated to my beloved parents, husband, siblings,
and friends whose love and support always
encouraged me to achieve my goals.*

CHAPTER 1

INTRODUCTION

Teaching has been considered a demanding profession (Johnson, Cooper, Cartwright, Donald, Taylor, & Millet, 2005; McIntyre, McIntyre, & Francis, 2017) where burnout rate is higher at global level (Unterbrink, Hack, Pfeifer, Buhl-Grießhaber, Müller, Wesche, & Bauer, 2007). It has also observed that 40 percent teachers quit their occupation in initial five years of their jobs (Borman & Dowling, 2008). According to Maraşlı (2005) the employees are faced with challenging scenarios worldwide where they come across pressures and anxieties. Similarly, this situation puts teachers also at unease where they face tension and anxiety in coping with day-to-day challenging targets. Such conditions make teachers unhappy, submissive, burned-out and uncomfortable in their profession. These conditions become worse because of certain factors including, increased number of students, unfavourable job conditions, school environment and employees' low salaries.

Thus, teachers' physical and psychological health badly suffers because of the stress and day to day challenges (Brown, 2012; Zurlo, Pes, & Siegrist, 2010). According to Day and Gu (2009) teachers' psychological health affects the quality of teaching learning process and it also affects their personal satisfaction towards life. It is also essential to realise the significance of teacher's psychological well-being (PWB) to help them deal with stress and to know about other mediating factors (Woolfolk Hoy, 2008; Kieschke &

Schaarschmidt, 2008). Schmutte and Ryff (1997) defined PWB as a clearly desirable psychological condition of an individual and can be a most important goal for some individuals to attain it. Similarly, Diener, Scollon and Lucas (2009) also described that PWB is considered a fundamental aim for majority of people in context of achieving their well-being. The PWB was defined as a notable indication of individual's quality life and their state of optimal psychological functioning (Siegrist, 2003).

Another important concept that comes into consideration while discussing about teachers as described by Chiaburu, Oh, Berry, Li, and Gardner (2011) was that the literature on personality explained, there was found noticeable evidence that personality traits (PTs) are associated with the success in workplace. Additionally, literature provides evidence that to measure the personality of individuals is essentially helpful in recruiting the employees and in estimating their potentials for certain job designations (Robbins & Judge, 2013).

Judge and Ilies (2002) added that these researches link the attributes of one's personality to the performance of individual at work and performance motivation. Performance motivation is related to teaching field. Thus, it has been found in literature that personality is a vital aspect of behaviours (positive or negative) that an individual exhibit at workplace.

Shiner and DeYoung (2013) supplemented the fact that personality is studied extensively, that is also found evident in literature. Personality provides a mode to describe the individuals' differences in regard to their thinking, behavioural patterns and emotional states.

Borghans, Duckworth, Heckman and Ter Weel (2008) suggested that a significant amount of scholarly work is found in available literature on personality traits in context of examining the people's behaviours and characteristics where it was suggested that these distinctive traits of people were found significant in the prediction of behavioural patterns, academic performance and job-related selections etc.

Steel, Schmidt and Schulz (2008) added that literature provided a significant amount of evidence that personality significantly correlated to positive and negative behaviours in an occupational setting. They further suggested that it was also found evident in the literature that taking interest in personality is related to the empirical fact that personality and PWB are correlated.

Vorkapić and Peloza, (2017) found strong association between the happiness, optimism, and personality traits of teachers. The mentioned variables are associated to PWB. Therefore, teacher's personality is related to his/her approach towards dealing with stress and towards the feeling of PWB.

Accordingly, in the field of psychology and education, understanding individuals' PTs in association to their PWB can be an interesting agenda to understand unique behaviours to acquire a desired psychological state.

1.1 Background of the Study

The increasing amount in literature provides the evidence that these are the teachers who contribute significantly in making a remarkable difference in student's achievement. It's an obvious fact that teachers' well-being is crucial not only in the progression of the learning of their students but also for their own social and personal accomplishment (Hanushek, 2011). It has become essential for teachers and the other educators at global

level to know the fact, that why did they choose teaching as a profession and what do they expect to attain from it? They are striving to retain the higher achievements in their professional and personal lives (Richardson & Watt, 2010). According to Cloninger and Zohar (2011) it is also essential to recognise that there are other important factors that contribute in PWB of teachers. One of these factors is personality that is the blend of the unique attributes of behaviours which vary from one individual to other. Hence, these personality characteristics may affect PWB unpredictively.

The term 'personality' is being discussed broadly in the literature. It is to classify the differences among people in form of consistent behaviours, emotions and thoughts (Shiner & DeYoung, 2013). Robbins and Judge (2013) stated while talking about personality, it does not only mean a person having delightful look, positive perspective of life with a constantly happy mood. In actual aspect, psychologists discuss personality as composite perception which explains evolution, progression and development of the psychological organisation of an individual. Gordon Allport defined personality almost seventy years back where Allport explained that it is personality of a person that has a vigorous establishment of psychological structure that regulates his unique adjustment with his surroundings. However, personality is the way to assess how a person responds and reacts with other persons. It can be defined as quantifiable traits that exhibits by an individual. In the research work of scholars, there exists a primary argument to know that was personality the outcome of individual's surroundings or inheritance. However, it is considered the result of both. Moreover, research considers the heredity more important over the environment. Heredity involves the factors of its origination. Physique, face features, gender, temper, physical and muscular structure, biological composition are either

entirely or partially influenced by individual's parents which is their inherent psychological and biological composition. Therefore, the approach does not suggest that personality is something unchanging or stable. Similarly, teenage is period of greater exploration and change, hence the notion is supported by research, personality changes more in teenage years and becomes consistent in adults.

Previous observations on the structure of personality identified and labelled stable attributes which explain a person's behaviour including violent, nervous, passive, lethargic, determined, faithful and trustworthy etc. Each time the attributes are exhibited within a person, that can be called personality trait of that person. The trait would become more important in describing the individual if it is more consistent in number of varied situations. To study the traits, The Big Five (BF) has become the leading framework for finding and categorising personality characteristics. The BF taxonomy is given preference for an organizational field as it provides researchers effective and recognised dimensions of individual's personality and reduces the need to design diverse scales related to personality. The researchers among organizational field are putting an effort to disclose the differences among individuals with the help of psychology of personality. Therefore, PTs state the constant patterns in the behaviour and thinking of the people (Betts, 2012).

According to Ryan and Deci (2001) well-being of people is referred as vital health outcome which includes optimum skills and functioning. In present time, individual's well-being has become an area of interest in the field of psychology. Ryff, (1989) theorized PWB as a comprehensive concept comprised of six dimensions (autonomy, self-acceptance, positive relations with others, environmental mastery, personal growth and purpose in life)

The PWB approach necessitates the adjustment to aging, playing varied roles within an individual, optimally utilization of existing self-potentials and dealing with the varied trials and challenges effectively. PWB is being measured by observing various variables. Still, the researches provide diverse findings, though the utmost persistent results have upgraded emotional state of people. People are likely to pay more attention to positive affect than to negative emotions which cherish and even enhance the well-being of individuals (Kunzmann, Little, & Smith, 2000).

Particularly, personality is being explored as a predictor of well-being (Keyes, Shmotkin, & Ryff, 2002).

1.2 Rationale of the Study

Siegrist (2003) discussed the significant indicator of quality life for a person is the “optimum psychological functioning” or “psychological well-being”. PWB is defined by Schmutte and Ryff (1997) as an undoubtedly essential psychological condition. It has become essential goal for many individuals as an achievement of well-being (Diener, Scollon, & Lucas, 2009).

The challenging conditions of present global world have placed employees under much anxiety and tension. Subsequently, school teachers as workers are also faced with stress and anxiety. The scenario made them feel unpleasant, burned-out, passive and dissatisfied because of several possible reasons such as huge students’ strength, ineffective school conditions, job environment and less income of teachers (Maraşlı, 2005).

Almost 50 years back, the field of psychology discovered that studying individuals is not only about pathology or damage, but it is about studying the growth, hopefulness, optimism, resilience, happiness, courage and varied other aspects (Seligman, &

Csikszentmihalyi, 2000). Abraham Maslow in 1945 described the field as “positive psychology” whereas, 40 years later, Seligman reintroduced the notion (Lopez, & Gallagher, 2009). The work on positive psychology predicted that the field would allow people and communities to flourish (Seligman, & Csikszentmihalyi, 2000). That is why literature on research in recent years emphasized more on well-being than on disorders or dysfunction (Huppert, 2009).

Though individual’s well-being is essential for psychological functioning, however, there was not any emphasis on predictability of personality in overall PWB, scholars suggested that differences in individual’s personality attributes would contribute in one’s PWB. It is important to consider that only one’s PWB cannot be examined as there are varied essential factors that help researchers to assess PWB. Personality is considered a vital factor that predicts level of PWB in an individual. PTs are those attributes which are stable patterns of one’s ways of thinking, feeling and behaving in various situations and these traits may affect one’s PWB surprisingly. After the extensive work on PTs, five major PTs were recognized in literature, which are neuroticism, conscientiousness, agreeableness, openness and extraversion. All individuals possess these traits of personality, they may differ in their traits from each other. Consequently, it was found evident in literature that personality plays an essential role in the determination of person’s PWB (Cloninger & Zohar, 2011).

The past research observed the association between PTs and PWB (Schmutte & Ryff, 1997). There have been found the strong association between personality and PWB (Siegler & Brummett, 2000). Along with other researches, strong relationship has been observed among personality and PWB (Colling & Hicks, 2007). Moreover, Hicks and

Mehta (2018) suggested in their research work that more research would be valuable to observe the predictive role of individual's PWB from the traits of personality.

As discussed earlier that teachers suffer a great deal of day to day challenges, stress, and societal pressure. Such challenges need to be catered in an appropriate manner. Teachers being essential foundation of education system must enjoy their profession to feel satisfied about their work performance, similarly, pupils have the right to be taught by psychologically healthy teachers. Thus, studying one's personality and his/her PWB would allow educationists and school heads to realize how people would respond to certain circumstances in their daily life situations. Similarly, PWB is much significant in the context of workplace. Teachers' PWB is quite essential because the well-being of a society is dependent on positive psychological functioning of the teachers. Therefore, there is need to examine teachers' personality and their PWB.

The traits of personality are studied widely to determine its predictability in individual's PWB among adolescents and old adults. However, there had been found very less research work done to observe teachers (Butkovic, Brkovic & Bratko, 2012). Therefore, the current study intended to fill this gap. By studying various researches, researcher found that different studies have been conducted among various populations to observe the traits of personality and their contributing role in PWB of people, but teachers remained least researched specifically in the context of Pakistan. Hence, the present study intended to fill this gap. Besides, the current study may contribute in growing amount of literature about PTs and PWB of teachers at secondary school level, that has been found scarce in Pakistan.

The study deliberated to contribute in determining PTs of teachers in the predictability of PWB of teachers to increase their productivity in educational and academic setting. The investigation intended to create a sense of awareness about teachers' unique characteristics that would help in their vocational training and in the enhancement of their satisfaction towards life and profession. Moreover, the study aims to be supportive for school heads and educationists to recruit teachers and to designate them appropriate job responsibilities as per their personality and interests. The study would also be helpful for educational psychologists in understanding the major constructs of positive psychological functioning. This work would be important in providing a direction to assess teachers' PWB because a mentally healthy state can lead individuals towards progression. The study would provide a guide to the researchers in exploring personality that influences the well-being of teachers and other notions circulating around the topic. The results of study might be useful in unveiling the traits of personality which are receptive to low and high levels of one's PWB.

1.3 Statement of the Problem

Teachers' consistent behaviour patterns of their personality depict the ways they feel, behave and think in response to their social interactions. These consistent patterns may predict their psychological well-being that is considered a psychologically healthy state of human beings which may lead teachers to the enhancement of their optimal potentials. Therefore, teachers' personality and its contributing role in their PWB, need due consideration and investigation. Therefore, this study intended to investigate personality as a predictor of PWB of teachers at secondary school level. It further investigated the effect of personality traits on PWB of teachers at secondary school level.

1.4 Objectives of the Study

1. To explore the personality traits of secondary school teachers.
2. To assess the level of psychological well-being of secondary school teachers.
3. To investigate the relationship between the personality traits and psychological well-being of secondary school teachers.
4. To find out the effect of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience on psychological well-being of secondary school teachers.
5. To explore gender-based difference regarding personality traits i.e. extraversion, agreeableness, conscientiousness, neuroticism and openness to experience of secondary school teachers.
6. To explore gender-based difference regarding psychological well-being of secondary school teachers.

1.5 Null Hypotheses of the Study

H^o1. There is non-significant relationship between the personality traits and psychological well-being of secondary school teachers.

H^o2 (a). There is no effect of extraversion on psychological well-being of secondary school teachers.

H^o2 (b). There is no effect of agreeableness on psychological well-being of secondary school teachers.

H^o2 (c). There is no effect of conscientiousness on psychological well-being of secondary school teachers.

H^o2 (d). There is no effect of neuroticism on psychological well-being of secondary school teachers.

H^o2 (e). There is no effect of openness to experience on psychological well-being of secondary school teachers

H^o3. There is no gender-based difference regarding personality traits i.e extraversion, agreeableness, conscientiousness, neuroticism and openness to experience of secondary school teachers.

H^o4. There is no gender-based difference regarding psychological well-being of secondary school teachers.

1.6 Delimitations

The study focused on Big Five traits (extraversion, agreeableness, conscientiousness, neuroticism and openness to experience) of personality and six dimensions of psychological well-being (autonomy, self-acceptance, positive relations with others, environmental mastery, personal growth and purpose in life). To examine the personality traits of teachers, the instrument named as BF Inventory (BFI) was used. To measure the psychological well-being, another instrument known as PWB Scale was used. This study focused on male and female SSTs of Rawalpindi Tehsil including public sector secondary schools only.

There were certain reasons for these delimitations. It was feasible for researcher to study the secondary schools of Rawalpindi Tehsil as they were accessible and covered huge population. Time and financial constraints did not allow researcher to include the public schools of entire province or country for the study.

1.7 Theoretical Framework

The study focused on Big Five (BF) traits of personality, consisting of five personality variables.

The early contributions in the success of BF traits were made by Norman (1963) and Goldberg (1981). Later, Costa and McCrae (1991) integrated two more important dimensions agreeableness and conscientiousness in their theoretical work. Consequently, the lexical studies by various researchers and continuous efforts of McCrae and Costa (1991) laid the foundation of BF in building the theory of personality traits which is comprised of five major traits of an individual's personality: agreeableness, openness to experience, extraversion, neuroticism and conscientiousness.

The theoretical framework of study is based on another model of psychological well-being that was presented by Carol Ryff in 1989. Apparently, this seems a unidimensional concept, however, it has multidimensional facets comprised of self-acceptance, autonomy, environmental mastery, personal growth, positive relations with others, and purpose in life (Ryff, 1989).

1.8 Significance of the Study

The totality of behaviours a person displays and his/her ways of interaction with other persons is what makes one's personality. Similarly, when one's personality and its distinct traits are brought into consideration, one's PWB cannot be ignored. PWB can be acquired by attaining a balanced mental state followed by innovative and challenging life events. At workplaces, employee's personality is much important to be considered wisely. Neglecting one's personality may create a sense of suffocation and frustration among

individuals. Hence, becoming aware of one's personality and developing a sense of understanding about individuals' differences and his/her uniqueness may direct an organization towards progression. Teacher's PWB may play a significant role for the achievement of educational goals and for the character building of the students too.

To study the PTs of teachers and their role in day-to-day performance may be very significant to help school heads and educationists in forecasting the capabilities of teachers for a specific job and to have appropriate inductions of the employees. Moreover, the study would be beneficiary for teachers in exposing their hidden PTs so they may appreciate their individual characteristics. The research would be beneficiary for teachers in knowing the vital role of their PWB which would help them in utilization of their hidden potentials optimally. Similarly, this is an obvious fact that mental peace and health is essential for individuals specifically in their professional environment. PWB or one's mental strength could directly be associated with the affect and cognition of individuals about their work and life. Employee's PWB may have strong effect on his/her efficiency and workplace relations. Mentally accomplished and happy workers are considered to have trust on their supervisors, they abide by rules and meet given targets and contribute in the development of their organization, work in a cooperative manner as a team to gain the planned goals. These traits contribute in the efficiency of the organization, lead it towards productivity and novelty.

The study would be of practical value in assisting educationists and school heads to identify teacher's personality and its distinct traits and to utilize his/her capabilities at work to an optimal level. The research would suggest coping approaches to handle the varied dimensions of a personality among teachers. The study would further assist

educationists and school managerial staff in designating people at the responsibilities as per their potentials by considering the hidden aspects of their personality. The results of this study may provide new directions for further research and exploration.

1.9 Operational Definitions

The following are the operational definitions for the terms which have been used in the current study.

1.9.1 Personality

Individual's stable and persistent behaviour patterns define one's personality. The term "personality" is comprised of psychological traits or behavioural patterns of a person which are stable and influence his/her social interactions.

1.9.2 Personality Traits

Traits are the existing differences, stable behavioural patterns or characteristics among people. Traits define the ways of individuals' feeling, thinking and behaving.

1.9.3 Extraversion

Extraversion represents individual's trait of being energetic, pleasant and blissful. The individuals with high score in the dimension have assertive and dynamic character. Extraverts are affectionate, talkative and active.

1.9.4 Agreeableness

The trait is referred to an individual's tendency in showing agreements to other's opinions. The dimension defines one's abilities to have good interpersonal skills. Agreeable individuals are generous, trustworthy and kind.

1.9.5 Conscientiousness

Conscientiousness relates to the extent to which one stands by social values. Conscientious individuals are organised and systematic in character. Conscientious people are organized, well-planned, and reliable.

1.9.6 Openness to Experience

This dimension of personality describes the acceptance of novelty and newness in one's experiences. Such individuals are more flexible towards organizational change.

People with high scores in the trait are versatile and innovative.

1.9.7 Neuroticism

The trait is attributed by one's ability to endure negative emotions like worry, distress and anxiety. The term neuroticism is used in contrast with emotional stability. The individuals with higher scores in the trait are emotional, sensitive and anxious who get nervous easily.

1.9.8 Well-being

The term well-being refers to fitness, wellness and lifelong survival in a healthy manner.

1.9.9 Psychological well-being

It's a wide term that refers to self-recognition and identification. Actualizing human potential and living well is considered as PWB of a person.

1.9.10 Self-Acceptance

Self-acceptance is centre of one's PWB which refers to realizing strengths and weaknesses of self. The person with sense of self-acceptance recognizes himself/herself completely, has a positive outlook towards self with a sense of satisfaction towards previous life experiences.

1.9.11 Positive Relations with others

The dimension depicts healthy interpersonal relationships based on trust and love. The person who scores high in the dimension is warm and empathetic who is concerned about happiness of others.

1.9.12 Autonomy

Autonomy is about self-determination and freedom of behaviour from inside. Individuals who scores high on this aspect are determined and independent and are capable to survive in social strains and acts and regulates his/her behaviour from inside by evaluating self on one's own personal standards.

1.9.13 Environmental Mastery

The capability of engaging in physical and intellectual actions to progress and to bring creative the changes that suit to their personal needs. The person who scores high in this facet is competent in managing and controlling his environment by making sensible use of opportunities.

1.9.14 Purpose in Life

The term is attributed to have goals and directions in life. The one who scores high on this dimension is goal oriented with belief on a purposeful life.

1.9.15 Personal Growth

The trait is about individual's capacity to flourish and grow throughout the life. Those who scores high on the dimension strive for continuous development, see themselves developing, realize their capabilities, observe personal progression with the passage of time.

1.10 Research Design

The current study employed descriptive and quantitative research approach with survey research method. Survey method was selected because of convenient and economic administration of research tools.

1.10.1 Population

Secondary school teachers (males and females both) of public sector secondary schools located in Rawalpindi Tehsil was the research population. There were 69 male and 79 female secondary schools. The male secondary school teachers were 1455 and female secondary school teachers were 1970 in number. There were 3425 secondary school teachers altogether.

1.10.2 Sample

The sample size was 411 secondary school teachers those were selected through proportionate stratified sampling.

1.10.3 Research Instrument

Following scales was used in the study:

BFI (The BF Inventory) by John, Donahue and Kentle (1991) was used comprising of 5-point Likert scale (from 1 = strongly disagree to 5=strongly agree) with 44 items.

PWB Scale by Ryff (1989) was used that is comprised of 5-point Likert scale (from 1 = strongly disagree to 5=strongly agree) with 42 items. Questionnaires are attached at Appendix-K.

1.10.4 Data Collection

Data were collected from SSTs (males and females both) of public sector schools of Rawalpindi Tehsil. The permission to collect data was obtained from the administrative authority of different schools. After getting permission to collect data, participants were approached by the researcher. Substantial time was spent on rapport building and then the participants were briefed about the nature of this study and their ethical rights. Data was collected through two questionnaires (one questionnaire on personality and other on PWB with a portion for demographic information). The participants were asked to clear out any ambiguity while completing the questionnaires. At the end, participants were thanked for their participation.

