CHAPTER - II
REVIEW OF RELATED LITERATURE

Review of the related literature works as a foundation for any area of human endeavour and determines the direction for the proposed research. Since the origin of mankind, knowledge has been preserved through centuries and man can take advantage of this “Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of the knowledge makes possible progress in all areas of human endeavour” (Best, 1983).

Good and Scates (1954) highlight the importance of related literature, “The competent physician must keep abreast of the latest discoveries in the field of medicine.........obviously the careful student of education, the research worker and investigator should become familiar with location and use of sources of educational information.”

It is an important pre-requisite to actual planning as well as the execution of any research work and the time spent in such a survey is invariably considered an investment. Without a critical study of the related literature, the investigator will be groping in the dark and perhaps uselessly repeat the work already done. Therefore, to conserve time, energy and resources, it is necessary to undertake a detailed and penetrating study of all available literature. The review of related literature promotes a greater understanding of the problem. According to Berg – “The review of related studies in any field forms the foundation upon which all future work has been built.”

The study of related literature works as a guiding part only in regard to the question of work done in the field but also enables us to perceive the gap and lacuna in the concerning field of research. To make our research effective, adequate familiarity with all the works done up to the time in that field is very essential. The real purpose of
the review of the related research is the fitness of a particular project in to a broader scheme enabling one to see its importance and to relate it to many studies. The review of related literature helps the investigator:

- To define the limits of field of study. It helps the research to delimit and define the problem.
- To avoid unfruitful and useless problem.
- To avoid unintentional duplication of well established findings.
- To know about the tools and instruments that proved to be useful and promising in the previous studies.
- To know about the recommendations of previous researchers for further research, to speculate useful hypotheses, to provide helpful suggestions for significant investigation.

In the above context it was thought appropriate to review the relevant facts regarding the variables under consideration. The studies cited, have direct or indirect relation with the variables of well-being and personality structure. The review of related literature has been grouped under sub categories:

2.1 Studies Related to Well-being
2.2 Studies Related to Personality Structure
2.3 Studies Related to Well-being and Personality Structure

2.1 STUDIES RELATED TO WELL-BEING

A basic proposition concerning the determinants of psychological well-being is advanced by Jadhoda (1958), who suggested the existence of overall well-being is a function of experience in separate important aspects of life such as family, community, vocation and work.

According to findings of the Portner (1982) although older teachers reported more physical complaints and resent stressful life events, overall well-being was superior to that of younger teachers.

Keane (1983) investigated the relationship between family
environment to the psychological well-being of children of alcoholics. He established that there is a significant relationship between perception of family environment and psychological well-being.

Andrews and Parks (1985) proved that there was a strong association between health problems of mind and body. Psychological and physical well-being is complementary to each other. If one gets deteriorated, other can’t remain unaffected. Sound psychological well-being is a pre-requisite for good physical well-being and vice-versa. To maintain physical well-being, exercise is must.

Scheidit (1986) assessed the subjective well-being of 989 residents of small towns and found that subjects generally expressed satisfaction with living condition, social relations and functional health.

Koonce (1986) analyzed the effect of a structured wellness programme on physical and mental well-being of public teachers and staff members. He observed that there were no significant differences for any mental well-being measure.

O’Rourke (1986) noticed no significant relationships between psychological well-being, age, ethnicity, marital status or sex of a person in a household.

Archer, Probert and Gage (1987) found that physical dimension of health was regarded as having the most important effect on overall wellness.

Hamminger (1987) found that aerobic exercise had a more sense of well-being.

Larson (1990) found that there was significant difference in higher sense of well-being and work.

Andrews (1991) in his study concluded that women in the west scored significantly higher than man on psychological well-being.

Veenhoven (1991) studied that income is a better predictor of subjective well-being in poor countries than rich ones.

Landrevilla and Vezina (1992) conducted a comparative study
between daily hassles and major life events as correlates of well-being in older adults. Results indicated that self-rated health, limitation in daily activities as a result of chronic illness and frequency of daily hassles were related with physical well-being.

Kunichikrishnam and Stephen (1992) conducted a study of locus of control and sense of well-being on the students in 20-25 age groups. It was found that internal locus of control positively related to sense of general well-being in male students; locus of control and positive well-being scores do not differ significantly in female students.

Tran (1992) health had strongest effect on the zest for life dimension, followed by mood-tone, age, sex, education, income, marital status and ethnicity had different effect on subjective well-being.

Harri (1993) examined the mental well-being of nurse educator at work. He used a self assessment questionnaire to measure the mental well-being of 83 female nurses. 68% of subjects claimed that they are valued very much or moderately at work. Age, marital status, type and length of education and professional experience were not related to mental well-being assessment.

Kaiser (1993) surveyed 235 randomly selected teachers to investigate their sense of well-being in the context of 10 child care activities, results indicated that child-related education, experience and interaction did not influence the overall well-being of teachers. Nurturing children and working with parents were found to be their most enjoyable and least stressful tasks.

Mookherjjee (1994) examined the effects of religiosity, social participation and selected demographic variables on perception of well-being. The results of his study found that perception of well-being was positively related and significantly influenced by perceived financial status, marital status and Church membership, frequency of Church attendance, social participation and education.

Wood, Rhodes and Whelan (1994) found significant difference
between mean levels of well-being. Women reported greater happiness and life satisfaction in comparison with that of men.

Bruke and Mckean (1995) examined a research model developed to understand emotional well-being among managerial and professional women. Four groups of predictor variables were considered, includes personal demographic variables organizational and situational characteristics, work experience associated with job, career satisfaction and work outcomes. Work experience and work outcomes were fairly, consistently and significantly related to self-reported emotional well-being.

Edward and Roy (1995) found that teachers who have a positive sense of self and healthy psychological well-being are more willing to attend the work.

Wederich (1995) studied the independent variables of locus of control, social support, well-being and dependent variables; stress and strain. He established subjects with higher well-being experienced less stress and strain than subjects with lower well-being. He also found no interactions between the independent and dependant variables.

Preedasak (1997) in his study when classified teachers by educational level revealed that teachers who taught in primary, lower, secondary and upper secondary educational level were indicating good feeling of well-being. There is no significant effect of educational level, school size and sex on well-being of teachers in Thailand.

Micheal (1998) found that urban, suburb and sector area adolescents score more above average in-respect of well-being and they are found to be more concerned about their personal well-being. Difference between mean scores being minimal.

Sehgal and Sharma (1998) reported that no gender differences exist on psychological well-being.

Singh (1999) conducted a study on well-being of Navodaya Vidyala teachers in relation to their job burnout. Results revealed that male married teachers have good sense of mental well-being than
female married teachers. On the basis of tenure of service it was found that female teachers with service tenure from (0-5) years have higher sense of physical, social and emotional well-being than female teachers with teaching experience of 10 years and above have good sense of mental well-being but are emotionally exhausted than male teachers after some service tenure. But there is no significant difference between low and high burnout and anxiety of teachers in respect of well-being.

Macfarlane (2000) studies the relationship between stress and psychological well-being among American and Russian elders. Results indicated that personal control and self-esteem did not perform a mediating role between the stressful life events and depression in American sample. However, personal control and self-esteem approached significance as a mediator between the stressful life events and depression in Russian sample.

Berg Weger et al. (2000) examined the relationship between caregivers’ well-being and depression among 142 caregivers (age 61 years). They found depression as a mediator between stress and well-being.

Holly, Marie Thersa Shea (2000) conducted a study on the relationship between caregivers’ stress, social support and well-being. The results revealed that the caregivers’ gender was significantly influenced by their perception of stress. Both male and female caregivers reported a high level of stress. The strongest path was between social support and well-being.