1.10.5 Data Analysis

For the analysis of data, inferential and descriptive statistics have been used. Mean, Pearson Correlation, t-test and linear regression analysis was applied by using SPSS package 22nd version.

Summary

Research variables were discussed above in the context of their importance for teachers. The chapter described vital part of personality in the predictability of PWB. The chapter provided the details of the topic, the designed objectives and the hypotheses, rationale and significance, the theoretical framework, definitions of the key terms and the brief description of data gathering and analysis procedure.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The chapter highlighted and discussed the related literature, presented theoretical background of the study and brought forth empirical researches which were in relevance to the work.

2.1 Concept of Personality

According to Robbins and Judge (2013) when someone's personality is discussed, it is not only about an individual with a happy face, a charming character, having a positive outlook for life experiences. In fact, psychologists discuss personality as a compound and complex perception which is a thorough combination of evolution and progression of an individual's psychological patterns. People are different in their ways of feeling, thinking and behaving. Individuals' emotions can vary over a short time; however, their personality becomes stable when they reach a certain age (McCrae & Costa, 2003).

According to Larsen and Buss (2009) when people are characterised as intelligent, determined, optimistic, dependant, outgoing, lazy, anxious etc, it means these features of their personality are described through different traits. These specific features are described in form of adjectives which make individuals different from one another. The adjectives which define characteristics of people are referred as "trait-descriptive adjectives" in the

field of psychology. These adjectives describing the personality, essentially describe many distinctive aspects of people.

Personality is being studied vastly in the literature of psychology. It's a way of describing people's differences in terms of behaviour, thinking and emotions which have been discussed vastly around cultures and times (Shiner & DeYoung, 2013). The scholarly work by Allport (1937), Murray (1938) and Cattell (1946) provided a strong evidence of empirical studies on personality. More studies could also be traced back from the work of late 1800s and early 1900s' psychologists and theorists, including William James and Sigmund Freud (Cloninger, 2009). Kazdin (2000) explained personality as the combination of variances in people's attributes which were being measured by observing the patterns that how they think, feel or behave.

2.1.1 Defining Personality

According to Larsen and Buss (2009), to generate a definition for a specific concept is as complicated as a human personality. Allport (1937) and Murray (1938), the authors of the early content books on personality, made forceful efforts for a comprehensive definition. Therefore, the given definition caters the important aspects of personality. Personality is comprised of psychological characteristics and operations within a particular person which are stable and systematic that effects the way one interacts with and adapts to his/her intrapersonal and social environment. Almost seventy years ago, the most frequently used personality definition was presented by Allport who described personality as organised psychological structures within an individual which adjust his/her distinctive modifications towards the social surroundings.

Personality is considered the totality of practices that how a person responds to or interconnects with his social surrounding. It can also be described as measurable traits a person displays. In this respect, personality of people is considered important which is denoted by stable behavioural and thinking patterns in social interactions. This is linked to persistent and lasting characteristics of people's behaviours and thoughts. Therefore, personality is central and core construct around which individuals' social reactions and adjustments rotate. Personality is the utmost aspect of a person which is referred to his distinct and persistent attributes that describe person's responses and interactions in varied settings. The individuals' behaviours are essential attributes, features or characteristics of people, hence, it's inadequate to study one's behaviour without studying his personality. In personality research, it's a difficult task to identify individuals' similarities and differences. Hence, by considering this complicated issue to recognise people's similarities and differences, along with the acknowledgement of their uniqueness in context of their life experiences and self-hood. The difficulty directed the researchers to look at the possible ways to help them comprehend what is called personality (Griffin, Mroczek, & Wesbecher, 2015).

2.1.2 Theories on Personality

Colman (1994) discussed that the theories of personality could be categorised according to their similar features. The common facet of personality that exists among all theories is the prime focus on individual where a person is the core of the analysis. Individual possesses personality that is describable, measurable and even changeable.

Most dominating theory on personality originated and derived from the scholarly work of Allport (1937) and later from the work of Murray (1938) who collected almost 50

varied definitions of personality and grouped these separately. They worked on a broader aspect of personality by taking it as a thorough branch of psychology by studying individuals' lives and individuals' differences.

Some approaches of personality are discussed here. Psychoanalytical approach included varied theories derived from the work of Sigmund Freud. This approach highlighted the significance of the unconscious mind and early childhood experiences. The psychoanalytical approach recognized the importance of early childhood experiences in the development of personality. However, it is very difficult to assess the unconscious aspects of personality. The theory was also criticized for putting too much emphasis on sex and past events. Despite all the criticism, this theory laid a foundation for other theorists to initiate their researches using psychoanalytical approach.

Behaviourism, a theoretical approach which was a compound of those facets of behaviour that were attained in a social setting. The theory explained that people learned to fulfil their needs by considering the consequences of an incident or behaviour. Behaviourist theories were based on wide-ranging empirical research. Skinner's work on behaviourism highlighted the notion that how environmental consequences and conditioning change or modify individual's character and behaviour. This approach put an emphasis on explicit behaviour and offered a lot of practical techniques for behaviour shaping, for example, the use of reward system in the field of education. Instead of studying an individual's past like psychoanalytical approach, the behaviourist approach concentrates on 'here and now'. However, behaviourist theories are too deterministic as they consider that only environmental effects determine an individual's behaviour such as classical

conditioning and operant conditioning. Moreover, there is more focus on nurture ignoring the effects of nurture, as it emphasizes how the behaviour is shaped by environment.

The humanistic approach was developed in a reaction to psychoanalytical and behaviourist theories which supplemented the concept of personality. It focused on the uniqueness of characteristics among individuals in context of freedom and personal growth. Phenomenology observed personality as a whole in context of an individual's perception towards himself, others and his social setting. The outcome of an individual's needs is inspiration through which a person learns to adjust in his society. Humanistic approach takes into account an individual's personal feelings and perceptions along with his environmental context, hence, offering the researches an accommodating framework for studying human behaviour. The greatest strength of humanistic theory is that it is the only approach in psychology that focuses on a person's subjective experiences. While, at the same time, critics argue that it is almost impossible to verify the inferences drawn from subjective experiences. Therefore, this approach is unscientific and lacks empirical evidence.

Cognitive theory was grounded on productive replacements. According to the notion, all existing interpretations of the world were to be revised or replaced. Individuals can always be modified. Individuals not only respond to their environment, instead they are representatives of it. When life experiences are adventurous for someone, then one embraces life with enthusiasm and energy. If the world is an obstacle course for someone then one goes through it with anxiety (Carver & Scheier, 2012). This approach has several practical applications such as development of thinking in children (Piaget), cognitive behaviour therapy and guidance regarding the authenticity of eyewitness testimony. This

approach is scientific as it utilizes different experimental methods and can provide experimental data to assess its theories. However, it is also a deterministic and mechanistic approach as it assumes that all behaviour is the result of rational thought processing.

The “traits” approach deals with various dimensions of personality exposing the differences among individuals which are addressed by psychology of personality. This has also increased the interest level in the organizational field. Though there are many approaches associated with the explanation of personality in the related literature, it is observed that “traits” approach highlights the differences among individuals and brings forward the behaviour patterns which are observable (Basim, Cetin, & Tabak, 2009). The advantage of this approach is that it employs objective methods and data to establish a theory and is responsible for a great deal of research that has been done considering personality traits. However, its weakness is that it does not focus on how traits are developed. Trait approach was also criticized for focusing more on explaining and expecting behaviour instead of modifying it.

2.1.3 Evolution of Personality

Goldberg (1981) explained in his scholarly work that in fact, the concept of personality psychology required an evocative theory or a model. The major role of scientific taxonomies was to provide the precise description or elaboration of all-encompassing dimensions within an idea with various specific examples which could be understood in an easier way. After several years of research, the agreement about a mutual taxonomy of personality factors was being approached by the field, where the major traits of personality were known as “BF”. The traits were based on the analysis which was derived in form of natural language which people used to interpret others or their own

selves in their daily life. The idea didn't replace the previous taxonomies; however, it performed an integrating role where, in a common framework, a variety of different systems of personality description could be represented. Hence, it provided a beginning point to dynamic exploration and theorization which ultimately led to an exposition and modification of the elaborative taxonomy in contributing aspect. The natural language for personality description was one of the initial points towards a shared taxonomy. Therefore, the lexical approach had been originated from stemming all the related terms of personality from dictionary. Consequently, the vocabulary on personality that was extracted from dictionary by adopting lexical approach remained limited in terms of individuals' attributes and their distinctive traits.

According to Borghans, Duckworth, Heckman and Ter Weel (2008) a substantial quantity of empirical studies worked on the "BF" to investigate the characteristics related to human behaviours and they conceived that these individual traits could predict a huge collection of behavioural design, containing academic presentation, occupational selection, and intellectual fitness etc.

When scholars started theorizing the construct of personality, it was observed that theorists' conceptualized work was an outcome of their own life experiences. Therefore, the work on personality largely reflected its originators. Most theorists belonged to various schools of thought like psychodynamic, cognitive, humanistic, biological and trait. When theorists such as Sigmund Freud, Alfred Adler and Carl Jung had been discussing their theories on personality, their work and theories remained separate which fragmented the work on personality. Therefore, it became quite complex to make sense with ample available information having various conceptual theories. The way one defines personality

is also dependent on how it is being measured. For example, whether one's personality is measured through individual's own personal experience or from the viewpoint of the observer? Is it observed through individual's similarities or by his/her differences? This led to whether personality was observed to seek individuals' differences or to make a comparison among individuals. The two different approaches led to diverse modes to assess, measure, and explore one's personality. Consequently, it is important to consider specifically the aspects of personality that an observer intends to study (Cloninger, 2009). As there are several ways in which personality is described, therefore, this literature would focus on the broadly validated BF traits of personality. The model provides directions in studying differences and attributes existing among people.

The theorists who worked on personality such as Allport (1937), Cattell (1946), Goldberg (1981), and Norman (1963) analysed the means to comprehend personality through studying its use in language. In the context of Lexical Approach, the theorists started studying not only the words which described individuals in language but also the connections of these words to their significance in social contexts (Saucier & Srivastava, 2015). To study personality in context of derivation of lexical approach, Francis Galton in 1884 examined the dictionary and discovered 1,000 descriptors of personality. In language, several terms could be used for a concept, if various words described same concept, these would be considered as a factor. The frequent usage of the words indicated its social significance. However, the confusion could be how to implement this approach within the context of various languages. This significant feature would be explained after description of development of Five-Factor Model (FFM). To sort out the mystery of classifying one's personality, some scholars looked at lexical approach (Saucier & Srivastava, 2015). While

other researchers believed that it wasn't an appropriate way to measure the construct. Theorists such as Eysenck (1947) and Block (1961) suggested their own theoretical framework of personality. Therefore, the researches in 1980s discovered that the FFM incorporated a modification of the previous theories (McCrae & Sutin, 2009).

Allport (1937) recognized dictionary trait variables. Based on their work, 35 trait terms were characterized by Cattell (1946), that is further applied by scholars in their researches. Meanwhile, Norman (1963) explored the thesaurus for English adjectives and obtained five factors to determine several traits employed in language (Deary, 2009). Moreover, neuroticism and extraversion were recognised as a significant factor of psychological measures (Eysenck, 1947). Later, openness to experience was added as a crucial factor by Costa and McCrae (1987) and scales were established to assess conscientiousness and agreeableness (McCrae & John, 1992). Hence, substantial contributions were made by Costa and McCrae (1987) in the validation of the FFM. Costa and McCrae carried on with the work of Eysenck (1947), later they extended by adding more personality factors which are discussed above. Their work on personality structure known as "Five-Factor Model" (FFM) became the most extensively accepted (Costa & McCrae, 1987). Hence, the FFM kept on evolving with the passage of time which started by evaluating the language applying a lexical approach which was validated by a serial of factor studies that yielded "BF". The BF taxonomy rotates around five dimensions of characteristics that incorporates varied features of individuals. To summarise, this composition includes five primary, independent and wide dimensions of personality that each integrates low level traits (Reisenzein & Weber, 2009). To formulate the wide-ranging

traits, similar small traits were combined (DeYoung & Gray, 2009). Hence, the BF is the combination of five major vital traits which are at the top of the personality pyramid.

In the relation to BF theoretical status, two schools of thought were existing where one suggested that the transformation phase of BF model to theory was in progression, while other suggested that it had already been evolved into a theory. Therefore, to consider BF framework a theory, the primary group of scholars identified some requirements to be met including the background of its evolution, a brief description of its progression, details of underlying psychological facts, explanation of analysis of different cultures (e.g., DeYoung & Gray, 2009; John & Naumann, 2010; Srivastava, 2010).

The other group of scholars suggested that all mentioned conditions for BF theory were to be taken in account by considering these five dimensions of personality universal with all necessary foundations. They claimed that BF traits including the five factors were not only descriptive but have causal effects on individuals. The main elements of their theoretical work included the five dimensions with genetic foundations, individuals' attributes or characteristics, life experiences and other external factors. They added that these all elements are interconnected by dynamic processes. Another concern for the researchers that was also accredited by McCrae (2010) was that its dominating feature, the dynamic processes was not described briefly. More empirical research work had to be conducted to have the theory as a model. Hence, in the light of above suggested areas, later many researches were carried out which based on the evolutionary foundations of BF which contributed to the progression of the concepts (Buss & Hawley, 2010).

It was explained that the contextual meanings of BF traits of personality could be described as: extraversion is associated to materialistic and societal approach of people in

dynamic manner. Agreeableness related to interpersonal approach. Neuroticism related to the unstable emotional state that is being studied more in depth in psychology as well as in clinical settings. Conscientiousness related to conventionality or control over instincts. Openness to experience related to imaginative and creative approach (John and Srivastava, 1999).

Kazdin (2000) discussed personality related to the differences existing among people, varying in their persistent ways, how they think, feel and behave. Further, personality was explained as an organised collection of psychological attributes and patterns among a person that have a strong effect on his ways of interacting in daily life settings. Many researchers tried to provide a brief explanation of the psychological aspect of personality. Initiating with Allport's theoretical work that faced criticism because of being much comprehensive and Eysenck's work that faced criticism because of being much brief.

In short, the five dimensions of personality were emerged through the lexical approach to personality (De Raad, 2000). The notion was generated with lexical hypothesis, that was comprised of common dictionary words, depicting the differences among individuals. The differences among people were determined in form of words and expression. Therefore, over the work of years in 1980s, scholars concluded five key traits of one's personality. Thus, in 1980s many scholars derived the 5 main traits of personality. This theoretical work brought forward BF dimensions of personality collectively under an umbrella that is widely called "OCEAN". The BF theory provides a comprehensive categorisation of PTs that focuses on the differences existing among people within their

personalities. Hence, since late 1990s, the concept has been recognised and became dominating (John, Naumann & Soto, 2008).

The BF is comprised of five dimensions where four of these dimensions (openness, neuroticism, extraversion, and agreeableness) are mainly linked to emotions instead of behaviour whereas, conscientiousness is related to behaviour of a person (Reisenzen & Weber, 2009). It can be said that conscientiousness is considered as a person's behaviour towards others and towards his/her social or occupational setting. Whereas, other four domains are primarily related to a person's stable emotional disposition. Moreover, these traits are likely to remain constant all over adulthood (Hayward, Taylor, Smoski, Steffens & Payne, 2013) and as discussed by McCrae and Costa (2003) these turn out more persistent at the age of 30 onwards.

It was considered that a single exhibit of behavioural practice among individuals could be a peculiar trait (Gosling, 2008). Along with these efforts, the "BF" established as a trustworthy character and as a result; it was most extensively used in research and practice (John et al., 2008). The model is also quite significant in observing the chief facets of life outcomes (Roberts et al., 2007). When current researches are studied, it is observed that BF model is being implemented as the most preferred source to explain the personality dimensions in the organizational field. The personality dimensions of the theory are agreeableness, conscientiousness, openness to experience, extraversion and neuroticism. Those who score higher in extraversion are optimistic and societal, they have attributes of being joyful, confident, dominating, energetic and concerned with others (Basim, Cetin, & Tabak, 2009). Those who are low in this dimension are introverted, reserved and have silent personality characteristics. People with higher scores in agreeableness trait are

reliable, dependable, supportive, compassionate and straight forward (McCrae & Costa, 1986). As compared to the other dimensions of the model, the major difference existing in the trait of agreeableness is vivid collaboration and social cohesion (Graziano & Tobin, 2002). People with high score in agreeableness are attributed as modest, polite, consistent, sensible, direct and compromising individuals (Judge & Bono, 2000). Attributes such as trustworthiness, hard work, regularity, determination and ambition come across in people with a high dimension of conscientiousness (McCrae & Costa, 1986). People with this dimension have a reliable personality along with a responsible work attitude and a careful nature. The people who are found low in the dimension of conscientiousness are usually untrustworthy, unambitious and careless because of this, they are faced with low professional efficiency and unsatisfactory behaviour towards work. Openness to experience associates mainly to cognitive characteristics under this model (Basım, Çetin, & Tabak, 2009). Considering the aspect of openness, PTs such as curiosity, creativity, imagination, innovation, novelty and being unique are vital in individuals who score high in this dimension (McCrae & John, 1992). People with openness like to follow the latest adverts and they are keen about others' feelings and thoughts. Neuroticism is one of the main dimensions of personality which is associated with characteristics such as nervousness, anxiousness and jealousy (Thompson, 2008).

2.1.4 Measuring Personality

Robbins and Judge (2013) described that measuring personality is important as it has been found evident in literature that tests on personality contribute significantly in recruitment of employees and forecasting their appropriateness for a specific job. For the purpose, commonly used tools are self-report surveys, where people follow an arrangement

of statements to respond to the assessment. These kinds of reports measure the constructs well, however, these must be well-developed. Therefore, the weakness could be that respondents would lie, or they would follow positive impression to maintain their positive image. In case, individuals are aware of the purpose of such tests, that the results of such tests will be utilised for their appointment choices, they may become conscious and unfair. There is other problem of accuracy, a perfectly good person could be in worst temper when attempting this test which may lead to low scores or inaccurate results. Observer-ratings surveys offers an individualistic evaluation of personality, where a colleague or another observer rates the responses. In observer rating surveys, any colleague or other person responds to responses for the observation of an individual personality.

The above-mentioned surveys result almost same as these are associated positively, however, it has been suggested by previous researches that observer-ratings surveys could be improved choice in assessing one's personality.

There was an early argument on personality research that whether a person's heredity contributes in personality or his environment. That seems a mutual result of both. The heredity is concerned with genetic structure of an individual including biological, physical and psychological composition. Therefore, it doesn't mean that individual's personality doesn't change. Individuals' scores on measures of dependability are likely to increase with the passage of time, like when young people take on their responsibilities of running their families and bringing forth their careers. Children get mature and sharper as they get older, hence, in common everyone becomes sharper in later age as compared to early age. Similarly, if one person is smarter than other, he will remain smarter even after years. In the same way, teenage years is the time of exploration and change, so personality

in teenage, personality changes rapidly while it becomes consistent in adulthood (Robbins & Judge, 2013).

The earlier scholarly studies on personality made a big attempt to discover and explore persistent traits that define an individual's way of behaving, including timid, aggressive, dutiful, lethargic, determined and faithful etc. If a person exhibits certain attributes frequently in the diverse situations, these attributes are called PTS of that individuals. An individual can be described by most frequently and consistently occurring traits over a period in various situations. The early work to discover the key traits that were mainly concerned with behaviour often resulted in detailed and lengthy lists which were found complicated to be generalised and it had very less directions in general. After continued struggle with PTS, two exceptions are found, the MBTI and BF, which are considered dominating frameworks in identification and categorization of traits of personality (Robbins & Judge, 2013).

2.1.5 The MBTI and Personality Types

Robbins and Judge (2013) discussed that the Myers-Briggs Type Indicator (MBTI), as an extensively administered personality assessing tool worldwide which comprises of hundred items to inquire from individuals to know the ways of their thinking or responding to any specific situations. It has four scales. The categorisations of these scale are; sensing or intuitive (S or N), extraverted or introverted (E or I), judging or perceiving (J or P), thinking or feeling (T or F). The following have been described in form of types of people and their personality.

Sensing type of individuals have viable, organised nature who choose to practice their routine. They emphasize on all aspects of perceiving ideas. Intuitive types people depend on unintentional operations and look at the broader view of the picture.

Extraverted type of people have social, decisive, outward nature who relate more easily to the outer world. While introverts are timid and reserved and they prefer their own inner world of ideas.

Judging type of people prefer to govern and expect their environment to be organised, planned and systemised. Perceiving type of people are adjustable, and impulsive.

Thinking type people focus on reasoning, logic to deal with the issues. Feeling type people depend on individual feelings, and values.

Hence, above-mentioned classifications altogether define sixteen types of personality, classifying one trait for each individual from the 4 classifications, e.g., Introverted/ Intuitive/Thinking/Judging individuals (INTJs) are considered with creative and greatly determined. ESTJs are systematic. They are genuine, logic smart, critical, and determined. The ENTPs are innovative, creative, unique and flexible. Many organizations like institutions, academic departments, U.S armed forces and hospitals have been using MBTI extensively.

One drawback of MBTI is that it determines a person in either one type or other type of personality; like one is considered either introverted or extraverted. Therefore, in real life individuals can be a blend of more than one type at a time. Moreover, this personality assessment tool received a diverse evidence regarding its validity, whereas;

most of the evidence is against it. The MBTI can be best used for enhancing individual's self-awareness (Robbins & Judge, 2013). McCrae & Costa (1987) defined MBTI quite suitable in assessing someone's personality type instead of personality traits.

2.1.6 Personality Traits (Big Five)

According to Pervin, Cervone and John (2004) personality is determined through the persistent traits of people. The traits are attributes which stay moderately constant patterns about how a person feels, thinks or behaves in varied situations. Hence, from this explanation of personality, this can be concluded that people have hidden and visible both kinds of behaviours. The way people interact, think, and make resolutions of their day-to-day challenges all encompass the personality. It is further explained that among the BF traits, all people possess each of these traits which are varying in extent to which these exist among individuals. Researchers always considered importance of individual traits in the prediction of one's behaviour and explained that the academic achievement of students depend on their teacher's competence. Therefore, one of the main objectives of the current study is to explore the personality traits of secondary school teachers.

Allport is known as the earlier exponent of trait taxonomy. He took a series of 17,953 traits to describe people and their differences (Allport, 1937). Though some good researches emphasising on traits emerged gradually, however, a complete acceptable model of personality presenting a complete conceptual idea was required to define personality in a precise manner. There was a turning point in field of personality psychology in the mid-eighties when researchers started to focus on specific and precise personality characteristics (John & Srivastava, 1999).

According to John and Srivastava (1999), the FFM started getting vast acceptance amongst scholars. The origin of FFM lies in the research work done by Cattell (1946) who finally established 16 Personality Factor questionnaire by replicating the work of Allport (1937).

Many researchers such as Norman (1963); McCrae & Costa (1987); Digman (1990); and Goldberg (1990) revised the five-factor taxonomy which later become well-structured and recognised as the BF Model (Goldberg, 1981,1990). The BF Model was accepted by the researchers in 1980s. Since that time, the model was aided with valid assessment scales, and an organised set of PTs, hence, the research on personality flourished much in late eighties (John & Srivastava, 1999). At present, the BF has become most popular and broadly used personality taxonomy (Judge & Ilies, 2002). Now the debate has also came to an end about individual and situation.

There is an impressive number of research studies that assist the concept of the BF. The concept is comprised of five basic dimensions incorporating all other important aspects of personality of a person. Additionally, assessment scores of BF traits play a vital role in forecasting the ways individuals behave in various day to day life situations (Robbins & Judge, 2013). The purpose of BF is to specify the multiple facets of personality, the important fact to remember is that these facets are associated with a variation of terms. These BF factors are:

2.1.6.1 Extraversion

The extraverts focus on their comfort zone regarding relations with others. These are the people who are likely to be social and assertive. Introverts remain shy, silent

and self-restrained (Robbins & Judge, 2013). Like the extensive discussion on the concept of personality, extraversion has also been considered in a changed manner by the scholars as many of them use adjectives to explain the meaning of the term while describing extraversion. Extraverts are sociable, assertive, active and energetic (Wilt & Revelle, 2009).

People who score high in this trait find more amusement in stimulating activities because it contributes to trigger their incentive system. When the lower level characteristics of extraversion are brought together, it involves to seeking reward (Shiner & DeYoung, 2013). Moreover, a past study recommends that this dimension may associate to positive affect, therefore, those higher in this dimension found quite happier than introverts (Lucas & Baird, 2004). Studies also propose that extraversion can be fragmented in two facets; one belongs to be bold and assertive in behaviour and other belongs to being social with a positive affect (Shiner & DeYoung, 2013).

Extraversion mainly focuses on such a personality attribute that expresses dynamic conduct in communal setting. It is described by one being outward, active, confident and social. An extroverted person becomes sensational and seeks higher level of stimulation (Costa & McCrae 1992).

Extraversion is considered for energetic, pleasant and joyful character. Therefore, those with higher scores in extraversion are assertive, and dynamic (Lawrence & Fauerbach, 2003). Hence, people who score low in extraversion are reported with higher score on a self-rated depression inventory (i.e., Beck Depression Inventory) (Enns, Larsen & Cox, 2000), suggesting that higher level of extraversion would be a protection against depression.

2.1.6.2 Agreeableness

This dimension focuses on a person's tendency to show agreement to others' opinions. The people who score high in agreeableness found supportive, sincere, trustworthy, sympathetic, and kind. Individuals with low scores in the trait found unfriendly, hostile who remain in disagreement with others (Robbins & Judge, 2013).

This factor describes individual's capabilities to interact with others and to have healthy relations and communications with people. Those who score high in agreeableness are considered more capable of having better interpersonal skills. This trait is also referred to have an adaptable social behaviour which helps in resolving conflicts. Hence, agreeableness has a vital role in understanding how people would react to certain circumstances and what effect would they have upon those circumstances. For example, agreeable is considered to have positive revolutionary effect over a conflicting condition and may change it into a cooperative condition (Graziano & Tobin, 2009).

Agreeableness focuses a person's social interactions with other persons. It deals with one's degree of being affectionate and supportive. Such group of individuals are lenient towards others and soft-hearted. They remain sympathetic and are considered remarkably self-sacrificing, helping, caring and remain ready to provide social assistance (Digman, 1990).

The trait includes trust and compassion for others (Lawrence & Fauerbach, 2003), extraverts remain inexpressive and submissive while handling the stressful situations (Brebner, 2001).

2.6.1.3 Conscientiousness

This dimension deals with reliability of individuals. The people who score high in conscientiousness are systematic, planned, faithful, liable and determined. People with low scores in Conscientiousness are unsystematic, undependable, and irresponsible (Robbins and Judge, 2013).

Conscientiousness is believed to be associated with social values or customs and to which extent one obeys these customs. This dimension itself is a broader concept which includes several low-level characteristics. It belongs to the extent to which one abides by the social standards of the society. The trait is related to the social behaviours of people. Therefore, it is behaviour-oriented domain (Roberts et al., 2009).

Conscientiousness expresses psychological way of self- control that leads them to attain particular goal-oriented task as part of their conduct. It shows attainment of achieving higher through self-discipline and consistent efforts. People with higher conscientiousness are reliable and well-planned. Therefore, people with lower outcome on this attribute are highly passive and confused in their lives (Costa & McCrae 1992).

Conscientious individuals are ambitious who strictly adhere to the principles (Lawrence and Fauerbach 2003). Extremely conscientious people are planned and organised who remain determined for their own progression in stressful conditions (Brebner, 2001). Most of the scholars suggest that the attributes of this dimension yield individual's happiness and well-being and make them enable to work efficiently in social setting (Hayes & Joseph, 2003).

2.1.6.4 Neuroticism

Scholars usually contrast the term “neuroticism” with “emotional stability”. The characteristics used for neuroticism are: tense, anxious, nervous and moody (Wilt & Revelle, 2009).

The term can be related to negative emotions, feelings and conduct that indicates emotional stress (McCrae & Costa, 1987). Neuroticism is the opposite of emotional strength with pessimistic emotions like depression and tension. Individuals with higher score on neuroticism faces high level of instable emotions and are more vulnerable to stress and anxiety. Most of them detach themselves from social interactions as they find themselves confused and uncomfortable. Costa & McCrae (1992) suggested that people high in neuroticism experience unhappiness, despair and nervous behaviour. They further added the fact that highly neurotic people have negative emotions and susceptible to extremely abnormal behaviours or mental disorders.

The trait is an indicator of susceptibility to agony which makes life experiences more challenging. The evidence suggested that higher neuroticism may lead people towards extreme sensitivity to risk or penalties. Hence, the factor may reside individuals in negative emotional conditions, facing more difficulties in adjusting to distressful circumstances, having more sensitivity towards the situations what would be of minor concerns for others (Widiger, 2009).

Neuroticism is characterized by the capacity to endure negative emotions and feelings like anxiety, distress, guilt and embarrassment (Rector, Hood, Richter & Bagby, 2002). According to McCrae & Costa (1986) the trait is constantly associated with

depression because of the reason that people higher in neuroticism become addicted to illogical perceptions, sense personal guilt and even accuse themselves or others.

The attributes used for neuroticism are: worried, nervous and moody (Wilt & Revelle, 2009).

2.1.6.5 Openness to experience

The openness to experience trait defines varied interests of individuals and fascination with innovation. People with higher scores in openness to experience are inquisitive, creative and aesthetic. While, individuals with lower scores in openness to experience are found low in the trait are typical and find discomfort in unfamiliar setting (Robbins & Judge, 2013).

This dimension is about individual's innate inspiration and intellect (McCrae & Sutin, 2009). Those who are open to experience like solving the difficult puzzles, enjoy abstract ideas and may identify patterns (Shiner & DeYoung, 2013).

Openness to Experience defines broadness, strength, novelty and individuality. The trait is associated with wide acceptance of uncertain life experiences, curiousness, discovery and creation. People with higher scores in this dimension are highly imaginative, artistic, bold and inquisitive who are capable to manage multiple tasking within a strict workload schedule (Costa & McCrae 1992).

Openness to experience is referred to individual's curiosity, diversity, artistic sense and a flexible coping attitude in stressful situations. The people who are highly open always look for new information, outlooks and resolutions to cope with challenging scenarios (Lawrence & Fauerbach, 2003).

2.1.7 Big Five Traits in Predicting Behaviour at Work

Robbins and Judge (2013) discussed that research work has revealed that there exist an association among PTs and work performance. A huge body of evidence finds that people who are reliable, consistent, committed, planned, systematic, hardworking, trustworthy, and goal-oriented are more likely to have better performance in their jobs. Moreover, people who score high in conscientiousness, advance in vast knowledge of their work because of the reason that conscientious people learn more (an analysis of 138 studies showed that the dimension “conscientiousness” strongly correlated to GPA). Such people are keen to learn instead of merely performing their day to day tasks, they even maintain their progression in response to criticism also. These are the individuals who are capable to take care of themselves and live longer life. Because of their systematic and organized personality, conscientious individuals do not adapt to a changing environment. Emotional stability is the state of staying calm in complex situations that is inverse of neuroticism. Emotionally stable individual (individual low in neuroticism) feels more satisfied towards his life, and job who is faced by less stress. Such individuals are capable to manage stress and deal with stressful situations. Persons who are emotionally stable remain optimistic, and happier than those who are emotionally unstable. The individual low in emotional stability (individual high in neuroticism) can be easily exposed to the negative outcomes of stress. Extraverts stay happy in their lives and workplaces. They receive more positive affect and express themselves freely than introverts. Such individuals are good at interpersonal communication because of their social talents and are more friendly than introverts. This dimension is good predictor of leadership skills as extraverts are dominant in nature. Individuals who are open to experience are artistically imaginative. Such

individuals are efficient leaders and prefer change and newness. They are more flexible and vulnerable to organizational change. Agreeable individuals are happier than disagreeable individuals. Agreeable people are more widely accepted and liked by others in any social context. They are more obedient to rules and laws. Agreeable individuals feel satisfied about their work and they tend to have citizenship behaviour. Such people don't engage themselves in defiant acts their organization. One drawback of agreeableness is related to low level of career success (specifically in the context of people's earning).

2.1.8 Personality and Teachers

The researches conducted on personality and employment have widely been described through significant evidence on existence of a considerable association among individual's personality attributes and workplace success. For instance, Chiaburu, et al. (2011) mentioned that following studies related factors of personality and numerous features of work performance like performance motivation (Judge & Ilies, 2002), absenteeism (Ones, Viswesvaran & Schmidt, 2003), those are related to teaching field. Therefore, the available literature provides a strong evidence that personality is meaningfully related to positive and negative behaviours at workplace. Similarly, in education, PTs have also been studied by scholars in association to their behaviours (Steel, Schmidt & Schulz, 2008).

According to Steel, Schmidt and Schulz (2008), the interest in the personality of teacher is linked to the evidence found in literature that personality and PWB are correlated. However, there is a strong need to investigate the link between PTs and PWB of Pakistani teachers as it remained an ignored area of research in Pakistan. Therefore, present study is

aimed to investigate the relationship between the personality traits and psychological well-being of secondary school teachers in Pakistan.

Teachers and their personalities are connected to the way they respond to stress and their feelings of well-being both. There had been found strong correlation among happiness and optimism of teachers and BF in Croatian's school teachers (Vorkapić & Pelozo, 2017). Ehrman and Dörnyei (1998) stated that in classrooms, teachers are required to handle a wide series of social problems, and a constantly varying collection of challenging situations and concerns, establishing the probability of elevated stress given the investment that teachers create in their own tasks and of their learners. The differences among personality may take an individual towards the ways of in perceiving the stress and to make a struggle to deal with it.

According to Hiver and Dörnyei (2015), because of individual's personality some of the teachers are immune to the consequences of stress, while some of them with weak immune system may suffer through excessive risk leading to negative outcomes of stress.

Particularly personality has been considered as a predictor of well-being (Keyes et al., 2002). The fact that the psychology talks about different areas of individual. It upsurges the attention in the field of psychology. In this setting, the BF is favoured in the organizational area with respect to the fact that it gives explorer with authentic direction about personality area decreases the necessities to generate various measurements about character (Betts, 2012).

2.2 Concept of Well-being

According to Schmutte and Ryff, (1997) wellbeing is an evidently important and necessary psychological state of individual.

Diener, Scollon, and Lucas (2009) expressed that achieving a desired state of well-being has become a primary concern for many persons. Moreover, according to Lyubomirsky, King, and Diener (2005) physical condition and endurance are also linked with well-being.

The simplest way to define one's well-being is overall feeling of happiness (Schmutte & Ryff, 1997). While discussing the PWB, researchers emphasised primarily on comprehensive measure of happiness whereas, SWB is a vast idea dealing with affective and cognitive aspects of individuals (Armenta, Ruberton & Lyubomirsky, 2015).

According to Siegrist (2003) an essential indication of quality of life at personal and communal level is optimal PWB.

There are two important aspects to consider while understanding the concept of well-being. The first aspect is about the individual's growth was the reality that income cannot predict the quality of one's life (Sen, 1985), and the other aspect is about the health, qualification and other factors like gender are also considerable. Additionally, David et al. (2014) discussed that psychologists have been taking interest since long ago in such investigations which may measure the quality of life or may provide details about human development in the field of health, workplace and communal setting.

Diener, Scollon and Lucas (1999) discussed that in past few years, researcher's mutual interests to measure the progression of people's well-being and their socio-

economic status emerged. Forgeard, Jayawickreme, Kern, and Seligman (2011) added that well-being is multidimensional concept that is to be measured by observing and studying a wider range of factors.

There must be a clear understanding to know the terminologies being discussed. It can be added that well-being, happiness and quality of life are considered the similar terms while these are discussed generally. However, these terms are slightly different in contextual terms while discussed specifically. For instance, according to psychologists, the term happiness has been referred as affect or emotions including moods. The literature on well-being did not emphasised on a specific definition. Instead, explanation of well-being dimensions had been provided. In the light of available literature, SWB measurement would be discussed as measure of life. These measures directed researchers' attention towards domain-based measures leading to individual potential. It can be concluded that studies initiated by taking interest in hedonic measures and moved on to eudaimonic measures (Dodge et al. 2012)

According to Barenbaum and Winter (2008) the psychological well-being is referred as a psychological state where a person identifies his potentials and learns to become adaptive to stressful circumstances that contribute to make him a productive person of a society in a meaningful manner. One's psychological well-being is a healthy status of individual that contributes to flourishing human capabilities optimally, particularly making them learn to cope with stressful situations. Human mental health is the term that is associated with psychological health. Human psychological health or psychological well-being cannot be isolated from many other constructs that contribute in maintenance of

healthy state. One of the most important variables to predict the psychological health is personality.

Grant, Langan and Anglim (2009) discussed that PWB is a broader term that is defined as achieving or realising optimal potentials of self and living a satisfied life in all aspects. The mental functioning to its optimal level is stated as “PWB”, that is considered as a vital construct for a person’s general excellence in living a satisfactory life.

Keyes et al. (2002) described that people acquire a psychologically well state with passage of time as it progresses with changing situations of individuals.

2.2.1 Types of Well-being

Well-being is basically a wider construct that includes the aspects of one’s identity and importance (Freidman, Kern, & Reynolds, 2010). Grant et al. (2009) discussed that when one actualizes his optimal potentials and lives a life well, that state is called his well-being. Well-being depends upon the circumstances of individual’s life.

Well-being as a whole concept is a multidimensional notion that is comprised of two main components including PWB and SWB. These components are defined as interrelated but distinct features of “positive psychological functioning” (Keyes, Shmotkin, & Ryff, 2002).

According to Schimmack, Schupp and Wagner (2008) the subjective well-being considered a prime element of one’s well-being which contains individual’s positive and negative affect and their cognition. According to Diener, Oishi and Lucas (2003) the affect describes that how individuals balance their feelings of pleasure and displeasure and cognition describes that how individuals appraise or assess their life.

Aristotle theory associated to the well-being which explains that there exists a difference between happiness and living a quality life. Aristotle suggested that quality life is to live it to one's potential (Disabato, Goodman, Kashdan, Short & Jarden, 2015). The general perception of eudaimonic well-being derived from Ryff (1989) where she described "eudaimonia", a Greek word which refers to happiness. Her concept integrates the theory of self-actualization by Maslow and Roger's understanding of the fully functioning person. According to Ryff, (1989) her work also included other conceptions of well-being from: (i) Jung's concept of individuation, (ii) Allport's concept of maturity, (iii) Neugarten's concept of executive processes of personality, (iv) Bühler's concept of basic life tendencies, (v) Erikson's concept of personal development, (vi) Frank's concept of will to meaning, and, (vii) Jahoda's concept of mental health.

Ryff (1989) worked on conceptualising the positive psychological functioning and observed all of above-mentioned theories contributing to PWB, hence, she derived the common features of these theories and operationalised these all in her model of PWB that is comprised of six dimensions.

Diener, Oishi and Lucas (2003) added that the term "wellbeing" may also be related to SWB which reflects upon people's thinking and emotional aspect about their lives. As it covers the affect and thoughts of individual, SWB is categorized into cognition and affect. Cognition relates to the person's self-judgement about his life and affective aspect related to measurement of emotions (positive and negative) within an individual. The approach of this kind of research on well-being is known as hedonistic tradition, concerning about happiness. However, some researchers believe that well-being is more than mere happiness. To stay happy can't be the indicator of an individual is

psychologically well. Ryff's (1989) model and PWB scale is an example of eudaimonic approach of research on well-being.

According to Ryan and Deci (2001) well-being is widely identified as a multidimensional concept comprising of eudaimonic and hedonic elements. The literature of well-being has been generally focusing on the subjective or hedonic well-being, while humanistic psychology is emphasizing psychological or eudaimonic well-being, that is gradually acquiring credibility in social and personality psychology.

Psychological and SWB have been defined as interrelated but separate features of progressive psychological working (Keyes, Shmotkin, & Ryff, 2002).

Steel, Schmidt, and Schultz (2008) discussed that past studies greatly focused on the attributes that measured SWB but research studies on PWB remained comparatively limited. This develops an interest in exploring that whether different traits of personality are associated with psychological and SWB in the same way and to the same degree. Therefore, for gaining this understanding about the traits influencing on two types of well-being is vital in acquiring a thorough comprehension of well-being as a construct.

Deci and Ryan (2001) operationalized SWB as a combination of satisfaction and happiness including cognitive and emotional aspects. According to Diener, Oishi, and Lucas (2003), a proper balance of negative and positive affect is defined as happiness, while, satisfaction is normally considered as overall satisfaction from life, though it could be specific for a particular domain such as job satisfaction. Therefore, this type of well-being has three dimensions comprising of satisfaction towards life, presence of positive emotions and absence of negative emotions.

According to Deci and Ryan (2001) as SWB does not cover all the features of progressive functioning, therefore, PWB became a comprehensive construct. Although, SWB is essential, but it isn't enough term for the "good life" (Diener et al., 2003). Ryff and Singer (1996) stated that the basis of PWB is broader including meaning, identity and affiliation, whereas, subjective wellbeing emphasizes on absence of pain, happiness, and complete satisfaction. Moreover, Deci and Ryan (2001) described that PWB is about realizing one's actual nature and it is not an ending or outcome; it is about the utilization of human potential and living healthy.

2.2.2 Psychological Well-being

PWB is defined as a challenging concept. There had been found differences in the level of psychological wellbeing in relation to social and demographic variables like gender, qualification and age of an individual including a series of life events (Keyes, et al., 2002). The scholars in favour of eudaimonic approach suggested that PWB construct offers a comprehensive description of the "good life". PWB is measured by various variables. Still, the researches provide diverse findings, however, the frequent results helped in upgrading the emotional state of people. People are likely to pay more attention to positive affect than to negative emotions which cherishes and even enhances the well-being of individuals (Ryff, 1989).

Scholars defined that people may have different perceptions about the term well-being. The term well-being is a condition of people that is attributed by their needs, life satisfaction, hopes and opportunities and demands of society. They further added well-being is a multi-dimensional and a composite concept (Pollard & Lee, 2003). In a broader sense, well-being is defined in two aspects. One is the clinical aspect (refers to negative

emotions including constant despair and immense depression) and psychological aspect (refers to positive feelings and satisfaction in life experiences) (Ryff and Singer, 1996).