Alesina, Di Tella and Macculloch (2001) find that there is a large, negative and significant effect of inequality on happiness in Europe but not in the U.S. They also find that the distaste for inequality is concentrated in some groups in Europe, mainly the left and poor. In the United States inequality generated unhappiness in only for a sub-group of rich, left-wing people. Two explanations are presented: the first is that Europeans prefer equal societies. The
second is that the U.S. is a more mobile society, thus the poor know that their current situation is not fixed. The authors favor the hypothesis that inequality effects European happiness because their societies are characterized by lower social mobility that the U.S. – Since they did not find preference for equality in Europe amongst the rich or the right.

Di Tella, Mac Culloch and Oswald (2001) analyze data from Euro-barometer which surveys 2,64,710 people living in 12 European countries during 1975-1991 and from the General Social survey for 26, 668 people in the United States in 1972-1994. They find that reported well-being is strongly correlated with inflation and unemployment. Individuals are asked in surveys how happy they are with life, and the paper demonstrates that their answers move systematically with their nation’s level of unemployment creates more unhappiness than inflation: the tradeoff between unemployment and inflation in 1.66, that is, a percentage point of unemployment creates 1.66 times more unhappiness than a percentage point of inflation.

Graham and Pettinato (2002) analyze subjective wellbeing in 17 Latin American countries and Russia and they find that relative income differences have important effects on how individuals asses their wellbeing. Those in the middle or lower middle of the income distribution are more likely to be dissatisfied than are the very poorest groups. Also, volatility in income flows can have negative effects on perceived wellbeing, even among upwardly mobile individuals.

Wolfer (2003) finds robust evidence that high inflation and unemployment lowers perceived well-being moreover, greater macroeconomic volatility also undermines well-being. Using data from 5,00,000 people in 16 European countries for the period 1973-1998 he shows that after controlling variables- both inflation and unemployment increase happiness.

Aggarwal (2004) stated that there were significant differences in mental, emotional and total well-being of male and female teacher
trainees. Urban and rural teacher trainees did not differ significantly in physical, mental, social, emotional, spiritual and total well-being.

Mohan (2004) studied work specific locus of control as a moderate or of the relationship between organizational stressors and job related well-being and found that men had higher job well-being than women.

Moorjani and Geryani (2004) conducted a study on college students of different faculties as science, commerce and arts. Results revealed that students of different faculties have significant difference in their life satisfaction and general well-being, but there is no significant gender difference regarding life satisfaction and general well-being.

Rehdanz and Maddison (2005) using data on 67 countries between 1972 and 2000, find that climate variables have a highly significant effect on SWB and that climate changes due to global warming might reduce SWB around the world in the next decades.

Pillay, Goddard and Wilss (2005) found significant differences on the Depersonalization subscale and the Personal Accomplishment subscale of Maslach Burnout Inventory (MBI) of the four analyses indicating a significant association between self-rated well-being and self-rated competence.

Grover (2006) in his study on well-being concluded that senior secondary school teachers adopting dominant approach coping strategy exhibited significantly higher level of emotional, spiritual and total wellbeing.

Altermann (2007) in their study has looked directly at the factors affecting teacher well-being. By using a reliable and validated questionnaire on a representative sample of 2000 teachers in Belgium found that lower pressure of work was related to higher levels of well-being. They also found that elementary school level female teachers had higher well-being than man. The research also found years of experience was an important predictor of well-being: older teacher had
a lower sense of well-being than younger teachers.

Gill (2007) in her study of well-being of college students found that female students in science stream have shown significant better level of well-being than male students in science stream. But male and female arts students have shown average level well-being. There is no significant difference between male and female college students’ well-being.

Hamdan, Mansour and Marmash (2007) examined the relationship between perception of psychological well-being and general health report among Jordanian university students. A total of 1108 students from six universities in Jordan were surveyed regarding psychological well-being and general health. The results showed that students perceived their psychological well-being as moderate. Psychological well-being subscales were negatively correlated with reports of physical pain, chronic infections, and previous or current treatment of a psychiatric illness. Male and female university students were similar in their perceptions of psychological well-being; however, they differed in their general health report. Perception of psychological well-being is an important component of university students’ health. The importance of psychological well-being is highlighted, and implications for mental health nurses are presented.

Kaur (2007) studied well-being among 200 post graduate student in relation to gender, stream of study and stress. Investigator found average level of happiness, a positive inductor of well-being among university students. Also there is no significant mean difference in well-being among high and low stress group of university students.

Bharti and Jha (2008) concludes that person having high scores on happiness had higher sense of well-being and were more self-actualizers than those who scored low on happiness scale scores. It was deduced that sense of well-being and self-actualization were significant indices of happiness.
Rani (2008) studied well-being of 164 student Punjabi university Patiala. She found female students are significantly better in their well-being than male students belonging to arts faculty whereas university male students are significantly better in their well-being than university female students belonging to science faculty. She also found that no personal variable has any affect one the well-being of university students.

Khalique and Khalid (2009) found that role ambiguity, role conflict, unreasonable group pressures, impoverishment, unprofitability and responsibility of persons are the factors which contribute more to occupational stress which in turn affects the general well-being of the individual. In general, higher the occupational stress lower is the general well-being.

Ramesh (2009) in a study of working and non-working women explored that non-working women are more adjusted than working women emotionally, socially and health wise. Non-working women have more life satisfaction than working women.

Sahoo and Mohapatra (2009) in their study examine the role of professional settings in psychological well-being on the basis of gender. Two hundred adults (100 males and 100 females) from five different professions were randomly sampled. The analysis indicated that women are as happy as men are. In the context of group comparison, it was shown that doctors and teachers experience maximum happiness whereas administrators experience the least. Engineers and executives were placed in the intermediate positions. The findings were explained in light of profession specific role demands and expectations. The major implications of the study were outlined.

Visar, Garssen and Vingerhoets (2009) in their study on Cancer patients studied the relationship between spirituality and emotional well-being. The majority of the cross-sectional studies (31 of 36) found a positive association between well-being and spirituality.
Kalia and Sahoo (2010) in their study examined the empirical effect of gender, birth order and academic achievement on general well-being of 391 post graduate students studying in M.D. University, Rohtak and found no effect of gender on the general well-being of student.

Srimathi and Kiran Kumar (2010) examined the level of psychological well-being among working women in different professions. A total of 325 women working in different Organization-Industries, hospitals, banks, educational institutions and in call centers/BPOs were randomly selected. Results revealed that women employees working in industries had least psychological well-being in all the sub factors and total psychological well-being scores, followed by women working in health Organizations. Women employees working in banks had medium level of psychological well-being scores. Women teachers had highest total psychological well-being scores and also in the entire sub factors of psychological well-being. Each subscale of PWB is correlated significantly and positively with rest of the sub scales.

Tali (2010) concluded that (i) Well-being had significant impact on hyper vigilance, defensive avoidance and rationalization and buck-passing decision-making styles. At the same time no significant impact of well-being on vigilance and procrastination decision-making styles was observed; (ii) Well-being of prospective teachers was significantly related with learning styles and decision-making styles of prospective teachers.

Hasnain and Ansari (2011) in their study of on 400 women students studying in graduate and postgraduate classes were taken from a University of South Delhi. They found non-significant F-ratios for well-being and religiosity and for their interaction on spirituality. Women with higher well-being were found to be significantly happier than women having low well-being, but no significant difference was found between the happiness of high and low religions women.
Kaur (2011) in her studies of elementary school teachers found that there is no significant difference in well-being scores on the basis of gender. It is also revealed that well-being of elementary school teachers having high emotional intelligence is significantly higher as compared to their counterparts. The teachers with high stress have significantly lower well-being as compared to their counterparts having low stress.

Uppal (2011) found that social well-being, emotional well-being and total well-being of teacher educators to be correlated negatively with the emotional exhaustion measure of burnout. She found positive correlation between well-being and job satisfaction and teacher effectiveness of low burnout teachers were found to be higher as compared to their counterparts.

The Economic Survey (2010-11) dealing with all aspects of national development puts a priority to well-being in human development process. It encompasses both economic and non-economic dimensions. It is also stated that pro-social behavior promotes development and it is possible through humane approach to development.