According to Diener, Oishi and Lucas (2003) an individual's assessment about his emotions and cognition can be defined as one's PWB. These assessments include people's emotions, moods, personality attributes and their certain responses to life events. PWB is the result of individuals' goals, their achievement and life happenings which are related to existence of humans. Well-being can be said the essential objective of people to achieve throughout their life spans. The conception of being well remains crucial throughout the lifetime, necessarily vital for youth and young individuals. Young adults are expected higher in society to meet the challenging demands including their academics and career. Such expectations of society have tendency to put forth these people in psychological depression. Therefore, such group of people are expected to face more difficulties in maintaining a psychologically well state. The researches carried out on undergraduate students resulted that seven to seventeen percent individuals faced psychological issues. Hence, the concept of PWB became crucial to be emphasised more.

Steptoe, Deaton, and Stone (2015) discussed age as an important construct to study in association with PWB with the purpose to reach some practical conclusions to enhance the PWB of people in their life span. According to Springer, Pudrovskaya and Hauser (2011) there had been various studies in respect to observe relationship of age and PWB. According to Steptoe, Deaton and Stone (2015) the correlation among age and PWB with different populations had been found non-linear. They further added that a research examined the relationship of age and PWB on individuals from US. The results of which

showed that PWB decreases from with the age of twenty to forty, then till the middle age of forty to sixty years. Afterwards, it keeps on increasing in later age.

Gerstorf, Ram, Estabrook, Schupp, Wagner and Lindenberger (2008) observed the PWB downfall in old age years. They further suggested that the decrease in PWB in later age could be possible because of unhealthy physical states of individuals, lack of interpersonal relations, sickness, and societal disengagement.

In another research work it was suggested that age had a negative relationship with PWB in old age, they found PWB stabled in adulthood life span and dropped in later old age years, (Baird, Lucas & Donnellan, 2010). However, the work of Galambos, Fanf, Krahn, Johnson, and Lachman (2015) brought forward opposite suggestions that PWB increases in later life span, so it had positive association with PWB. Hence, another study also suggested positive association between age and PWB where feelings of negative emotional declined in adulthood (Carstensen, Mayr, Nesselroade, & Pasupathi, 2009).

By adding to the literature, Ryff (1989) developed a comprehensively multidimensional model of psychological wellbeing comprising of 6 facets.

Ryff's scholarly work received the most empirical support who theorized "PWB" as a concept with six dimensions which are about individual's optimum functioning. These are: autonomy, positive relations with others, purpose in life, personal growth, environmental mastery and self-acceptance. This positive approach necessitates the adjustment to aging, plays varied roles by optimally utilizing existing potentials and dealing with the innovative trials in life. Therefore, the current study is intended to assess

the level of psychological well-being of secondary school teachers on different dimensions to evaluate their optimum functioning.

The model of PWB comprised of six dimensions which are unique elements of positive psychological functioning in humans. This unique composition of six facets provided a depth to evaluate people in varied aspects of their life. Self-acceptance directs individual's attention to oneself regardless of all circumstances. This dimension is associated to self-actualization where a person gets familiar to his potentials and capabilities. Personal growth provides awareness about personal continuous progress of people. The dimension is attributed to the sense of continuous growth and development where one finds himself open to new life challenges by realizing his capabilities. It is associated to a sense of developing and progressing continually. It is an individual's sense of reaching his capabilities to flourish and grow. Purpose in life provides a sense of being determined to spend a meaningful life. The dimension directs life in a meaningful manner where one sets his life goals intends to achieve these successfully. Autonomy keeps one self-sufficient. The dimension is associated with his self-regulatory behaviours and a person's freedom in his life decisions with a self-determined attitude. It includes self-judgment at one's own standards. Positive relations to others provide a sense of possessing good interpersonal relationships to maintain a health social life. It is characterised by individuals with healthy social relation with family and social circle. Environmental mastery directs one's attention to have a control on environmental circumstances with a positive approach. The dimension is about one's capability to gain a command on his environment where the person may work according to his own requirements and capabilities. It includes the management of one's surrounding by dealing with challenges

effectively and utilizing new openings efficiently. Therefore, all aspects of PWB model depicted numerous challenges and encounters people go through in life span which were theorised by PWB model (Kunzmann, Little, & Smith, 2000).

2.2.2.1 Self-Acceptance

According to Ryff and Singer (1996) among the previous perspectives on one's well-being in literature, the sense of self-acceptance is considered the most persistent construct among an individual. It is the most dominant feature of individual's psychological and emotional health. Life span's theories also highlighted the significance of self-acceptance and acceptance of previous life experiences. Hence, having positive outlook about one's own self contributes as an essential attribute of positive psychological functioning. The individuals with higher level in self-acceptance have a positive outlook of themselves, accept and appreciate their varied personal characteristics and qualities and feel positive for their past life experiences. On the other hand, those with low level in self-acceptance usually feel negatively about themselves. They remain unhappy towards their past life experiences. They feel anxious about their individual potentials and wish to be different than what they are.

Ryff and Singer (1996) discussed self-actualizers as individuals who are empathetic and affectionate towards others. They are capable to have good interpersonal relations. Their warm relations with others is an indicator of maturity.

2.2.2.2 Positive Relations with Others

According to Ryff and Singer (1996) most of the existing theories focused on the significance of sincere and trusting relations with others. Hence, the ability to be loving

and affectionate towards others is considered a key component of mental health. Among the conception of psychological wellbeing, vital role of positive relations is emphasized frequently. Individuals who have high level in this dimension have deep satisfying, trusting relations with others who are able to understand give and take in relationships. Such individuals are empathetic who remains concerned for the betterment of others. In contrast, individuals with low score in this dimension have very few warm, trusting relations with others. Such individuals feel difficulty to stay warm and concerned about others. They like to remain alone and unsatisfied in relationships with others and do not make compromises maintain relationships with others.

2.2.2.3 Autonomy

In the existing literature, the qualities of being self-determined from inside and having a sense of individuality are much stressed. Self-actualizers are defined as individuals displaying autonomous functioning. The person with sense of optimal functioning is likely to have a sense of internal evaluation, where a person does not look for others approval. Autonomous people do not adhere to the communal fears, practices and laws. The inward autonomous of an individual gives him/her a sense of autonomy from the day to day norms of life. The high scorers in this dimension are independent and self-determined who are capable to ponder on social pressures and react appropriately, adjust their behaviours internally and examine themselves at their own criterions. On contrary, the low scorers are conscious of others' expectations and examine themselves for others, they are dependent on others' statements in making their decisions. Such people take on social pressures to ponder on and react in several circumstances (Ryff & Singer, 1996).

2.2.2.4 Environmental Mastery

The important factor of one's mental health is a person's capability to maintain a conducive environment that is in accordance to his/her mental conditions. To participate in a noteworthy circle of activities outside the border of oneself contributes to one's maturity. The life-long continued development requires an individual to gain the ability of regulating and manipulating the complicated environment. The theory focuses on an individual's capacity to deal cope with the universe and modify it productively through his cognitive and physical actions. To develop successfully one needs to avail his/her environmental opportunities optimally. These collective features suggest that mastery of the environment is the prime component of positive psychological functioning. The individuals with high scores in the dimension have the capability to adjust the environment, regulate the external happenings. Such individuals avail environmental opportunities at optimal level. They are capable to pick or generate situations which are favourable to their needs and norms. The individuals with low scores in the dimension find it difficult to manage the day to day matters, find it impossible to alter or improve their environments, do not have a sense of surrounding opportunities and do not have a sense to regulate their external surroundings (Ryff & Singer, 1996).

2.2.2.5 Purpose in Life

One's well-being is dependent on his/her feeling of certainty that there is a purpose and meaning of life. It is believed that those who function positively have life goals, ambitions and directions, all that contributes to the sense that life has a meaning and purpose. High scorer in this dimension sets his/her life goals with a sense of direction. Individual has strong beliefs on a purposeful life and directs his/her life towards the

achievement of life aims. While, low scorer doesn't believe in a purposeful life and has insufficient life goals. Such individual moves on without giving an outlook or direction to his life and does not realize a purpose in his past life experiences (Ryff and Singer, 1996).

2.2.2.6 Personal Growth

Ryff and Singer (1996) described that optimal psychological functioning needs that individual possesses the prior attributes as well as contributes to the development of his/her potential to grow and flourish. For instance, the individuals who have vital personal growth continues developing instead of staying stagnant. Higher scores in this domain represents that a person is developing continually, consider self as emerging and growing, accepts the new happenings in life, has awareness of his / her capabilities, realizes the development of self and behaviour with the passage of time, and show the change in such a way that represent greater self-awareness and efficiency. While, low scores represent feelings of unproductivity, absence of growth and progress with the passage of time, the sensation of boredom and absence of interest in living the life, lack of development of new behaviours and attitudes.

2.3 Personality as a Determinant of Well-being

Five key characteristics of personality, i.e. extraversion, openness to experience, conscientiousness, agreeableness and neuroticism found with much variation in the personality as stated by FFM (Costa & McCrae, 1992; Goldberg, 1993; McCrae & John, 1992). According to John and Srivastava (1999) all of the modifications in personality were not occurred by these factors, however, a systematized outline for thinking about alternative processes was provided by them. FFM covers the fundamental aspects of a

common personality and it is suitable in explaining the basic association among well-being and personality.

According to Heller, Watson, and Ilies (2004) commonly, a situational or a dispositional approach is being followed in the theoretical work of individuals and their differences in well-being. They further added that in a situational approach, relative facets such as previous experiences of life hypothesised to observe well-being individualistically. Whereas, in a dispositional approach, specific behaviours predispose individuals to high or low well-being.

Therefore, personality may have direct influence on individual's well-being, it may have an indirect influence through life events or it may also moderate the effects of life experiences on well-being (McCrae & Costa, 1991).

The recent literature emphasised on dispositional approach which describes well-being as moderately persistent which represents inner personal traits of individuals. Many researches support the dispositional approach. The measures on well-being and personality showed strong associations over time (Heller, Watson, & Ilies, 2004).

There is another view on adaptation to life events that these take place quite rapidly and do not have a measurable effect on well-being. For illustration, Headey and Wearing (1989) presented their theoretical framework on well-being that elaborated all individuals with a relatively constant level of well-being or stress. The level of stress and well-being can be observed by considering the stable characteristics of individuals. However, the events have association with well-being. Whereas, positive and negative events fluctuate

the level of well-being temporarily, but the stable individual's characteristics ensure that person would return to persistent level rapidly.

2.4 Individual's Personality and Psychological Well-being

There have been various empirical studies which show the association existing among BF and PWB. The differences or variations on personality found from these researches between the relationship among PWB was different from the association that was found with SWB. A study carried out by Schutte and Ryff (1997) for observing the association amongst PTs and PWB. With differences to the studies of SWB, which had been focusing on neuroticism and extraversion, it was observed that all the BF factors of personality were related to PWB. Besides this, the pattern of associations was different around the dimensions of PWB. In accordance to the literature on SWB, neuroticism and extraversion are found chief correlates of PWB. Yet, other variables like conscientiousness, agreeableness, and openness also had significant correlation. Particularly, significant relationship was found among, agreeableness and positive relations, conscientiousness and purpose in life, openness and personal growth.

A thorough study was carried out by Siegler and Brummett (2000) to observe the relationship among personality and PWB. The study focused on the all variables within the domains of BF. Sample of the study was 2,379 adults of middle age. Results of their scholarly work revealed that BF traits like extraversion and openness had strong association with PWB. Additionally, positive relations with others also strongly associated to conscientiousness and agreeableness. Whereas, purpose in life revealed significant association with agreeableness, extraversion, conscientiousness and negative relationship with neuroticism.

John and Srivastava (1999) described that the fundamental PTs among the BF as the utmost significant prospects of individual. The model offers a well-structured framework in which various measures could have been incorporated (Grant, Langan-Fox, & Anglim, 2009). A study observed the association among PTs and PWB with a sample of 2,379 adults. The study mainly focused on the BF traits. Hence, results revealed significant strong relationship with openness to experience and extraversion whilst negative association had been found with neuroticism, less strong relationship with conscientiousness and agreeableness (Siegler & Brummett, 2000).

Additionally, the results of another study have also showed strong positive relation amongst PTs and PWB. Another longitudinal study carried out by the same researchers, which intended to observe the association among personality variables and PWB. The sample was 369 of 33-50 years old individuals. The results revealed that lower level in neuroticism and higher level in extraversion was significantly related to higher level of PWB. Additionally, higher level in openness, conscientiousness and agreeableness also strongly related to PWB. Only openness to experience was the significantly changing variable; hence, the higher level of PWB contributed significantly to the enhancement of openness to experience (Kokko, Tolvanen, & Pulkkinen, 2013).

Steel et al. (2008) carried out a research to examine relationship of personality factors and PWB. The constructs of PWB and SWB were examined. Sample was 1,161 of 18 to 88 years Dutch people. The findings showed that extraversion was found specifically significant for PWB and conscientiousness was found significant for emotional well-being.

Besides the personality factors, there are other factors which are related to one's wellbeing. The mild or severe depression can also be an indication of lower levels of one's

wellbeing while, stress is the indicator of cognitive dysfunctions and low level of well-being (Gallo, Jimenez, Shivpuri, Monteros, & Mills, 2010). Hence, there can be several psychological constructs which are considered as indicators of high or low well-being.

There can be varied aspects that effect well-being, few of them contain either the situation or the individual's disposition. In a situational approach factors of one's environment such as workplace and home may influence well-being, on the other hand, personality is the main influential feature in dispositional approach. However, in general, an individual's disposition and situation both are considered significant for his/her well-being (Heller, Watson, & Ilies, 2004). Thus, there remains a noticeable effect of personality on one's well-being. The earlier studies on BF personality characteristics and SWB described that neuroticism and extraversion appeared as prime predictor of SWB. Particularly, extraversion was linked to positive feelings while neuroticism was related to negative feelings (McCrae & Costa, 1991). There had also been found significant correlation among SWB with agreeableness and conscientiousness (Grant, Langan-Fox, & Anglim, 2009)

Dwan and Ownsworth (2017) stated that the relationship between the BF traits of personality and PWB are extensively studied in the clinical setting. It is found that increased level of neuroticism within a person linked to the increase in psychological disorders and stress levels. Whereas, in contrast, higher rate of extraversion and conscientiousness are related to improved PWB and have lower risk of psychological disorders. Therefore, the findings about the association amongst agreeableness and PWB are diverse. Moreover, the scholarly work of Bruce and Lynch (2011) recognized that individuals with high scores on neuroticism and low scores on extraversion, agreeableness,

conscientiousness expressively found being anxious and nervous. Even though PTS are considered unchanging and constant, however, changes are expected to arise during the life span and as result of prime life incidents. Researchers also found personality as predictor of the occurrence of major life incidents e.g., any change in relationships, loss of job etc., therefore, the personality changes take place as a response to these life events.

Schmutte and Ryff (1997) observed a strong association among BF traits and PWB. The results of their scholarly work suggested that neuroticism and extraversion predicted one's PWB strongly. The study further suggested that people found high in extraversion and low in neuroticism are likely to have high level of PWB, whereas, all other variables of personality also related to PWB to different extent.

In another study, relationship between PTs and PWB had been examined. Their study revealed strong association among personality and PWB, where conscientiousness, extraversion and neuroticism had strong association with PWB. Many researches focused on SWB or PWB while observing their correlation among PTS, however, less researches are conducted to observe the association of personality with both SWB and PWB (Seigler & Brummett, 2000). Accordingly, Grant et al. (2009) observed the association among both of these variables of well-being. The results showed openness had much strong association with PWB than of SWB, whereas, conscientiousness and extraversion had a somewhat high association with PWB than SWB. Additionally, agreeableness had strong association with SWB while neuroticism had been associated to same extent to SWB and PWB both. Though, there have been wide-ranging studies which analysed the association of BF and well-being, however, additional well-being variables were ignored. By considering some of the studies which have examined these relationships, varying results have been noticed.

This directs researchers' attention towards the fact that there is an essential need for further researches to be carried out on the topic to have more comprehensive results.

BF traits of personality had been examined as predictors of PWB. The study carried on managers who had age range from twenty to sixty years old. The results showed strong relationship among personality traits and PWB whereas, conscientiousness, neuroticism and extraversion were related to PWB significantly as compared to other PTs. Similarly, these scholars observed this correlation with different samples of different age groups where all PTs related to PWB (Grant et al., 2009).

Ryff (1989) examined individuals' perceptions of PWB between adults and older adults. The results of her work showed that both age groups had good and positive interpersonal relationships and a quest for life happenings which was important for their PWB. However, the difference among these groups was adults had higher self-acceptance whereas, older adults emphasized on acceptance of changes in life happenings. In another study she observed the correlation among PTs and PWB with two different samples. One sample had adolescents and in other sample there were old adults. The demographic variables (gender, age, marital status and qualification) had also been included. The hypothesis tested by the study was that PTs would be more important predictors of PWB in adolescents. For old adults it was expected that marital status and qualification would also be contributing factors along with PTs to PWB. Among both groups, those were the PTs which predicted PWB more strongly than other factors.

The research of Grant et al. (2009) investigated primary predictors of well-being. After discussing these indicators, this would provide a well-defined way to show how PTS of BF relate to various features of well-being including SWB and PWB. It was

hypothesized that all the BF traits would be linked to some extent to well-being. Particularly, it was hypothesized that extraversion and neuroticism would highly correlate with well-being. The 507 undergraduate participants were taken as sample from Kentucky University, where 386 were females and 119 were males from 17 to 58 years age range. The association among the variables was measured through a correlation analysis. The results displayed strong association among agreeableness, extraversion and conscientiousness with self-esteem, life-satisfaction, hope and purpose in life where they had negative correlation with unhappiness and anxiety whereas, there had been observed positive correlation of neuroticism with anxiety and unhappiness and negative correlation with the variables of well-being. Thus, there had been observed positive relationship of openness with hope and purpose in life. The study further tested the hypothesis to observe whether all BF traits of personality had association with PWB. For the purpose, linear regression analysis had been applied on all BF traits. Whereas, BF variables were considered as predictor variables. Therefore, the results revealed that personality predicted the PWB. Hence, the results showed that each trait of personality predicted association with at least three PWB variables. Thus, these results of study showed that all BF traits related to PWB.

Another study observed the association of PTs and PWB. The sample was 2379 adults, where the primary focus was on the BF traits of personality. The results of which had revealed strong positive correlation among the BF traits and PWB dimensions. Extraversion and openness had strong positive association and neuroticism was negatively associated, whereas, conscientiousness and agreeableness had less strong association with PWB in adults (Siegler & Brummett, 2000).

The study of Kokko, Tolvanen, and Pulkkinen (2013) observed the adults of middle-age. The results of which proposed the significant association among extraversion, openness, and neuroticism in relation to PWB, where conscientiousness and agreeableness were too strongly correlated with PWB. Along with these researches, the work of Colling and Hicks (2007) resulted strong association among PTs and PWB. Neuroticism is the trait associated with unstable emotional state where moods change rapidly, people feel sad, unhappy and anxious. These all indications are susceptible to low level of PWB. People with higher scores in neuroticism are likely to have low level of PWB (McCrae & Costa, 2003). For instance, those with lower scores in trait have high level of PWB. Extraversion is associated with self-confidence and dynamic behaviour. Such behaviour is related positively to higher level of PWB (Duggan, 2004).

It had been further added by researcher that the association found among PTs and PWB was not constant, it was revealed after conducting separate researches on PTs and PWB that there was another dominating factor of age. Because of age, PTs and PWB may show stable or changing relationship (Ryff ,2008).

Much scholarly work had been carried on PTs and PWB. Costa and McCrae (1992) developed NEO Five Factor Inventory, to assess BF personality attributes where they found a significant relationship of all PTs with mental health. Additionally, these traits had an influential role on mental sickness or on mental disorders.

Researches conducted by Löckenhoff, Sutin, Ferrucci and Costa (2008) on the relationship among PTs and SWB concluded that people who scored high in neuroticism had negative affect and anxiety. Personal mental and physical health proclaim that participants with neuroticism on higher rank have been marked with adverse behaviours

and easily overburdened by traumatic affairs (McCrae & Costa, 1992; McCrae & Costa, 2003).

In this respect, Steel, Schmidt and Shultz (2008) added that the 5 PTs are leading to control not only the personal health of a person but play their dominating part in mental as well as physical well-being. According to Jylha and Isometsa (2006) when an individual experiences positive affect, he tends to have enhanced SWB and lower level of unhappiness.

Some researches were conducted to explore the connection that occurred among extraversion and wellbeing (Jerram & Coleman, 1999 ; Korotkov & Hannah, 2004) and some other researches started reviewing the role of conscientiousness in relation to wellbeing. Thus, research accomplished by Bogg and Roberts (2004) represented that people high in conscientiousness had more possibilities of involvement in promoting healthy behaviours. Improved PWB observed among people who scored higher on conscientiousness (Jerram & Coleman, 1999; Löckenhoff, Sutin, Ferrucci & Costa, 2008).