Burrus et al. (2012) found Responses to the Situational Test of Emotion Management were strongly related to eudemonic well-being as measured by responses on the Scales of Psychological Well-being (r = .54). Furthermore, the ability to manage emotions was related to hedonic well-being, correlating with both the frequency of experienced positive affect and the frequency of experienced negative effect, as measured by the Day Reconstruction Method.

2.2 STUDIES RELATED TO PERSONALITY STRUCTURE

Solomon (1967) investigated that personality factors attitude of teacher trainees in relation to success in a training course and the validity against established questioners of a new series of objective personality tests. Results indicated that extrovert personality types had radical attitudes towards education.
Devi (1980) conducted a study of personality traits of teacher trainees in relation to their teaching aptitude and found that teacher trainees with extrovert quality have favourable attitude towards teaching, while those with neurotic qualities show negative attitude towards teaching.

Dolke and Sutaria (1980) reported that extroversion-introversion and neuroticism-stability dimensions of personality were not related to source of satisfaction and dissatisfaction among the teachers.

Ramesh (1981) concluded that there exists a significant relationship between personality traits and adjustment of teacher trainees and found that girls are more satisfied in teaching profession than boys.

Kuhn (1982) examined the relationship between teacher’s personality type and job satisfaction. He found that extrovert seemed to be more satisfied than introvert. Extrovert gave importance to helping students whereas introverts were more bothered for salary, policies and work conditions.

Tripathi (1983) tried to explicate the personality and creativity relationship of teachers under different SES. Female teachers were high on abstract thinking, tender mindedness, imaginativeness, and radicalism and were somewhat less frustrated than male teachers.

Rao (1985) in his study on the 16PF Test (form C) scores of students of liberal arts, veterinary science, and engineering (30 in each group) were compared – The groups different among themselves on certain factors significantly. The analysis of variance for profile data revealed that the personality profiles of the three groups differed significantly, i.e. personality factor X Groups interaction mean square was significant (F = 22.49 with conservative df of 2/87, <0.01).

Sharma (1986) in the study of personality characteristics contributing to leadership effectiveness found that there existed no difference in personality traits of leaders with regards to sex and locality. By and large, male and female had similar personality traits.
Porwal (1987) compared certain personality traits of hundred satisfied and hundred dissatisfied teachers from secondary schools from India using Sixteen-Personality factor Questionnaire (16PF). Satisfied subjects tended to be reserved, detached, critical and cool, like things rather than people, preferred working alone, and avoided compromise. Dissatisfied subjects were likely to be easy-going, emotionally expressive, ready to cooperate, attentive to people, soft-hearted, kind and adaptable with greater probability of interaction with colleagues and outside interest.

Baruch (1988) compared professional and non professional students on intelligence, 16 PF, and family background and found differences in certain abilities, personality factors and preferences.

R.T. (1988) found that (i) out of the 16 personality factors were found to be positively correlated with teaching effectiveness of which intelligence was the most important; (ii) the total personality of a teacher was found to be affecting his teaching; (iii) there was a significant difference in the male and female teachers as regards the factors E, F, H and M.

Raina (1990) in study of personality characteristics of graduate student-teachers found that (i) student-teacher by and large, differed considerable on 16 PF test; (ii) The factor pattern for the science student-teachers suggested a picture of marked creativity; (iii) the arts student-teachers were found to be to go along with the current. They enjoyed social recognition; (iv) The commerce student-teachers were affected by feelings, were humble, suspicious, adventurous, responsive, genial and carefree.

Rebeiroli (1991) declared that personality factors played a significant role in developing an individual. Various factors which form the total personality of an individual were self confidence, persistence, cooperativeness, emotional stability, emotional control, sense of responsibility, courtesy, leadership, initiative, attitude towards life and self.
Eysenck, Mohan and Virdi (1994) in their study to personality of smokers and drinkers among 500 university students through Eysenck’s Personality Questionnaire found that smokers scored higher on E and P, non-smokers on N and Lie scale and correlated negatively with smoking. Significant differences were found among smokers and non-smokers on E and N. Drinkers had high score on E and P and non-drinkers on N and Lie Scale. E correlated positively with drinking but N negatively correlated with drinking.