Steel, Schmidt and Shultz (2008) added that there had been relatively less scholarly work on utilization of agreeableness and openness to experience in the context of wellbeing though the people who score higher on these characteristics tend to be mentally flexible.

Agreeableness is the trait that related mainly with cooperative and supportive behaviour towards others. Hence, these traits are associated to better psychological conditions. The psychological states of individuals had indicated that neuroticism indirectly linked with depression whereas, it was directly linked with psychological

health. Moreover, it was suggested that unhealthy practices lead to higher level neuroticism and poor psychological health (Gallant & Connell, 2003).

There had been found some other constructs on which researches have been conducted to observe their association among PWB. There had been observed significant association among parenting styles and PWB of people. The research resulted that those who were brought up in strict parenting style displayed aggression and anger in their behaviours (Rai, Pandey, & Kumar, 2009). Another study carried on a sample of 122 undergraduates examined the influential role of personality on subjective stress where they concluded that stress and anxiety was related to neuroticism, whereas extraversion was related to happiness (Mangold, Veraza, Kinkler, & Kinney, 2007).

It was discussed by researchers that extraversion is associated to higher levels of satisfaction towards life whereas, neuroticism found associated to lower levels of satisfaction towards life (Ebert, Tucker, & Roth, 2002). It had been observed through another scholarly work that neuroticism negatively associated to PWB. They suggested that persons who scored high on neuroticism were not capable to attain emotional stability and had low level PWB (Steel & Ones, 2002).

Another scholarly work revealed that decreased level of psychological health could be resulted because of other variables like age, gender, income, and some other factors may also be involved like family disputes and lack of good social relations etc. They further added through another study that decreased level of PWB was the result of some demographic variables like family conflicts and less healthy relations with others (Yen, Hsu, Liu, Huang, Ko, Yen, & Cheng, 2006).

Another research that was conducted on a sample of 180 college students including 48 males and 132 females showed that PTs were significantly associated with PWB. Moreover, they suggested that all PTs associated positively to PWB except neuroticism (Haslam, Whelan, & Bastian, 2009).

Another study found the link between PTs and psychological health. They further concluded that people identified with increased scores in extraversion, conscientiousness and agreeableness had a tendency to have less mental or psychological illness (Goodwin & Friedman 2006).

A study suggested that extraversion associated to greater satisfaction towards life while neuroticism associated to lesser life satisfaction towards life (Ebert, Tucker, & Roth, 2002).

According to Cloninger and Zohar (2011) there have been found evident support of literature on the remarkable role of PTS in the determination of people's PWB.

According to Godwin and Friedman (2006) suggested by observing the relationship of PTs and PWB that personality is a main and essential construct contributing to PWB of individuals where some PTs increase vulnerability to low level PWB and some contribute to high level of PWB.

The scholarly work revealed a significant relationship PTs and PWB. They suggested that individuals who scored higher on extraversion, agreeableness and conscientiousness had less exposure to psychological illness (Goodwin & Friedman, 2006).

Furthermore, Quevedo and Abella (2011) also suggested that those who scored higher on extraversion had displayed higher PWB. in contrast, individuals who scored low

on this trait had to face psychological dysfunctions. Hence, to maintain higher level of PWB, it's essential to consider the significance of variable of personality.

A study was carried on 122 undergraduate students to assess their PTs and its influential role on individuals. They suggested that the trait neuroticism related to anxiety and trait extraversion related to happiness (Mangold, Veraza, Kinkler, & Kinney, 2007).

A study carried out to identify the relationship of PTs with PWB where it was found that extraversion linked to satisfaction towards life while neuroticism linked to unsatisfactory feelings towards life (Ebert, Tucker, & Roth, 2002). Another research showed negative association among neuroticism and PWB (Steel & Ones, 2002).

A research found strong relationship of PWB with PTs. It was further suggested by the researchers that extraversion, agreeableness and conscientiousness tend to decrease level of psychological syndromes (Goodwin & Friedman, 2006). Further, it was added by Luhmann, Hofmann, Eid and Lucas (2012) that these are the PTS that play an influential role in life experiences o individuals.

Likewise, Schmutte and Ryff (1997) observed different features of PWB which were described by Ryff's measure, in the context of observing their relationship with PTs. The results of which revealed that subscales of PWB i.e. purpose in life, environmental mastery, and self-acceptance had positive association with PTs namely, extraversion, conscientiousness and neuroticism. Moreover, there had been found positive association of openness to experience and extraversion with personal growth; extraversion and agreeableness with positive relations with others; and neuroticism with autonomy.

Another research to observe the correlation and mutual effect of BF on PWB was carried out. Keyes et. al. (2000) observed the association of BF to SWB and PWB. Their results suggested that individuals found low in level of their PWB had high neuroticism and low level of conscientiousness and extraversion. On the other end, persons higher in level of PWB displayed opposite trait report.

There had been found another study to observe the relationship among the BF and PWB where neuroticism predicted low levels of PWB variables (Bardi & Ryff, 2007).

Strauser, Lustig, and Ciftci (2008) examined the association of personality and PWB. Their work suggested that personality and PWB have strong relationship. Moreover, specific variable pairs have more persistent relationship as compared to other pairs like openness to experience with personal growth ; extraversion with purpose in life and positive relations.

Butkovic, Brkovic and Bratko (2012) observed the relationship among PWB and personality on a sample of 223 high school students in Croatia. The results of which showed significant association among all PTs and PWB. They further concluded some other factors like, “health, education, relationship experiences and goal fulfilment” (p. 460) may contribute as the mediator or moderator in the association amongst PWB and PTs.

The studies conducted by Aldridge and Gore (2016) assessed the predictive role of the BF traits of personality in PWB constructs. Data collected by using online survey from college students and parents through two separate studies. The results were similar in both studies carried out on parents and students. It was observed that agreeableness and neuroticism were more stronger predictors of PWB in students and in parents.

The study carried out by Hicks and Mehta (2018) aimed to explore how the BF traits of personality predict PWB. The sample was 286 participants including 209 men and 74 women that had been taken from public population. The purpose of the research was to observe the contributing part of PTs to PWB. After analysis, results revealed that the BF traits predicted PWB. Additionally, this research revealed that there was negative association of neuroticism with PWB. Other all traits of BF positively related to PWB. These results were found similar to many other researches (Siegler & Brummett, 2000; Steel et al., 2008; Colling & Hicks, 2008).

This whole literature review indicates that a great deal of studies explains the effect of personality traits on human behaviour in various settings. Still, there is limited research available in the literature which describes that how well-being of individuals is affected by the personality traits (Ali, 2019). Moreover, there is dearth of literature on evaluating psychological well-being of teachers in Pakistan as well as exploration of the effects of different personality traits of teachers in relation to their PWB. Therefore, this research intends to bridge this gap by examining the effect of extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience on psychological well-being of secondary school teachers.

2.5 Gender Differences

According to Fleeson and Gallagher (2009), exploring individual's personality is helpful to observe psychological differences. Personality is considered the extent to which someone displays higher or lower levels attributes. Similarly, someone with higher scores in a specific trait exhibits certain behaviour patterns which are associated to a specific trait

to a greater degree as compared to someone who scores low on that trait (Costa, Terracciano, & McCrae, 2001).

Gender difference can be referred as biological or physiological attributes those are usually related to gender of species. Gender differences have been recognized for the several personality traits. Gender differences in self-reports of personality on the instruments that determine the Big Five, in addition to the factors within each have been examined in meta-analyses and reviews (Feingold, 1994; Costa et al., 2001; Lippa, 2010).

The research on personality is specifically helpful in trying to study psychological differences among genders. The extent to which a person exhibit high or low degree of particular trait is conceptualized as personality. While traits are the stable patterns of feelings, thoughts, motives and behaviours which an individual display across situations (Fleeson & Gallagher, 2009). For example, an individual having high score on a particular trait will display psychological states regarding that trait more frequently than an individual having low score on that trait. Therefore, current study is intended to find out gender-based difference regarding personality traits and psychological well-being of secondary school teachers.

While observing the differences among individuals, there had been found non-significant differences among openness to experience. However, females score higher than male to a little extent. For conscientiousness, non-significant differences had been observed. However, in agreeableness females had higher scores than males. In extraversion females had high scores than males. In addition, females had high scores on neuroticism than males (Feingold, 1994; Costa et al., 2001).

Perez (2012) observed varied features of PWB of under-graduate students. Results of his study showed gender differences for the following domains: purpose in life, autonomy, and positive relations with others. Whereas, non-significant gender differences are found for the following domains: self-acceptance, environment mastery, and personal growth. Akhtar (2015) observed gender-based differences among PWB among students. Where, there have been found significant differences in the levels on psychological well-being. Bano (2014) carried out a research to observe gender differences in PWB of university students where findings showed non-significant differences in females and males. In a US study, females scored higher in the positive relations only whereas, no other significant differences had been found in any other construct of PWB (Ryff, 1989; Ryff & Keyes, 1995).

Hasan (2016) carried out a study to observe gender differences among 163(83 boys, 83 girls) undergraduates individuals. Results of which revealed no noteworthy differences found among PWB of undergraduates. Another study to examine gender differences in PWB among middle aged adults was conducted where no significant differences were observed among middle aged adults (Kokko et. al., 2013).

Visani et. al., (2011) examined the differences existing among genders in PWB. 586 adolescents were the study sample, where 312 were females and 256 males. The results indicated no significant gender differences in males and females.

Summary

This chapter has provided thorough reflection of the relevant literature on the researches which have been conducted to observe personality in association with PWB of individuals. The origination of the concept of personality and its distinctive traits have been explained. Explanation of well-being, its types, more specifically PWB and its dimensions have also been cited in detail above. The empirical past studies and their findings are quoted in the current chapter to comprehend study variables and to have an in depth understanding about their association to other variables.

CHAPTER 3

RESEARCH METHODOLOGY

The present research carried out to explore the personality traits and psychological well-being of secondary school teachers and to find out the relationship between them. The chapter discussed methodology of the research work including the design of the study, its population, sample and sampling procedure. It offered description of the selected research tools those were utilized to obtain the required data. The details and procedure of data collection and statistical tools used for data analysis to reach the findings were described here. Following is the brief description of the chapter.

3.1 Research Design and Nature of the Study

The descriptive and quantitative approach with survey research method was used. For survey, two close ended questionnaires with five-point Likert Scale were used for data collection from the respondents. Variables of PTs and variables of PWB of secondary school teachers were the fundamental focus of this research work. Data collected through questionnaires and were coded for a comprehensive analysis.

3.2 Population

Secondary school teachers (males and females both) of public sector secondary schools located in Rawalpindi Tehsil was the research population. There were 69 male and 79 female secondary schools. The male secondary school teachers were 1455 and female secondary school teachers were 1970 in number. There were 3425 secondary school teachers altogether. Details of secondary schools located in Rawalpindi Tehsil is attached at (Appendix-L). The total number of secondary schools in population was being presented in the Table 3.1. Whereas, Table 3.2 provided a description about number of female and male SSTs of Rawalpindi Tehsil.

Table 3.1

Secondary schools of public sector located in Rawalpindi Tehsil

Male Secondary Schools	Female Secondary Schools	Total Secondary Schools
69	79	148

https://schoolportal.punjab.gov.pk/sed_census/new_emis_details.aspx?distId=373--Rawalpindi

Table 3.2

SSTs of public sector located in Rawalpindi Tehsil

Male teachers	Female teachers	Total teachers
1455	1970	3425

https://schoolportal.punjab.gov.pk/sed_census/new_emis_details.aspx?distId=373--Rawalpindi

3.3 Sampling Technique

To get the required sample from the population, proportionate stratified sampling technique was used. By using this technique, the sample size of each stratum was proportionated according to the size of entire population that means same sampling fraction was considered for each stratum.

3.4 Sample Size

The total population of the current study was 3425. The entire population had been grouped into two strata according to male and female secondary teachers. First stratum had 1455 individuals and second stratum had 1970 individuals. Therefore, by applying equal ratio to strata, 12% of each stratum had been taken randomly in sample. Hence, the acquired sample size was 411 (175 male and 236 female) SSTs. The selected sample size was suggested by Israel (1992) for the specific size of total population.

This sample size (411) was completed from the following schools:

Table 3.3

List of Secondary Schools and Teachers as Sample

Name of the schools	Gender	Sample size
GGHS SHER ZAMAN COLONY	Female	20
GGHS GIRJA RWP	Female	21
GGHS KHYABAN-E-SIR SYED-III	Female	34
GGHS MAIRA KALAN	Female	14
GGHS LIAQAT MUGHAL ABAD	Female	32
GGHS JOHAR MEMORIAL	Female	30

GGHS DHERI HASSAN ABAD	Female	28
GGHS SANGRAL	Female	12
GGHS PAKISTAN SARAFI BAZAR RAWALPINDI	Female	19
GGHS NO 4 MOHAN PURA	Female	27

Table 3.4

List of Secondary Schools and Teachers as Sample

Name of the schools	Gender	Sample size
GHS MOHUTA MOHRA	Male	12
GHS TITRAL	Male	16
GHS TENCH BHATTA	Male	23
GHS AOC MORGAH	Male	25
GHS MAIRA KALLAN	Male	15
GHS NASEER ABAD	Male	20
GHS CHAHAN	Male	16
GHS CHAK BELI KHAN	Male	28
GHS MAIRA KALLAN	Male	15
GHS RANIAL	Male	12

3.5 Research Instruments

To explore the variables of this research and to collect the required data, two instruments were used. To examine PTs of teachers, the instrument named as BF Inventory (BFI) by John, Donahue, and Kentle (1991) was used. BFI is available online, where

authors have permitted researchers to use the questionnaire. The BFI scale includes five dimensions to measure five major traits of one's personality. The instrument consists of total 44 items. Five-point Likert scale was used from strongly disagree to strongly agree. Research instrument is attached at (Appendix-K).

To measure the PWB, another instrument known as PWB Scale by Ryff (1989) was used. To use and adapt PWB Scale by Ryff (1989), permission had been taken from Dr. Carol Ryff. The PWB scale includes six main dimensions. The instrument consists of 42 items. The five-point likert scale from strongly disagree to strongly agree was used. Instrument is attached at (Appendix-K).

3.5.1 Demographic Data

For collection of individual responses from the respondents, demographic data were also included in the instruments. The following demographic variables were added to this study: gender, age of the respondent, teaching experience of the respondent and qualification.

3.5.2 Coding of the BFI

In the questionnaire, the response 1 was used for strongly disagree, 2 for disagree a little, 3 for neither agree nor disagree, 4 used for agree a little and 5 used for strongly agree.

Table 3.5*Summary of the BFI*

Subscales	No. of items									
extraversion	1	6	11	16	21	26	31	36		
agreeableness	2	7	12	17	22	27	32	37	42	
conscientiousness	3	8	13	18	23	28	33	38	43	
neuroticism	4	9	14	19	24	29	34	39		
openness	5	10	15	20	25	30	35	40	41	44

3.5.3 Coding of the PWB Scale

In the questionnaire, the response 1 was used for strongly disagree, 2 was for disagree a little, 3 for neither agree nor disagree, 4 used for agree a little and 5 was used for strongly agree.

Table 3.6*Summary of the PWB Scale*

Subscales	No. of items							
environmental mastery	2	8	14	20	26	32	38	
autonomy	1	7	13	19	25	31	37	
personal growth	3	9	15	21	27	33	39	
self-acceptance	6	12	18	24	30	36	42	
purpose in life	5	11	17	23	29	35	41	
positive relations	4	10	16	22	28	34	40	

3.5.4 Instruments' Validity

The validity is related to the indication about the research instrument to ensure that it measures accurately what it was supposed to measure. For the study, two questionnaires were used which were authenticated by the experts in the light of designed objectives, the null hypotheses and underlying concepts which served as theoretical content of the research study. For the authentication and verification of research instruments, it was important to consider their rationality. Therefore, the researcher sought the expert opinions of different professionals and subject specialists in the field of education and psychology. Researcher developed and attached validity certificates with the research tools and discussed the objectives and purpose of the study with these experts. Each expert provided his/her suggestions and comments to incorporate necessary changes in research tools. Experts suggested to make the necessary changes in the language of few items by replacing ambiguous terms into simple ones. Whereas congruency of the content was retained. In the light of all valuable suggestions and comments, few modifications were made in research tools. Finally, after making all necessary modifications, researcher obtained written approval of subject experts to get the instruments prepared for data collection from respondents. Validation certificates given by experts are attached at (Appendix C-H).

As the targeted population of the study was secondary school teachers who were qualified and well-aware of English language as it is the official language of Pakistan. The experts and researcher anticipated that sample would understand the wording and contextual meaning of the terms used in the instruments. Few terms were already revised that were identified confusing during the validation process and were replaced by choosing the culturally relevant terms and simple vocabulary for the better understanding of

respondents. Moreover, researcher spent considerable time for feedback and let the respondents to ask questions and issues aside from seeking clarity regarding the instrument if they feel any problem in comprehending the terms.

Besides, when literature was reviewed to find out the cultural and social variations, the existence and universality of the FFM is supported by the cross-cultural tests of the FFM across six continents in over 50 societies (McCrae, 2002; McCrae & Terracciano, 2005; Schmitt, Allik, McCrae, & Benet-Martínez, 2007). Considering Ryff's PWB scale, several studies indicate that this scale is culturally appropriate and widely used in different countries (Ryff et al., 2014), such as with Jordanian females (Hamdan-Mansour, Arabiat, Sato, Obaid, & Imoto, 2011), migrant university professors in the UAE (Rile, Tan, Salazar, & Perez, 2015), and Indian youth (Anand & Nagle, 2016), few studies indicate that it has undergone cultural issues, largely focusing on the significance of some constructs (Malla, 2013; Mehrotra, Tripathi, & Banu, 2013). Nevertheless, model cannot be rendered obsolete due to these cultural complexities in application. However, development of more context-appropriate items for a better operationalisation of Ryff's theoretical model of psychological well-being in Pakistani culture is still required, which researcher could not accommodate due to the time constraints in the current study.

3.6 Pilot Study

To assess the reliability of both questionnaires, to have a trial investigation before actual study and to determine the inadequacies in research tools, a pilot study was conducted. Pilot study also served some other purposes i.e. to examine the feasibility of research questionnaires, to assess problems and resources and to determine the construction

of items according to the subject matter. The pilot testing was carried out by administering the questionnaires on a small sample. Therefore, 2 secondary schools consisted of 50 teachers (28 females and 22 males) were taken as sample from the population of the study. The sample was chosen randomly and was excluded from actual study sample of the population for final data collection. Data were collected through personal visits of researcher to the respondents.

3.7 Reliability of the Instruments

Reliability of instrument depicts the internal consistency of the research instrument. The reliability for the subscales and total scales of both instruments: BFI and PWB, was computed through SPSS 22nd version. Reliability of the data in pilot study phase was calculated through Cronbach's Alpha. Following table showed the result for reliability.

Table 3.7

Reliability Analysis of BFI

Subscales	Cronbach's Alpha
agreeableness	.72
extraversion	.61
neuroticism	.60
openness	.62
conscientiousness	.68
BFI Total	.86

The values of Cronbach's Alpha for the subscales were mentioned in the above table that showed the reliable internal consistency of the data.

Table 3.8

Reliability Analysis of PWB Scale

Subscales	Cronbach's Alpha
personal growth	.61
positive relations	.63
autonomy	.61
environmental mastery	.66
self-acceptance	.62
purpose in life	.65
PWB Total	.74

The values of Cronbach's Alpha for the scale and its subscales were mentioned in the above table that showed the reliable internal consistency of the data.

3.8 Data Collection

A crucial part of the research study is the collection of data from the respondents that becomes usually difficult and time-consuming procedure. Therefore, data were collected through following phases.

3.8.1 Approval for Data Collection

For formal process of data collection, approval of Head of Department of National University of Modern Languages, Islamabad had been taken. Permission letter was submitted to District Education officer (DEO) of Rawalpindi to seek their approval to visit the schools for collection of required data. Approval letter is attached at (Appendix B).

3.8.2 Distribution of Instruments

The researcher collected primary data through her personal visits to the targeted schools. Respondents were requested to respond the instruments vigilantly and with responsibility. Researcher received 92% response rate from the respondents i.e. 411 questionnaires were distributed among the respondents where researcher received 380 questionnaires.

3.9 Data Analysis

Once data were collected from the respondents, the next step to be taken was the analysis of the data. For the purpose, Statistical Packages of Social Sciences (SPSS) 22nd version was used. As per the prerequisite of SPSS, data were coded and entered in the SPSS. The analysis for instruments was based on research hypotheses and research objectives that were shown in Table 3.9 . To test the research hypotheses following statistical techniques were applied i.e. mean, Pearson correlation, t-test and linear regression.

3.10 Ethical Considerations

Present study was conducted under all careful ethical considerations. Data were collected after getting permission letter from university (attached at Appendix-B). Proper permission was taken from the concerned institutions and their administration. The collected data from respondents kept confidential by the researcher. Moreover, the obtained results from the study were also being used for academic research purpose only.

Table 3.9*Objectives, Related Hypotheses and Statistical Tests*

Objectives	Hypotheses	Statistical Test
1.To explore the personality traits of secondary school teachers.		Mean
2.To assess the level of psychological well-being of secondary school teachers.		Mean
3.To investigate the relationship between personality traits and psychological well-being of secondary school teachers.	H°1. There is non-significant relationship between personality traits and psychological well-being of secondary school teachers.	Pearson Correlation
4.To find out the effect of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience on psychological well-being of secondary school teachers.	H°2(a). There is no effect of extraversion on psychological well-being of secondary school teachers.	Linear Regression
	H°2(b). There is no effect of agreeableness on psychological well-being of secondary school teachers.	Linear Regression
	H°2(c). There is no effect of conscientiousness on psychological well-being of secondary school teachers.	Linear Regression
	H°2(d). There is no effect of neuroticism on psychological well-being of secondary school teachers.	Linear Regression
	H°2(e). There is no effect of openness to experience on psychological well-being of secondary school teachers.	Linear Regression
5. To explore gender-based difference regarding personality traits i.e extraversion, agreeableness, conscientiousness, neuroticism and openness to experience of secondary school teachers.	H°3. There is no gender-based difference regarding personality i.e extraversion, agreeableness, conscientiousness, neuroticism and openness to experience of secondary school teachers.	t-test
6. To explore gender-based difference regarding psychological well-being of secondary school teachers.	H°4. There is no gender-based difference regarding psychological well-being of secondary school teachers.	t-test

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

This section provided analysis details and tabular description of obtained data. Data were analysed using SPSS-IBM Version 22. Reliability coefficients were computed to check the scale's internal consistency. To assess the relationship among study variables, Pearson product moment correlation was applied for analysis. To observe the effect of BF traits of personality on PWB of SSTs, linear regression analysis was done. To examine the gender-based difference regarding personality and PWB amongst the study variables, independent sample *t*-test was applied.

4.1 Data Analysis of Demographic Variables (Descriptive Analysis)

Table 4.1

Data Analysis of Demographic Variables (Descriptive Analysis) (n = 380)

Sample Characteristics	Categories	<i>f</i>	%
Gender	M	170	44.7
	F	210	55.3
Age (in years)	21-30	200	52.6
	31-40	118	31.1
	41-50	47	12.4
	51-60	15	3.9
Education	Intermediate	04	1.1
	Bachelors	25	6.6
	Masters	293	77.1
	M.Phil.	53	13.9
	PhD	5	1.3
Experience (in years)	1-5	208	54.7
	6-10	67	17.6
	11-15	45	11.8
	15-20	60	15.8
Monthly Income (in rupees)	Above 20		
	21,000-30,000	41	10.8
	31,000-40,000	168	44.2
	41,000-50,000	97	25.5
	51,000-60,000	43	11.3
	Above 60,000	31	8.2

Note. *f* = Frequency, % = Percentage, M= Males, F= Females

According to Table 4.1, majority of the participants were females (55.3%). Majority of participants were less than 30 years of age (52.6%) having master's level of education (77.1%). Majority of participants were having less than 5 years of teaching experience (54.7%). Majority of participants were earning 40,000 per month (44.2%).

4.2 Mean scores of personality traits of SSTs (Descriptive Analysis)

Objective No.1: To explore the PTs of SSTs.

Table 4.2

Mean scores of personality traits of SSTs (Descriptive Analysis) (n= 380)

Personality Traits	M	Remarks
Openness	3.65	Agree a little
Agreeableness	3.65	Agree a little
Conscientiousness	3.57	Agree a little
Neuroticism	3.16	Neither agree nor disagree
Extraversion	3.13	Neither agree nor disagree

Note. M = Mean; PTs = Personality traits

Table 4.2 showed the mean scores of 5 traits of personality ranged from 3.13 - 3.65. The mean score of openness to experience (3.65) and agreeableness (3.65) showed that secondary school teachers found highest and the mean score of extraversion (3.13) was found lowest among the other PT's. Moreover, most of the teachers agreed a little on openness, agreeableness and conscientiousness. Teachers showed neutral opinions on extraversion and neuroticism as they neither agreed nor disagreed. It could be concluded that teachers were having more awareness about the personality traits of openness, agreeableness and conscientiousness and they were having less awareness about extraversion and neuroticism where they showed neutral opinions.

4.3 Mean scores of PWB of SSTs (Descriptive Analysis)

Objective No.2: To assess the level of PWB of SSTs.

Table 4.3

Mean scores of PWB of SSTs (Descriptive Analysis) (n= 380)

Psychological well-being	M	Remarks
Positive Relations	3.56	Agree a little
Personal Growth	3.39	Neither agree nor disagree
Purpose in life	3.36	Neither agree nor disagree
Self-Acceptance	3.55	Agree a little
Environmental Mastery	3.25	Neither agree nor disagree
Autonomy	3.20	Neither agree nor disagree

Note. M = Mean; PWB= Psychological well-being

Table 4.3 indicated the mean scores of the 6 dimensions of PWB ranged from 3.20 – 3.56. The mean score of positive relations (3.56) and self-acceptance (3.55) was found highest and the mean score of autonomy was the lowest (3.20) among other dimensions.

Teachers agreed a little on the positive relations and self-acceptance whereas, they showed neutral opinions on personal growth, purpose in life, environmental mastery and autonomy as they neither agreed nor disagreed. It is concluded that teachers were having more awareness about their psychological well-being dimensions of positive relations and self-acceptance while, they were having less awareness about autonomy, purpose in life, environmental mastery and personal growth as they showed neutral opinions.

4.4 Significance of correlation between personality traits and PWB (Inferential Analysis)

Pearson product moment correlation was used to observe the relationship between the study variables.

Objective No.3: To investigate the relationship between the PTs and PWB of SSTs.

Table 4.4

Pearson Correlation between Study Variables in Main Study (n= 380)

	BFI_T	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness	PWB_T	Autonomy	Environmental Mastery	Personal Growth	Positive Relations	Purpose in life	Self-acceptance
Personality Traits													
BFI_T	-	.66**	.60**	.70**	-.37**	.52**	.57**	.74**	.49**	.35**	.40**	.39**	.50**
Extraversion		-	.21**	.51**	-.40**	.49**	.43**	.24**	.67**	.12*	.11*	.17**	.25**
Agreeableness			-	.46**	-.43**	.06	.45**	.21**	.27**	.27**	.25**	.26**	.32**
Conscientiousness				-	-.22**	.42**	.59**	.32**	.47**	.35**	.41**	.42**	.41**
Neuroticism					-	-.06	-.49**	-.17**	-.26**	-.18**	-.18**	-.12*	-.29**
Openness						-	.45**	.24**	.30**	.20**	.33**	.27**	.33**
Psychological well-being													
PWB_T							-	.64**	.80**	.68**	.73**	.75**	.79**
Autonomy								-	.40**	.28**	.32**	.40**	.40**
Environmental Mastery									-	.49**	.47**	.53**	.62**
Personal Growth										-	.39**	.43**	.50**
Positive Relations											-	.51**	.51**
Purpose in life												-	.45**
Self-acceptance													-

Note. BFI_T = BF Inventory total; PWB_T; PWB total; ** $p < .01$, * $p < .05$

** . Correlation is significant at the 0.01 level (2-tailed) ; * . Correlation is significant at the 0.05 level (2-tailed).

Table 4.4 indicated that all dimensions of BF were strongly correlated with each other. Moreover, all the dimensions of PWB were also significantly and positively correlated with each other. Four traits of personality, i.e., agreeableness, extraversion, conscientiousness and openness to experience showed significant positive correlation with all the 6 dimensions of PWB. While, the personality trait, i.e., neuroticism showed significant negative correlation with all the 6 dimensions of PWB. Hence, the null hypothesis H₀1 that “There is non-significant relationship between personality traits and psychological well-being of secondary school teachers” was rejected.

4.5 Predictors of PWB (Inferential Analysis)

As significant relationship between study variables was found in correlation analysis, linear regression was carried out to observe the variance explained by different personality traits in predicting PWB of SSTs. The details of analyses are as follows:

Objective No.4: To find out the effect of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience on PWB of SSTs.

Table 4.5.1

Effect of Extraversion on PWB of SSTs (n=380)

Predictor	β	t-value	R ²	p	F (df)
Extraversion	.43***	5.86	.18	.000	30.12 (1, 380)

Note. df = Degrees of Freedom; *** $p < .001$; ** $p < .01$; * $p < .05$

Table 4.5.1 indicated that in order to examine the effect of extraversion on PWB of SSTs, linear regression was conducted. It was found that extraversion was a significant

predictor of PWB of SSTs ($\beta = .43, t = 5.86, p < .001$). R square value (.18) represented 18% effect of extraversion on PWB of SSTs. While, β value (.43) was positive that showed direct relationship between extraversion and PWB. Additionally, the overall model was also found statistically significant ($F(1, 380) = 30.12, p < .001$). Hence, the hypothesis H₂(a). “There is no effect of extraversion on psychological well-being of secondary school teachers” was rejected.

Table 4.5.2

Effect of Agreeableness on PWB of SSTs (n=380)

Predictor	β	t	R ²	p	F (df)
Agreeableness	.45***	6.18	.20	.000	55.61 (1, 380)

Note. df= Degrees of Freedom; *** $p < .001$; ** $p < .01$; * $p < .05$

Table 4.5.2 indicated that to examine the effect of agreeableness on PWB of SSTs, linear regression was conducted. It was found that agreeableness was a significant predictor of PWB of SSTs ($\beta = .45, t = 6.18, p < .001$). R square value (.20) represented 20% effect of agreeableness on PWB of SSTs. While, β value (.45) is positive that showed direct relationship between agreeableness and PWB. Additionally, the overall model found statistically significant ($F(1, 380) = 55.61, p < .001$). Hence, the hypothesis H₂(b). “There is no effect of agreeableness on psychological well-being of secondary school teachers” was rejected.

Table 4.5.3*Effect of Conscientiousness on PWB of SSTs (n=380)*

Predictor	β	t	R ²	p	F (df)
Conscientiousness	.59***	8.90	.35	.000	165.61 (1, 380)

Note. df = Degrees of Freedom; *** $p < .001$; ** $p < .01$; * $p < .05$

Table 4.5.3 indicated that to examine the effect of conscientiousness on PWB of SSTs, linear regression was conducted. It was found that conscientiousness was a significant predictor of PWB for SSTs ($\beta = .59$, $t = 8.90$, $p < .001$). *R* square value (.35) represented 35% effect of conscientiousness that found highest among all other traits of personality on PWB of SSTs. While, β value (.59) was positive that showed direct relationship between conscientiousness and PWB. Furthermore, the overall model was found statistically significant ($F(1, 380) = 165.61$, $p < .001$). Therefore, the hypothesis H₂(c). “There is no effect of conscientiousness on psychological well-being of secondary school teachers” was rejected.

Table 4.5.4*Effect of Neuroticism on PWB of SSTs (n=380)*

Predictor	β	t	R ²	p	F (df)
Neuroticism	-.49***	-7.01	.25	.000	31.95 (1, 380)

Note. df = Degrees of Freedom; *** $p < .001$; ** $p < .01$; * $p < .05$

Table 4.5.4 indicated that in order to examine the effect of neuroticism on PWB of SSTs, linear regression was conducted. It was found that neuroticism was a negatively significant predictor of PWB for SSTs ($\beta = -.49$, $t = -7.01$, $p < .001$). *R* square value (.25)

represented 25% effect of neuroticism on PWB of SSTs. While, β value (-.49) was negative that showed inverse relationship between neuroticism and PWB. Besides, the overall model was also found statistically significant ($F(1, 380) = 31.95, p < .001$). Thus, the hypothesis H₂(d). “There is no effect of neuroticism on psychological well-being of secondary school teachers” was rejected.

Table 4.5.5

Effect of Openness to experience on PWB of SSTs (n=380)

Predictor	β	t	R ²	p	F (df)
Openness to experience	.45***	6.23	.21	.000	65.86 (1, 380)

Note. df = Degrees of Freedom; *** $p < .001$; ** $p < .01$; * $p < .05$

Table 4.5.5 indicated that to examine the effect of openness to experience on PWB of SSTs, linear regression was conducted. It was revealed that openness to experience was found a significant predictor of PWB for SSTs ($\beta = .45, t = 6.23, p < .001$). *R* square value (.21) represented 21% effect of openness to experience on PWB of SSTs. While, β value (.45) was positive that showed direct relationship between openness to experience and PWB. The overall model found statistically significant ($F(1, 380) = 65.86, p < .001$). Thus, hypothesis H₂(e). “There is no effect of openness to experience on psychological well-being of secondary school teachers” was rejected.

4.6 Gender-based difference regarding personality traits (Inferential Analysis)

Objective No.5: To explore gender-based difference regarding PTs i.e extraversion, agreeableness, conscientiousness, neuroticism and openness to experience of SSTs.

Table 4.6

Mean differences Across Gender on Study Variables (n = 380)

Personality Traits	Males		Females		t	p
	(N = 170)		(N = 210)			
	M	SD	M	SD		
BFI_T	150.24	20.86	153.47	15.69	1.67	.09
Extraversion	24.23	5.75	25.84	5.38	2.81	.005
Agreeableness	33.35	5.69	32.55	5.08	1.44	.14
Conscientiousness	31.98	5.65	32.28	5.28	.52	.60
Neuroticism	24.90	6.74	25.69	6.02	.12	.22
Openness	35.78	6.54	37.09	5.15	2.11	.03

Note. M = Mean; SD = Standard Deviation; PTs= Personality traits; BFI_T = BF Inventory total.

Table 4.6 showed significant gender differences only on two variables, i.e., extraversion and openness to experience. Hence, extraversion and openness to experience was higher in females as compared to males. Therefore, the hypothesis H₃ “There is no gender-based difference regarding personality traits i.e extraversion, agreeableness, conscientiousness, neuroticism and openness to experience of secondary school teachers” was partially rejected with reference to extraversion and openness to experience.

4.7 Gender-based difference regarding PWB (Inferential Analysis)

Objective No.6 : To explore gender-based difference regarding PWB of SSTs.

Table 4.7

Mean differences across Gender on Study Variables (n = 380)

PWB Dimensions	Males		Females		t	p
	(N = 170)		(N = 210)			
	M	SD	M	SD		
PWB_T	142.10	19.37	141.36	19.10	.37	.71
Autonomy	22.30	4.81	22.60	4.36	.63	.52
En.Mastery	23.18	4.71	22.48	4.38	1.51	.13
Personal Growth	23.88	3.96	23.69	3.98	.45	.64
Positive Relations	24.99	4.79	24.96	4.23	.05	.95
Purpose in life	23.75	4.00	23.33	4.37	.95	.34
Self-acceptance	24.12	4.25	24.28	4.28	.35	.72

Note. M = Mean; SD = Standard Deviation; *En.Mastery* = *Environmental Mastery*; *PWB_T* = *PWB total*.

Table 4.7 showed that gender differences for PWB were found non-significant. It means that there existed non-significant gender differences in PWB between male and female SSTs. Therefore, the hypothesis H₄. “There is no gender-based difference regarding PWB of SSTs” was accepted. This confirmed that male and female SSTs both, have similar level of PWB.

Summary

Analysed data were presented in tabular form to test the null hypotheses of the study. Demographic variables, mean scores of BF and PTs, mean scores of PWB of SSTs, correlation among the study variables (from Table4.1-4.4 respectively) had been presented.

The predictability and effect of PTs on dependant variable PWB was examined through linear regression analysis (from Table 4.5.1 - Table 4.5.5). Mean differences across gender among study variables were presented (from Table 4.6 & Table 4.7).

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The present study investigated the role of personality as a predictor of PWB of teachers at secondary school level. Two main variables were explored in the study. Personality was considered as independent variable. The purpose to explore personality was because of its importance to assess people's distinctive traits which they frequently exhibit in their social settings. The other variable taken as dependant variable, was PWB. Individuals' PWB is associated with positive emotional state and sense of satisfaction towards life. The effect of PTs on teachers' PWB was observed. The focus of the study was teachers, who are the core of a successful learning procedure in schools and who are also responsible to shape little minds by imparting skills and knowledge. The fact can be perceived easily that psychologically healthy teachers perform optimally and stay happier.

The research was planned by designing following objectives: (i) To explore the PTs of SSTs. (ii) To assess the level of PWB of SSTs. (iii) To investigate the relationship between the PTs and the PWB of SSTs. (iv) To find out the effect of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience on PWB of

SSTs. (v) To explore gender-based difference regarding PTs of SSTs. (vi) To explore gender-based difference regarding PWB of SSTs.

By considering these objectives, null hypotheses were designed. Two standardized questionnaires were used for the research, where pilot study was conducted on a small population before data collection. The questionnaires included demographic variables in section 1, 44 items on BF traits (by using BFI) in section 2, and 42 items on PWB (by using PWB scale) in section 3.

The current work used descriptive and quantitative research approach with survey design. The selection of survey design was because of the reason that it was economic and convenient to administer the research tools. Data were collected from SSTs by personal visits of researcher to the respondents' workplace. All collected data had been kept confidential by maintaining ethical norms of the research. To reach the results, mean, Pearson correlation, t-test and linear regression were applied to analyse data statistically. Later, data were presented in tabular form along with its interpretation to reach the findings.

Hence, the chapter provided a complete outlook of the results and findings. It summarised the conclusions and recommendations made by the researcher for future studies and implications of the attained results.

5.2 Findings

These findings have been brought forward through the analysis of data:

1. Regarding the demographics, which were about gender, age, teaching experience and salary of teachers, it was found that maximum number of SSTs were females (55.3%). Most of the teachers were less than 30 years of age having master's level of education

(77.1%). Most of them had less than five years teaching experience (54.7%). Most participants of the study earned 40,000 per month (44.2%) (Table 4.1).

2. In the light of the objective no.1, that intended to explore the personality traits of SSTs, it revealed that mean scores of the sample on 5 personality traits were ranged from 3.13 - 3.65. According to the mean scores, openness to experience (3.65) and agreeableness (3.65) were found highest and extraversion (3.13) was found lowest among the PTs of SSTs. Whereas, teachers agreed a little on openness, agreeableness and conscientiousness. Teachers showed neutral opinions on extraversion and neuroticism as they neither agreed nor disagreed (Table 4.2).

3. By considering the objective no.2, that was designed to assess the level of PWB of SSTs, it was observed that the sample mean scores for all the six dimensions of PWB were ranged from 3.20 – 3.56. According to the mean scores, positive relations (3.56) and self-acceptance (3.55) were found highest and mean score of autonomy (3.20) was the lowest among other dimensions of PWB of SSTs. Teachers agreed a little on positive relations and self-acceptance while, they showed neutral opinions on purpose in life, personal growth, environmental mastery and autonomy as they neither agreed nor disagreed (Table 4.3).

4. According to the objective no.3, that intended to investigate the relationship of PTs with the PWB of SSTs, this was revealed that all 5 dimensions of personality were strongly correlated to each other. Furthermore, all the dimensions of PWB were also significantly and positively correlated with each other. Four traits of personality, i.e., agreeableness, extraversion, conscientiousness and openness to experience showed significant positive correlation with all the 6 dimensions of PWB. While, the personality trait, i.e. neuroticism

showed significant negative correlation with all the 6 dimensions of PWB. Hence, the hypothesis H^o1, that stated “There is statistically non-significant relationship between personality traits and psychological well-being of secondary school teachers” was rejected (Table 4.4).

5. In reference to the objective no.4, that aimed to find out the effect of extraversion, agreeableness, conscientiousness, neuroticism and openness to experience on PWB of SSTs, following findings were derived:

(i) It revealed that extraversion significantly and positively predicted PWB of SSTs ($\beta = .43, t = 5.86, p < .001$). The 18% effect of extraversion was observed on PWB of SSTs as shown by *R* square value (.18). Direct relationship among extraversion and PWB was found as β value (.43) was positive. The overall model found statistically significant ($F(1, 380) = 30.12, p < .001$). Therefore, the hypothesis H^o2(a) which stated that “There is no effect of extraversion on psychological well-being of secondary school teachers” was rejected in the light of analysis (Table 4.5.1).

(ii) It was found that agreeableness also significantly and positively predicted PWB of SSTs ($\beta = .45, t = 6.18, p < .001$). The 20% effect of agreeableness was observed on PWB of SSTs as shown by *R* square value that was (.20). Direct relationship between agreeableness and PWB was shown as β value (.43) was positive. The overall model found significant ($F(1, 380) = 55.61, p < .001$). Thus, the hypothesis statement H^o2(b) that “There is no effect of agreeableness on psychological well-being of secondary school teachers” was rejected under the light of analysis (Table 4.5.2).

(iii) It was revealed that conscientiousness significantly and positively predicted PWB of SSTs ($\beta = .59, t = 8.90, p < .001$). The 35% effect of conscientiousness on PWB of SSTs

was observed that remained highest among all other traits of personality as shown by *R* square value that is (.35). Direct relationship between conscientiousness and PWB was shown as β value (.59) was positive. The overall model found significant ($F(1, 380) = 165.61, p < .001$). Thus, the hypothesis H^o2(c) that “There is no effect of conscientiousness on psychological well-being of secondary school teachers” was rejected (Table 4.5.3).