Badyal (1996) studied personality differentials among B.Ed. students. Her study revealed that there are significant sex differences in extroversion-introversion among B.Ed. students of Jammu University but no significant sex differences in other personality traits.

Khlai-Um (1999) in his study of job satisfaction in relation to self-concept and personality characteristics reports that the secondary school teachers who had high self concept and extrovert personality were not found different from teachers who had low self concept and introvert personality.

Amandeep (2000) studied the personality and value patterns of 190 teachers favouring punishment from 14 schools of Amritsar district. Results of the study were that male teachers who favoured punishment were independent, aggressive, preserving, more intelligent, had abstract thinking, bright, assertive, sensitive, suspicious, self-opinioned, imaginative, careless of practical matters, calculating, depressive, worrying, self-sufficient, resourceful, tense, frustrated and had more aesthetic and religious values. Male who did not favour punishment were out-going, participating, socially precise, high self-concept, controlled and they had higher economic and political values. Female teachers who favoured punishment were emotionally stable, calm, mature, enthusiastic, conscientious, preserving, suspicious, self-opinioned, experimenting, critical, liberal, analytical free thinkers and faced reality and were more religious. Female teachers who did not favour punishment were more intelligent,
socially bold, tender minded, over protective, sensitive, imaginative, careless and self-sufficient, preferred own decision and were more aesthetic.

Singh et al. (2000) studied the personality patterns of urban and rural female high school teachers and reported that rural teachers are more truthful, non-violent, restrained from theft, complacent and atheist.

Sharma (2000) conducted a study on personality characteristics of B.Ed. (general) and B.Ed. (yoga) teacher trainees and found that there exist a significant difference between personality characteristics of B.Ed. (general) and B.Ed. (yoga) teacher trainees.

Natesan (2003) found no significant difference between the men and women secondary grade teachers (global) in all the personality factors except F, G and O4 in which they differ significantly at 0.05 level of significance.

Hassanzadeh, Khalilian and Enayati (2004) investigated the relationship between A & B personality types and job burnout among principals. Findings showed that (i) job burnout is different between principals with different personality types A & B; (ii) the incidence of personality type A isn’t more in female principals than in men. It is suggested, on basis of the results achieved that: Principals with personality type A should be recognized and counseled to modify their behaviours.

Lourdes, Shanthi and William (2004) explored the personality factors of prospective secondary grade teachers and B.Ed. teachers. When the total sample was taken into consideration, it was found that the prospective secondary grade teachers and B.Ed. teachers were at par with each other in self confidence, persistence, emotional control, sense of responsibility, courtesy, leadership, an attitude towards self, irrespective of the category they belong. But they differed in the case of co-operativeness, emotional stability, initiative and attitude towards life.
Timmerman (2004) found significant correlations between NEO-PI-R Conscientiousness (r=.16), Agreeableness (r=.16) and supervisor’s performance ratings in call-centre staff in the USA.

Ananthasaynam (2005) in study of personality traits in relation to language skills among engineering college students found that (i) personality traits especially the traits like emotional control, courtesy and attitude towards life contribute more to the development of language skills. It is also showed that personality traits of the low and moderate groups do not support them in developing their language skills; (ii) some of the personality traits have less effect on language skills.

Ritika (2005) explored the relationship between thinking style and big five personality factors. The findings disclosed that women students with high level of extraversion showed significantly more preference for synthesis thinking style than their counterparts with average level of extraversion, women students with high level of extraversion showed more preference for idealist style of thinking than their counterparts with low level of extraversion. However no significant differences were found between women students with average and low level of extraversion on any thinking styles.