(iv) In the light of the objective no.7, that aimed to find out the effect of neuroticism on PWB of SSTs. It was revealed that neuroticism significantly and negatively predicted PWB of SSTs ($\beta = -.49, t = -7.01, p < .001$). The 25% effect of neuroticism on PWB of SSTs was observed as shown by *R* square value that is (.25). Inverse relationship between neuroticism and PWB was shown as β value (-.49) was negative. The overall model found statistically significant $F(1, 380) = 31.95, p < .001$. In the light of the findings, the hypothesis H^o2(d) that “There is no effect of neuroticism on psychological well-being of secondary school teachers” was rejected (Table 4.5.4).

(v) It was revealed that openness to experience significantly and positively predicted PWB of SSTs ($\beta = .45, t = 6.23, p < .001$). The 21% effect of openness to experience on PWB of SSTs has been observed as shown by *R* square value that is (.21). Direct relationship between openness to experience and PWB was shown as β value (.45) is positive. The overall model found statistically significant ($F(1, 380) = 65.86, p < .001$). According to this finding, it is found that the hypothesis H^o2(e) “There is no effect of openness to experience on psychological well-being of secondary school teachers” was rejected (Table 4.5.5).

6. According to the objective no.5, that intended to explore gender-based difference regarding personality traits i.e extraversion, agreeableness, conscientiousness, neuroticism

and openness to experience of SSTs. It was revealed that there existed significant gender-based differences among extraversion and openness to experience. Therefore, in comparison to male teachers, extraversion and openness to experience found higher in female teachers. The hypothesis H^o3 that “There is no gender-based difference regarding personality i.e extraversion, agreeableness, conscientiousness, neuroticism and openness to experience of SSTs” was partially rejected with reference to extraversion and openness to experience (Table 4.6).

7. According to objective no. 6, that aimed to explore gender-based differences regarding PWB of SSTs. The results have shown non-significant gender-based differences among PWB of SSTs. Therefore, the hypothesis H^o4 that “There is no gender-based difference regarding psychological well-being of secondary school teachers” was accepted in the light of analysis (Table 4.7).

5.3 Discussion

Personality serves a substantial part in evolving and developing people throughout their life spans. Similarly, an examination of personality and its distinctive traits was required to observe its contributing role in exploring the level of individual’s PWB. On the whole, personality is used as a tool in measurement of well-being (Keyes et al., 2002). The study under investigation was about personality and its predictive role in PWB of SSTs. The study intended to observe the influential function of PTs on PWB of SSTs. The investigation further planned to explore gender-based difference among teachers’ personality variables. It also explored the gender-based difference among teachers’ PWB.

Steel, Schmidt and Schultz (2008) discussed that past researches vastly studied the characteristics which predicted SWB. However, empirical work on PWB remained limited.

Diener, Scollon and Lucas (2009) expressed that achieving the required state of well-being is a prime concern for many individuals. According to Siegrist (2003) the essential indication of desired quality of personal and communal life is dependent on optimal PWB. Therefore, by considering the importance of study variables, the purpose of this investigation was to observe the influence of one's PTs on his/her PWB.

Personality is found most relevant factor to attain a better perception about the predictability of PWB as already discussed in chapter 2. Moreover, it is essential to maintain the psychologically well state of teachers that has an influencing role in their PWB. Teachers' PWB determines their efficiency in the phase of teaching and learning process. A psychologically healthy state influences teachers' efficacy and performance at work. The results of this study might be found significant in estimating the importance of personality and its influential contribution towards the development of teachers' PWB.

The findings of present study indicated that all traits of personality significantly related to PWB. Whereas, neuroticism significantly and negatively correlated with PWB. That means higher neuroticism destroys the sense of one's satisfaction towards life. The findings were found parallel to the findings of following researches, the results of which also showed strong positive association of agreeableness, openness to experience, conscientiousness and extraversion with PWB and strong and negative association of neuroticism with PWB (Kokko, Tolvanen, & Pulkkinen, 2013; Colling & Hicks, 2008; Siegler & Brummett, 2000; Hicks & Mehta 2018; Strauser, Lustig, & Ciftci 2008; Butkovic, Brkovic, & Bratko, 2012; Dwan & Ownsworth, 2017).

It was found that extraversion significantly predicted the PWB of SSTs. The finding was found similar to past studies (e.g., the scholarly work of Siegler & Brummett, 2000;

Steel et al., 2008; Colling & Hicks, 2008; Kokko et al., 2013; Dwan & Ownsworth, 2017; Hicks & Mehta, 2018) results of which showed the significant association of extraversion in relation to PWB. The work was also found in lined with the past results (Ruiz 2005; Lynn & Steel, 2006). Hence, people who found high in extraversion are social, enjoy hangouts with friends, love to seek fun and have good and healthy interpersonal relations. The trait of making friends and having good interpersonal relationships with friends and family contributes positively in the enhancement of one's PWB as the results of this study showed that extraversion significantly predicted PWB. In contrast, people low in the extraversion tend to have fewer social interactions and prefer to stay isolated.

It was observed that agreeableness predicted PWB of SSTs significantly, the results are parallel to the past researches which have also found agreeableness as a strong predictor in assessing PWB (Siegler & Brummett, 2000; Colling & Hicks, 2007; Kokko et al., 2013; Bruce & Lynch, 2011). Thus, people high in agreeableness are flexible, compassionate and cooperative towards others. They are kind and tend to be supportive for others. These qualities contribute significantly in the enhanced PWB as found in results of this study. On the other hand, people low on the dimension are likely to be rigid, unkind and unhelpful to others.

Conscientiousness also predicted the PWB positively among SSTs. These outcomes found similar to the researches carried out by Kokko, Tolvanen, and Pulkkinen (2013). Bruce and Lynch (2011) also presented similar results. The studies carried out by Dwan and Ownsworth (2017) found conscientiousness significant for people's PWB. The scholarly work of Hicks and Mehta (2018) also revealed the positively significant association among conscientiousness in relation to PWB. The people high in

conscientiousness are systematic, well-planned, and reliable. These are the attributes which are essential for positive attitude towards performance at work. Such attributes are important for teachers to perform their tasks with good planning and management. The trait results in less stressful feelings and positive emotional state that helps in enhancing their PWB. The qualities represented by conscientiousness are effective for management of anxieties and lead people to higher achievements by enhancing their PWB. The people higher in conscientiousness are found hardworking, self-disciplined, reliable and goal oriented. Such persons prefer organization and planning in their task performance. On contrary, individuals who score low in conscientiousness are likely to be disorganized and undependable.

Neuroticism negatively and significantly predicted the teachers' PWB. These results are similar to the previous researches, the results of which revealed that neuroticism negatively and strongly predicted PWB (Diener & Seligman 2002; Gallant & Connell 2003; Bruce & Lynch, 2011; Hicks & Mehta, 2018; Dwan & Ownsworth, 2017; Colling & Hicks, 2008; Steel et al., 2008; Kokko et al., 2013).

The role of the trait is vital as the higher rate of neuroticism decreases individual's PWB. Those higher in the trait are likely to be anxious, depressed, worried and get nervous easily. Such people find it difficult to handle the stressful situations by staying calm and relax. Individuals with high neuroticism are susceptible to negative affect and are faced by emotional instability. Therefore, people with low scores on the dimension are found emotionally stable, calm and happy.

Openness to experience significantly predicted teachers' PWB. Results of the past studies are also similar to the finding of present study, which revealed that openness to

experience was positively and strongly significant in predicting the PWB (Keyes, Shmotkin & Ryff 2002; Siegler & Brummett, 2000; Colling & Hicks, 2007; Steel et al., 2008; Kokko et al., 2013; Bruce & Lynch, 2011; Dwan & Ownsworth, 2017; Hicks & Mehta, 2018). Accordingly, individuals who are scored high on openness to experience are receptive to novel ideas and new life experiences. They accept changes and seek new challenges positively. People open to experience have enhanced level of PWB. While, on contrary, people who are low on openness to experience prefer routine and do not like changes.

In general, overall results are similar to the study of Hicks and Mehta (2018) who investigated the role of BF traits of personality in prediction of PWB. The results discovered that BF predicted the PWB.

Results showed significant gender differences only on two variables, i.e., extraversion and openness to experience. Females as found extroverted and open to experience as compared to males. The results are parallel to the researches of (Feingold, 1994; Costa et al., 2001) where women had higher scores on extraversion and openness to experience than men.

Duberstein et al. (2003) suggested that those who found with high scores on extraversion are likely to face positive affect and are less susceptible to low PWB. Such individuals stay happier and they seek new activities to stimulate themselves. People high on extraversion are dynamic, outward, lively, social and confident.

Results showed non-significant gender-based differences. Therefore, the results are parallel to the scholarly work of Hasan (2016), the results brought non-significant differences among PWB of males and females. Visani, Albieri, Offidani, Ottolini and

Tomba, (2011) had also investigated the gender-differences among PWB where no significant gender-differences found, however, females scored lower on self-acceptance than males.

Kokko et al. (2013) carried a study where they observed that non-significant gender differences existed among men and women in context of PWB of adults. The findings of present study are in coordination with the research work of Bano (2014), results of her study revealed no significant differences among PWB of men and women. A US study conducted by Ryff and Keyes, (1995) found non-significant gender-differences among PWB.

5.4 Conclusions

These conclusions were brought forward through data analysis:

1. It could be concluded that teachers were having more awareness about the personality traits of openness, agreeableness and conscientiousness and less awareness about extraversion and neuroticism where they showed neutral opinions.
2. It's concluded that teachers were having more awareness about their psychological well-being dimensions of positive relations and self-acceptance, while less awareness about autonomy, purpose in life, environmental mastery and personal growth as they showed neutral opinions.
3. This might be concluded that the four traits of personality: agreeableness, extraversion, conscientiousness and openness to experience showed direct relationship with psychological well-being of SSTs. Whereas, neuroticism showed inverse relationship with psychological well-being of SSTs means that high neuroticism will indicate low psychological well-being of the teachers.

4. It was concluded that extraversion, agreeableness, conscientiousness and openness to experience positively predicted the psychological well-being of SSTs. Therefore, these are essentially important personality traits in the development and enhancement of teachers' psychological well-being. Whereas, neuroticism negatively predicted the psychological well-being of SSTs. Therefore, it's concluded that high neuroticism may place teachers' psychological well-being at risk.

5. Gender-based differences were found among two variables of personality only i.e. extraversion and openness to experience. This was concluded that as compared to males, females are extroverts and open to new life experiences.

6. This was observed and concluded that there existed no gender-based difference in teachers regarding their psychological well-being. It's concluded that there is no difference in the psychological well-being of male and female SSTs.

5.5 Recommendations

The results of this study indicated the significant effect of personality on teachers' PWB. The study enhanced the importance of personality traits towards achievement of PWB. It provided awareness about the existing personality traits and how to deal with the negative effects of neuroticism. Learning to become emotionally stable is found a new and interesting phenomenon about this research. Therefore, based on the research results, following recommendations were suggested by the researcher:

1. The study work provided an awareness about individual's traits, individuals may take initiative by taking part in self-improvement programs. For instance, teachers are found less aware about their personality traits of extraversion and neuroticism. Therefore,

training sessions can be organised where teachers may be given checklists related to personality measures or BFI to help them identify their personality traits.

a) Individuals identified with higher level of neuroticism are suggested to handle tension and stress calmly in adverse situations to avoid their low levels of PWB. To cope up with neuroticism, teachers are highly recommended to adapt and develop positive vision of life experiences to gain a control over negative emotions. Interactive sessions can be helpful including personality tests for the timely identification of teachers who are high in neuroticism. These sessions should be training teachers to learn emotional stability to handle stress and anxiety promptly.

Different elements of mindfulness, Cognitive Behavioural Therapy, and other behavioural interventions can be used for dealing with neuroticism. Such therapies teach individuals to discover more reasonable pattern of thinking and responding to problematic emotions and thoughts by teaching effective communication skills, mindfulness, emotion regulation and distress coping skills.

b) As teachers were found less aware about their personality trait of extraversion. They are recommended to have more social interactions, enjoy hangouts with friends for fun and develop good interpersonal relations. These practices are significant in the enhancement of one's PWB.

2. Teachers exhibited less awareness about purpose in life, autonomy, environmental mastery and personal growth as they showed neutral opinions. The PWB of teachers plays a valuable role. In order to achieve its higher level, teachers need to; have a sense of purpose by setting directions and goals in their lives, flourish and groom in order to enhance their sense of personal growth, regulate their behaviours according to their needs in order

to enhance their sense of autonomy, welcome new life experiences and make best use of opportunities to enhance their sense of environmental mastery. Teachers' training programs within organization can be organized that may also be helpful in grooming the potentials of teachers and to enhance their sense of self-acceptance, autonomy, and personal growth. Employee assistance programs could be offered for teachers to help them mastering certain skills, for example, self-awareness, challenge adoption, responsibility, and flexibility to adjust to different roles in classroom and school.

a) Socially interactive training sessions may contribute significantly in improving teachers' social well-being and personal development. Individuals cannot live a life without purpose if they need to grow with passage of time. Similarly, teachers are recommended to have a clear sense of purpose in life in order to attain their professional and personal life goals. Sense of direction, setting personal goals may lead teachers towards higher life achievements.

3. Teachers are suggested to become more extroverts by engaging in social interactions, open to new experiences by accepting new opportunities positively, conscientious by staying systematic and organised, and agreeable by staying flexible, compassionate and cooperative in their conduct. They are further suggested to avoid negative emotions and stress to achieve the enhanced psychological well-being state. These recommendations may be helpful in the enhancement of teachers' potentials and may contribute significantly in maintaining their psychological health and well-being.

4. (a) Teachers' trait of extraversion has a significant effect on PWB. Thus, it can be enhanced by participating in engaging and social interactions, having social gatherings or hangouts with colleagues and friends.

(b) Teachers' trait of agreeableness has a significant effect on PWB that confirms the importance of this trait. Adopting the attributes of agreeableness by being flexible, compassionate and cooperative is helpful in obtaining higher PWB.

(c) Teachers' trait of conscientiousness has highly significant effect on PWB which can be gained by staying systematic and organised in their professional and personal life. Teachers are highly recommended to be well-planned, reliable and organised in their conducts in order to have enhanced PWB.

(d) Neuroticism has a strongly negative effect on PWB. Individuals with high levels of neuroticism become more prone to the distress as they show less adaptive coping and regulation approaches while facing possibly traumatic experiences. Therefore, teachers need to develop a sense of awareness about the trait. The training sessions can be based on activities including relaxation exercises and deep breathing. The mindfulness therapy is also suggested to gain better PWB. The term means to think more deeply about life experiences and paying careful attention to the present moments. By practicing mindfulness, individuals need to accept their feelings and thoughts positively by penetrating into the experience. Here, what makes a difference would be by deciding how to perceive the experience. In mindfulness individuals are recommended to view an experience or present moment with curiosity, acceptance and admit the mistakes. It's all about training the mind to exist in and focus on present moment. By adopting mindfulness people may combat neuroticism, they learn accepting themselves and their positive and negative life experiences. It is recommended that mindfulness moderates the negative emotions.

(e) Openness to new experiences has also significant effect on PWB, Therefore, teachers are suggested to accept new opportunities positively, explore ideas and remain welcoming towards new life experiences.

5. Male SSTs are highly recommended to be more 'extroverts' by accepting new ideas, having positive social relations and 'open to experience' by accepting new life experiences, accepting changes and seeking novel challenges as they were found low in these traits as compared to females SSTs.

6. It has become essential to maintain a psychologically healthy society. For the purpose, there can be awareness programs through social and mass media where experts can suggest how to foster good PWB. There was no significant difference found among male and female SSTs. Hence, the recommendations related to the enhancement of PWB remain valid for males and females both.

5.6 Suggestions for further research

1. The study included the public sector teachers only, however, future comparative studies may be employed to have a comparison among public sector and private sector by observing the effect of personality on PWB. Moreover, comparative studies can also be conducted to explore gender-based differences among individual's personality and PWB.

2. Further researches on personality variables can be taken out by including the variables of organizational behaviour i.e. work performance, job satisfaction etc.

3. As current study focused on teachers' overall PWB, similarly further researches can be conducted to explore all six variables of PWB separately in relation to personality traits.

4. An experimental research can also be carried out to observe the effect of PWB on individuals' behaviours at workplace.
5. In future studies, this can also be more interesting for researchers to observe the more specific aspects (e.g neuroticism) which may be helpful in developing long-lasting effect to reduce negative affect in development of PWB.
6. The current study focused teachers as their sample, similar studies can be carried out on heads of institutes, other faculty members or students.
7. BF is an effective tool in prediction of employees' behaviour at work. Hence, the results of this study proposed that positive and negative behaviours of individual's personality can be observed by using BFI.
8. There is a need to conduct researches on personality and PWB of employees working with various organisations in Pakistan which may help the heads of departments and organizations to understand behaviours and the needs of their employees.

Hence, the future studies on the above highlighted areas may develop a research culture among schools and organizations which may contribute in making remarkable improvements.

5.7 Limitations of the Study

There have been some limitations of the research because of time constraints and limited resources. The study focused on Big Five traits of personality only and Ryff's dimensions of psychological well-being. Study focused secondary school teachers of public sector only. The other limitation was the use of self-report measures which could

have response biases. Secondly, responses could also be dependent on the time, the mood of the respondent, and his/her personal interest to respond to a self-report measure.

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Topic Approval Letter



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2019/Edu

Dated: 22-02-2019

To: Saba Zulfiqar,
1403-MPhil/Edu/F17

Subject: APPROVAL OF MPhil. THESIS TOPIC AND SUPERVISOR

1. Reference to Letter No. ML.1-2/2019-Edu dated 11-02-2019, the Higher Authority has approved your topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 4th Dec 2018.

i. Supervisor's Name & Designation

Dr. Shazia Zamir,
Assistant Professor, Department of Education
NUML, Islamabad.

ii. Topic of Thesis

Personality as a Predictor of Psychological Well-being of Teachers at Secondary School Level

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by Sept 2020 positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090

E-mail: mdin@numl.edu.pk

Dr. Hukam Dad Malik
Head,
Department of Education

APPENDIX-B

University Permission Letter



ML.1-5/2019-Edu

DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

Dated: 6-3-2019

TO WHOM SO EVER IT MAY CONCERN

Ms. Saba Zulfiqar (MPhil research Scholar), conducting research on the topic “Personality as a predictor of psychological well-being of teachers at secondary school level” under the supervision of Dr. Shazia Zamir. As the study is quantitative in nature thus need precious responses of yours faculty members.

I will be pleased if you may accommodate him by granting permission to collect data from faculty members of yours esteemed schools/institutions.




Dr. Hukam Dad Malik
Head,
Department of Education.

Validity Certificate

CERTIFICATE OF VALIDITY

(Personality and Psychological Well-being)



PERSONALITY AS A PREDICTOR OF PSYCHOLOGICAL WELL-BEING OF TEACHERS AT SECONDARY SCHOOL LEVEL

By: Saba Zulfiqar

M.Phil Scholar, Department of Education, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9, Islamabad, Pakistan

This is to certify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been adapted adequately to explore the personality traits of secondary school teachers, based on five major variables or traits of personality including: openness, extraversion, conscientiousness, agreeableness and neuroticism.

It is considered that research instrument, adapted for the research mentioned above, is according to the objectives and hypotheses of the research, assures adequate construct and content validity according to the purpose of the research, and can be used for the data collection by the researcher with confidence to explore personality traits of secondary school teachers.

Name: ..Dr. Najeeha Shahid.

Designation: Assistant Professor.

Institution: NUML, H-9, Islamabad

Signature: .. ..

Date: ..16/4/19.

Validity Certificate

CERTIFICATE OF VALIDITY

(Personality and Psychological Well-being)



PERSONALITY AS A PREDICTOR OF PSYCHOLOGICAL WELL-BEING OF TEACHERS AT SECONDARY SCHOOL LEVEL

By: Saba Zulfiqar

M.Phil Scholar, Department of Education, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9, Islamabad, Pakistan

This is to certify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been adapted adequately to assess level of psychological well-being of secondary school teachers, based on six major variables of psychological well-being including; self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth.

It is considered that research instrument, adapted for the research mentioned above, is according to the objectives and hypotheses of the research, assures adequate construct and content validity according to the purpose of the research, and can be used for the data collection by the researcher with confidence to assess level of psychological well-being of teachers at secondary school level.

Name: *Dr. Wajeeha Shahid*

Designation: *Assistant Professor*

Institution: *NUML, H-9 Islamabad*

Signature: *[Handwritten Signature]*

Date: *12/6/19*

Validity Certificate

CERTIFICATE OF VALIDITY

(Personality and Psychological Well-being)



PERSONALITY AS A PREDICTOR OF PSYCHOLOGICAL WELL-BEING OF TEACHERS AT SECONDARY SCHOOL LEVEL

By: Saba Zulfiqar

M.Phil Scholar, Department of Education, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9, Islamabad, Pakistan

This is to certify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been adapted adequately to explore the personality traits of secondary school teachers, based on five major variables or traits of personality including; openness, extraversion, conscientiousness, agreeableness and neuroticism.

It is considered that research instrument, adapted for the research mentioned above, is according to the objectives and hypotheses of the research, assures adequate construct and content validity according to the purpose of the research, and can be used for the data collection by the researcher with confidence to explore personality traits of secondary school teachers.