Prakash (2006) conducted a study on thinking and learning styles of prospective secondary teachers in relation to interference and personality and found that prospective secondary teachers having extrovert type of personality and high intelligence were greater than their counterparts with extrovert type of personality and average intelligence with reference to their preference for the use of executive thinking style. Prospective secondary teachers with introvert type of personality and average intelligence had stronger preference for the use of executive thinking style than prospective teachers with extrovert type of personality and average intelligence.

Chaudhary (2007) in her study of Rural and Urban boys and girls in relation to their personality characteristics found that Urban
boys shows higher score in favour of factors A, B, C, E, F, G, H, Q₂ and Q₃ revealed that they tended to be good natured, cooperative, cheerful and talkative and socially bold and on the other hand the rural boys have high scores of the factors I and O showed as a tender-minded, depended to others whereas urban boys were found to be of more practical and realistic. Similarly, the urban girls were found high scores of factors A, B, C, D, E, F, G & H and whereas rural girls scored high on I, Q₂, Q₃ and Q₄ factors.

Constantinos (2007) found that both personality and work-related stressors were associated with burnout dimensions. Neuroticism was a common predictor of all dimensions of burnout although in personal accomplishment had a different direction. Managing student misbehaviour and time constraints were found to systematically predict dimensions of burnout.

Kaur and Meenakshi (2007) in their study about the impact of teacher training programme on B.Ed. students’ personality found that there is a constant increase in psychotic tendency of B.Ed. students during the training programme whereas the neuroticism decreased and extraversion increased during the different stages and their shows a positive change towards the culmination of the training programme.

Toong (2007) in here study of value patterns of School teachers in relation to life satisfaction and personality dimensions revealed that (i) male and female, school teachers differ significantly in respect of extraversion dimension but do not significantly differ in respect of neuroticism dimension of personality; (ii) elementary and secondary level school teachers do not significantly differ in case of extraversion dimension of personality but differ significantly in case of neuroticism dimension of personality; (iii) non-significant mean differences exist in respect of extraversion and neuroticism dimension of personality between teachers lacking science and humanities subjects.

Aggarwal and Singh (2008) found significant difference in personality traits of Brahmins and Vaishyas and also males and
females, but 4 out of 16 personality factors showed significant interactive effects. These factors were: submissiveness vs dominance, tough mindedness vs tender mindedness, self-assured vs apprehensiveness and undisciplined self-conflict vs following self-image.

Bindu (2008) in the present study examines the impact of Big five personality characteristics on knowledge sharing and knowledge acquisition behavior a total of 156 management students. The results of analysis of variance indicated that individuals high on agreeableness and conscientiousness were more involved in knowledge sharing activities than individuals low on agreeableness and conscientiousness. Individuals high on conscientiousness were more involved in knowledge acquisition activities than individuals low on conscientiousness. There were no significant differences in knowledge sharing and acquisition activities between individuals high and low in extraversion, openness and neuroticism.

Chandna (2008) in her study compares the personality factors that give rise to conflict in the relationship of MIL and DIL. The sample consisted of 450 MILs and DILs who reside together in joint family. The sample was administered to relationship scale (Singh, S. 1998) and 16 P.F. (Cattell, R.B. 1967-68). The results indicate that there are significant differences between MILs and DILs on all the personality factors. Massive relationship problems exist between MILs and DILs. The DILs are inadaptable in new In- laws family and comparatively MILs have more power, status and control in the family. The DILs feel that MILs are judgmental, overly critic and misunderstood by their MILs. The major source of problem is constant criticism rather than respect for difference.

Meena (2008) in her study of personality and occupational stress differentials of high school female teachers in Haryana found that the high burnout group scored significant high on psychoticism, neuroticism, lie scale, type-A behavior, emotional exhaustion,
depersonalization but low on extraversion, occupational stress and personal accomplishment. The low burnout group scored low on psychoticism, neuroticism, lie scale, type-A behavior and all the three dimensions of burnout viz. emotional exhaustion, depersonalization and reduced personal accomplishment, but high on extraversion and occupational stress.