Name: *Dr. Saira Nudrat*

Designation: *A.P.*

Institution: *NUML, Isb.*

Signature: *[Handwritten Signature]*

Date: *17-04-2019*

Validity Certificate

CERTIFICATE OF VALIDITY

(Personality and Psychological Well-being)



PERSONALITY AS A PREDICTOR OF PSYCHOLOGICAL WELL-BEING OF TEACHERS AT SECONDARY SCHOOL LEVEL

By: Saba Zulfiqar

M.Phil Scholar, Department of Education, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9, Islamabad, Pakistan

This is to certify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been adapted adequately to assess level of psychological well-being of secondary school teachers, based on six major variables of psychological well-being including; self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth.

It is considered that research instrument, adapted for the research mentioned above, is according to the objectives and hypotheses of the research, assures adequate construct and content validity according to the purpose of the research, and can be used for the data collection by the researcher with confidence to assess level of psychological well-being of teachers at secondary school level.

Name: *Dr. Saira Nudrat*

Designation: *AP*

Institution: *NUML*

Signature: *[Handwritten Signature]*

Date: *17-04-2019*

Validity Certificate

CERTIFICATE OF VALIDITY

(Personality and Psychological Well-being)



PERSONALITY AS A PREDICTOR OF PSYCHOLOGICAL WELL-BEING OF TEACHERS AT SECONDARY SCHOOL LEVEL

By: Saba Zulfiqar

M.Phil Scholar, Department of Education, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9, Islamabad, Pakistan

This is to certify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been adapted adequately to explore the personality traits of secondary school teachers, based on five major variables or traits of personality including: openness, extraversion, conscientiousness, agreeableness and neuroticism.

It is considered that research instrument, adapted for the research mentioned above, is according to the objectives and hypotheses of the research, assures adequate construct and content validity according to the purpose of the research, and can be used for the data collection by the researcher with confidence to explore personality traits of secondary school teachers.

Name: *Dr. Ghazal Bin Hina*

Designation: *Assistant Professor*

Institution: *NUML, Islamabad*

Signature: *[Handwritten Signature]*

Date: *17/04/2019*

Validity Certificate

CERTIFICATE OF VALIDITY

(Personality and Psychological Well-being)



PERSONALITY AS A PREDICTOR OF PSYCHOLOGICAL WELL-BEING OF TEACHERS AT SECONDARY SCHOOL LEVEL

By: Saba Zulfiqar

M.Phil Scholar, Department of Education, Faculty of Social Sciences

National University of Modern Languages (NUML), H-9, Islamabad, Pakistan

This is to certify that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I find it to have been adapted adequately to assess level of psychological well-being of secondary school teachers, based on six major variables of psychological well-being including; self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth.

It is considered that research instrument, adapted for the research mentioned above, is according to the objectives and hypotheses of the research, assures adequate construct and content validity according to the purpose of the research, and can be used for the data collection by the researcher with confidence to assess level of psychological well-being of teachers at secondary school level.

Name: *Dr. Quratul-Ain Hina*

Designation: *Assistant Professor*

Institution: *NUML, Islamabad*

Signature: *[Handwritten Signature]*

Date: *17/04/2019*

APPENDIX-I

Permission Letter for the use of Research Instruments

Dear Madam,

I am M.phil Scholar of National University of Modern Languages, Islamabad, Pakistan. I am going to conduct a research on the following topic, "Personality as a predictor of psychological well-being of teachers at secondary school level". Therefore, I will be using your scale to measure the psychological well-being. I seek your approval to adapt your questionnaire of psychological well-being. I shall be grateful for your response.

Regards,
Saba Zulfiqar



Virus-free. www.avg.com

THERESA M BERRIE <berrie@wisc.edu>

1 Aug 2019, 01:23 ☆ ↶ ⋮

to me ▾

Greetings,

Thanks for your interest in the well-being scales.
I am responding to your request on behalf of Carol Ryff.
She has asked me to send you the following:

You have her permission to use the scales for research or other non-commercial purposes.

They are attached in the following files:

Permission Letter for the use of Research Instruments

Berkeley Personality Lab

Director: Oliver P. John

Home
People
Research
Measures
Contact

Is the Big Five Inventory (BFI) in the public domain and available for use?
 I hold the copyright to the BFI and it is not in the public domain per se. However, it is freely available for researchers to use for *non-commercial research purposes*. Please keep us posted on your findings.

Where do I get the Big Five Inventory (BFI)?
 If you are interested in taking the BFI yourself, please visit [this](#) website, where you can take an online version of the scale that gives you instant feedback.

If you are interested in using the BFI for commercial purposes, please submit a request to ucbpersonalitylab@gmail.com. At this time, the BFI is for non-commercial uses only.

If you are interested in using the BFI for research purposes, please click [[here](#)], which will direct you to the BFI download page. We are trying to create a database for BFI users of publications, relevant findings, and translations of the BFI in an effort to make the scale more useful for users. Thus, before downloading a copy of the BFI and the scoring instructions, please complete a short survey to let us know a little more about who you are and why you want to use the measure. All information will be kept strictly confidential.

How should I reference the BFI?
 You should reference these article in manuscripts using the BFI:

- (1) John, O. P., Naumann, L. P., & Soto, C. J. (2008). Paradigm Shift to the Integrative Big-Five Trait Taxonomy: History, Measurement, and Conceptual Issues. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), [Handbook of personality: Theory and research](#) (pp. 114-158). New York, NY: Guilford Press.
- (2) John, O. P., Donahue, E. M., & Kentle, R. L. (1991). [The Big Five Inventory--Versions 4a and 54](#). Berkeley, CA:

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Questionnaires

Dear Respondents,

I am an M. Phil Scholar at National University of Modern Languages, Islamabad and conducting a research to explore about personality traits and psychological well-being of teachers at secondary school level. I need your participation in the completion of this research. The information collected from you will be kept confidential and will only be used for research purpose. The information that will be obtained through your assistance will contribute in getting to know teachers' personality and to enhance their well-being.

There are three major parts of the questionnaires containing demographic information, personality traits and psychological well-being. This can take 20 minutes maximum. Your contribution in this regard will be acknowledged. Thank you!

Section-A

Demographic Information:

Gender: Male Female

Age: _____

Qualification: _____

Teaching Experience: _____ Years

Monthly Income: _____

Section-B (BFI Scale)

Here are number of characteristics that may or may not apply to you. Please encircle a number next to each statement to indicate the extent to which you agree or disagree with that statement.

Statement	Strongly Disagree	Disagree a little	Neither Agree nor Disagree	Agree a little	Strongly Agree
1. I see myself as someone who is talkative.	1	2	3	4	5
2. I see myself as someone who finds fault with others.	1	2	3	4	5
3. I see myself as someone who does a thorough job.	1	2	3	4	5
4. I see myself as someone who is depressed.	1	2	3	4	5
5. I see myself as someone who comes up with new ideas.	1	2	3	4	5
6. I see myself as someone who is reserved.	1	2	3	4	5
7. I see myself as someone who is helpful and unselfish with others.	1	2	3	4	5
8. I see myself as someone who can be careless.	1	2	3	4	5
9. I see myself as someone who is relaxed, handles stress easily.	1	2	3	4	5
10. I see myself as someone who is curious about things.	1	2	3	4	5
11. I see myself as someone who is full of energy.	1	2	3	4	5
12. I see myself as someone who starts quarrels with others.	1	2	3	4	5
13. I see myself as someone who is a reliable worker.	1	2	3	4	5
14. I see myself as someone who can be tensed.	1	2	3	4	5
15. I see myself as someone who is creative and a deep thinker.	1	2	3	4	5
16. I see myself as someone who has a lot of enthusiasm.	1	2	3	4	5
17. I see myself as someone who has a forgiving nature.	1	2	3	4	5
18. I see myself as someone who is disorganized.	1	2	3	4	5
19. I see myself as someone who worries a lot.	1	2	3	4	5
20. I see myself as someone who has an active imagination.	1	2	3	4	5
21. I see myself as someone who remains quiet.	1	2	3	4	5

Statement	Strongly Disagree	Disagree a little	Neither Agree nor Disagree	Agree a little	Strongly Agree
22. I see myself as someone who is trusting.	1	2	3	4	5
23. I see myself as someone who is lazy.	1	2	3	4	5
24. I see myself as someone who is emotionally stable.	1	2	3	4	5
25. I see myself as someone who is inventive.	1	2	3	4	5
26. I see myself as someone who has a confident personality.	1	2	3	4	5
27. I see myself as someone who can be reserved.	1	2	3	4	5
28. I see myself as someone who keeps on working until the task is finished.	1	2	3	4	5
29. I see myself as someone who is moody.	1	2	3	4	5
30. I see myself as someone who values artistic and aesthetic experiences.	1	2	3	4	5
31. I see myself as someone who is sometimes shy.	1	2	3	4	5
32. I see myself as someone who is caring and kind to everyone.	1	2	3	4	5
33. I see myself as someone who does things efficiently.	1	2	3	4	5
34. I see myself as someone who remains calm in tensed situations.	1	2	3	4	5
35. I see myself as someone who prefers routine work.	1	2	3	4	5
36. I see myself as someone who is outgoing and sociable.	1	2	3	4	5
37. I see myself as someone who is sometimes rude to others.	1	2	3	4	5
38. I see myself as someone who makes plan and follows them.	1	2	3	4	5
39. I see myself as someone who gets nervous easily.	1	2	3	4	5
40. I see myself as someone who likes to work with new ideas.	1	2	3	4	5
41. I see myself as someone who has few artistic interests.	1	2	3	4	5
42. I see myself as someone who likes to cooperate with others.	1	2	3	4	5
43. I see myself as someone whose attention diverts easily.	1	2	3	4	5
44. I see myself as someone who is sophisticated in art, music, or literature.	1	2	3	4	5

Section-C (PWB Scale)

The following set of statements deals with how you feel about yourself and your life. Please remember that there are no right or wrong answers. Circle the number that best describes your present agreement or disagreement with each statement.

Statement	Strongly Disagree	Disagree a little	Neither Agree Nor Disagree	Agree a little	Strongly Agree
1. I am not afraid to give my opinion, even if it is against opinions of most people.	1	2	3	4	5
2. I feel I am in charge of the situation in which I live.	1	2	3	4	5
3. I am not interested in activities that will increase my experience.	1	2	3	4	5
4. Most people see me as loving and affectionate.	1	2	3	4	5
5. I live life for present and don't really think about the future.	1	2	3	4	5
6. When I look at the story of my life, I am pleased with how things have turned out.	1	2	3	4	5
7. My decisions are not usually influenced by what everyone else is doing.	1	2	3	4	5
8. The demands of everyday life often get me down.	1	2	3	4	5
9. I think it is important to have new experiences that challenge how you think about yourself and the world.	1	2	3	4	5
10. Maintaining close relationships has been difficult and frustrating for me.	1	2	3	4	5
11. I have a sense of direction and purpose in life.	1	2	3	4	5
12. In general, I feel confident and positive about myself.	1	2	3	4	5
13. I tend to worry about what other people think of me.	1	2	3	4	5
14. I do not fit very well with the people and the community around me.	1	2	3	4	5
15. I think that I haven't really improved much as a person over the years.	1	2	3	4	5
16. I often feel lonely because I have few close friends with whom to share my problems.	1	2	3	4	5
17. My daily activities often seem unimportant to me.	1	2	3	4	5
18. I feel like many of the people I know have achieved more in life than me.	1	2	3	4	5
19. I tend to be influenced by people with strong opinions.	1	2	3	4	5
20. I can manage responsibilities of my daily life.	1	2	3	4	5

Statement	Strongly Disagree	Disagree a little	Neither Agree Nor Disagree	Agree a little	Strongly Agree
21. I have developed a lot as a person over time.	1	2	3	4	5
22. I enjoy personal and social conversations with family members or friends.	1	2	3	4	5
23. I don't have a clear sense of what I'm trying to accomplish in life.	1	2	3	4	5
24. I like most aspects of my personality.	1	2	3	4	5
25. I have confidence in my opinions, even if they are opposite to the opinions of others.	1	2	3	4	5
26. I often feel affected or disturbed by my responsibilities.	1	2	3	4	5
27. I do not enjoy being in new situations that require me to change my old ways of doing things.	1	2	3	4	5
28. People find me as a giving person who is willing to share his time with others.	1	2	3	4	5
29. I enjoy making plans for future and working to make them happen.	1	2	3	4	5
30. I feel disappointed about my achievements in life.	1	2	3	4	5
31. It's difficult for me to voice my own opinions on disputable matters.	1	2	3	4	5
32. I have difficulty arranging my life in a way that is satisfying to me.	1	2	3	4	5
33. For me, life has been a continuous process of learning, changing, and growth.	1	2	3	4	5
34. I have not experienced many warm and trusting relationships with others.	1	2	3	4	5
35. Some people wander aimlessly through life, but I am not one of them.	1	2	3	4	5
36. My attitude about myself is probably not as positive as most people feel about themselves.	1	2	3	4	5
37. I judge myself by what I think is important, not by the values of what others think is important.	1	2	3	4	5
38. I have been able to build a home and a lifestyle for myself that is much to my liking.	1	2	3	4	5
39. I gave up trying to make big improvements or changes in my life a long time ago.	1	2	3	4	5
40. I trust my friends and they trust me.	1	2	3	4	5
41. I sometimes feel as if I have achieved everything in life.	1	2	3	4	5
42. When I compare myself to friends, it makes me feel good about who I am.	1	2	3	4	5

APPENDIX-L

List of Secondary Schools and Teachers (Females) of Rawalpindi Tehsil

School Name	No. of Teachers
GGHS ZINAT SIKANDRIA RWP	36
GGHS MUSLIM TOWN RWP	57
GGHS ARIYA MOHALLAH	8
GGHS SHER ZAMAN COLONY	20
GGHS RAJAR	15
GGHS KHAYABAN-E-SIR SYED SEC-III	34
GGHS RANOTRA	12
GGHS KHAYABAN-I-SIR SYED SEC-I	40
GGHS ALPHA CHRISSTIAN	15
GGHS ZIA-UL-HAQ COLONY RAWALPINDI	9
GGHS NO 4 MOHAN PURA	27
GGHS KOLIAN HAMEED	15
GGHS GIRJA RWP	21
GGHS JOHAR MEMORIAL	30
GGHS MC RATTA AMRAL	43
GGHS BHALL	13
GGHS MODREN ASGHAR MAL RWP	24
GGHS RANIAL	17
GGHS MAIRA KALAN (CONTOLED BY CANTONMENT BOARD)	14
GGHS MC TELI MOHALLAH	20
GGHS MADARISSA TUL BINAAT	26
GGHS LIAQAT MUGHAL ABAD	32
GGHS HAZARA COLONY RAWALPINDI	18
GGHS ANWAR-UL-ISLAM NO. BARAF KHANA CHOWK RWP	32
GGHS DHOKE MANGTAL MISRIAL	20
GGHS KURI KHURD BAKHSH	9
GGHS KOH-I-NOOR	64
GGHS LIAQAT BANGASH COLONY	22
GGHS ADHWAL	12
GGHS GOGRA	12
GGHS MC NIA MAHALLAH RAWALPINDI	28
GGHS DHANDA	8
GGHS SAFDAR ABAD RWP	39
GGHS DHERI HASSAN ABAD	28
GGHS PINDORA RAWALPINDI	41
GGHS MAGISTRATE COLONY	20
GGHS MORGAN ARL	33
GGHS DHOK HASSU	60
GGHS BIJNIAL	15
GGHS NO.2 MUSLIM TOWN	29
GGHS MC MODEL SATELLITE TOWN	35
GGHS PAF BASE CHAKLALA	33
GGHS NOOR ISLAMIA RWP	38
GGHS MUSLIM MURREE ROAD	21
GGHS KHADIJA	25
GGHS PAK ISLAMIA NO.1	22
GGHS JHANDA CHICHI	31
GGHS TAKHAT PARI	19

List of Secondary Schools and Teachers (Females) of Rawalpindi Tehsil

GGHS MIAL	17
GGHS F BLOCK RWP	17
GGHS SIMLA ISLAMIA RWP	35
GGHS DHULIAL	10
GGHS GORAKHPUR	15
GGHS CHAK AMRAL	12
GGHS PIND JHATLA	15
GGHS DHOK JUMMA KHAN	17
GGHS MC TALAB PUKHTA BANNI	18
GGHS SANGRAL	12
GGHS MC AMAR PURA	29
GGHS PAKISTAN MILAD NAGER	32
GGHS GANGAL GULZAR-E-QUAID RAWALPINDI	26
GGHS KHAYABAN-E-SIR SYED SECTOR 2	17
GGHS NO. 3 WESTRIGE RWP	63
GGHS GHAREEB ABAD	42
GGHS USMANIA MURREE ROAD	35
GGHS ROPPER KALAN	15
GGHS DHALLA	13
GGHS DHAMIAL RWP	42
GGHS DHAMAN SYEDAN	34
GGHS CHAKRI	12
GGHS SAROBA	15
GGHS SIHAL	22
GGHS KOTLA	11
GGHS MARI DANISHMANDAN	13
GGHS MOHRA DAROGHAN	19
GGHS PAKISTAN SARAFI BAZAR RAWALPINDI	19
GGHS TENCH BHATIA	52
GGHS RATTA AMRAL RAWALPINDI	27

List of Secondary Schools and Teachers (Males) of Rawalpindi Tehsil

School Name	No. of Teachers
GHS MODEL NEW ISLAMIA RAWALPINDI	40
GHS MC CENTRAL MODEL MILLAT COLONY	35
GHS ISLAMIA NO. 3 RATTA AMRAL RAWALPINDI	13
GHS GHARIB ABAD	46
GHS DHALLA	19
GHS MC AMAR PURA RAWALPINDI	19
GHS GANGAL GULZAR-E-QUAID RAWALPINDI	17
GHS KHAYABAN-E-SIR SYED SECTOR 4-B	27
GHS ISLAMIA NO. 2 RAWALPINDI	16
GHS TRAHIA	17
GHS DHAMIAL	27
GHS KOH-I-NOOR RAWALPINDI	40
GHS DAV COLLEGE ROAD	29
GHS TAKHT PARI	18
GHS ZARAI FORM	30
GHS KHAYABAN-E-SIR SYED	22
GHS NASEER ABAD	20
GHS CHUNGI NO. 22 RAWALPINDI	28
GHS MODERN (2ND SHIFT GHS KOH-I-NOOR)	11
GHS ISLAMIA NO. 4	19
GHS FAIZ UL ISLAM NO. 2 NEW SHAKRIAL	32
GHS PUBLIC ACADEMY MUGHAL ABAD	25
GHS MAIRA KALLAN	15
GHS TENCH BHATTA	24
GHS COMPREHENSIVE RAWALPINDI	65
GHS MADRISA MILLIA ISLAMIA S.TOWN RAWALPINDI	30
GHS ZIA-UL-ALOOM RAJA BAZAR	21
GHS MIRA MOHRA	14
GHS TITRAL	16
GHS PEHLVI FAIZABAD RAWALPINDI	15
GHS SIMLA ISLAMIA	17
GHS CHAHAN RAWALPINDI	16
GHS PIND JHATLA	13
GHS GANGAN WALA	14
GHS CHAKRI	24
GHS CHAK AMRAL	10
GHS DHAMAN SYEDAN	19
GHS AZIZ NATIONAL	15
GHS MIAL	15
GHS MOHUTA MOHRA	12
GHS KHAYABAN-E-SIR SYED SECTOR 3	26
GHS GOHRA BHARTHA	17
GHS ADIALA	17
GHS RANIAL	12
GHS JHATTA HATHIAL	25
GHS BANDAH	8
GHS DHOK GIRJA	18
GHS DHADHUMBER	13
GHS MOHRA DAROGHA	24
GHS AOC MORGAH	25

List of Secondary Schools and Teachers (Males) of Rawalpindi Tehsil

GHS DHANDA	13
GHS TALEEM-UL-QURAN QUAID ABAD	32
GHS ELLIOT MORGAH	22
GHS BHALL	20
GHS CHAK BELI KHAN	28
GHS ABBASI RAWALPINDI	42
GHS DHOK CHARAG DIN	23
GHS FAIZ-UL-ISLAM NO. 1	17
GHS NAKRALI	16
GHS RUPPER KALLAN	15
GHS MUSLIM NO.2 SAIDPURI GATE RAWALPINDI	15
GHS MC RATTI AMRAL RAWALPINDI	27
GHS KHARAKAN	14
GHS KARAH	16
GHS JABBER DARVAISH	12
GHS PIND NASRALA	16
GHS SIHAL	19
GHS MC SATELLITE TOWN	18

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Certificate of Proof-Reading

**PERSONALITY AS A PREDICTOR OF PSYCHOLOGICAL WELL-BEING
OF TEACHERS AT SECONDARY SCHOOL LEVEL**

By

Saba Zulfiqar

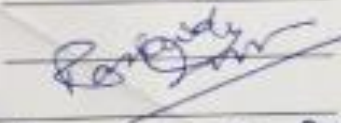
NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

It is certified that the research work with the above-mentioned title has been proof-read and checked for language and grammatical errors.

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