Mona and Abrol (2008) in the study to compare personality differences among athletes and their non-athletic counterparts that there are marked differences in the personality characteristics of athletes and non-athletes. Non-athlete group has more fear, aggressiveness, emotional upsets, anxiety, and conflict, pessimistic and unfavorable outlook in comparison to their athlete counterparts.

Nagarjuna and Mamidenna (2008) in this study on the personality profiles of 200 students pursuing MBA course found that male students are not significantly different from female students with respect to their academic background and gender. Students with B.Com degree are not significantly different from those with an engineering degree. Results showed that there were no significant differences among students in the personality profiles bases on academic background except for measures of sensitivity and perfectionism. Other findings also indicated that there were significant gender based differences in some measures of personality like warmth, sensitivity, vigilance, abstractedness and openness to change. The implications of these findings are discussed for educationist and subject experts with respect to course content, delivery and counseling of students.

Shashirekha and Chengti (2008) revealed that males exhibited higher level psychoticism, extraversion, and neuroticism than the females. Similarly managers have high scores in psychoticism, extraversion, and neuroticism than the engineers, supervisors and clerks.

Kaur (2009) in her study Impact of B.Ed. Programme as Teacher
effectiveness, Personality Teaching Aptitude and Attitude towards Teaching of Prospective Teachers found that B.Ed. programme was more effective in bringing changes in the personality of male prospective teachers as compared to female prospective teachers on factor L (trusting, adaptableness, easy to get on with v/s suspicious, self-opinionated, hard to fool), factor Q₁ (conservative, respecting established ideas v/s experimenting, liberal, analytical), factor Q₂ (group dependent, a sound follower v/s self-sufficient, resourceful), factor Q₃ (undisciplined, self-conflicting, careless of protocol v/s controlled, socially precise, following self-image) and factor Q₄ (relaxed, unfrustrated v/s tense, frustrated). B.Ed. training made the male prospective teachers suspicious, hard to fool, experimenting, liberal, analytical, resourceful, self opinionated, more tolerant of change, independent, socially aware and controlled. It was further concluded that male teachers were more tense and frustrated as compared to female prospective teachers.

Ojha and Kumar (2009) in their study of the personality differences of tribal and non-tribal college students found no difference in respect of any personality trait or any attitude. However, tribal groups were significantly different from non-tribal group with regard to 8 out of 9 traits and 5 out of 6 attitudes. The tribal groups as compared to non-tribal possessed higher levels of masculinity, friendliness and heterosexuality but lower levels of decisiveness, responsibility, ego-strength, curiosity and dominance further in comparison to tribal groups the non-tribal groups found to exhibit modern social attitudes in respect of family, caste, women, customs and religion but not politics.

Raj (2009) in his study on a sample of 264 post graduate science students from the three campuses of Garhwal University (Srinagar, Pauri and Tehri) found that high and low achievers in the practical having similar personality profile while high achievers in theory are more reserved, suspicious and apprehensive than low
Sharma, Kaveri, Novrattan and Yadava (2010) the present study was to find out the relationship among personality factors and health dimensions among young educated adults. The results showed that (i) Neuroticism has a significant positive correlation with anxiety and severe depression; (ii) Extrovert personality have significant negative correlation with all the dimensions of health, and (iii) Stepwise regression analysis revealed three predicators of health i.e. agreeableness, openness and neuroticism.

Singh and Sharma (2010) studied the personality traits of the inter university level volleyball players who were ranging from 19-25 years. The results showed that all the selected subjects fall under the average category in neuroticism trait, majority of subjects have secured average to above average category in extraversion. It was concluded that the players who have secured lower in extraversion and inclined towards introversion need to be trained and brought to the streamline.

Sharma and Gill (2011) in their study on highly creative boys and girls found that the most dominating personality traits of boys are: enthusiasm, controlled behaviour, apprehensiveness, excitability, self-reliance, emotional stability adventurousness, tension, conscientiousness and circumspect individualism. They showed more positive attitude towards; discipline, religion, country and parents and teachers as compared to girls. On the other hand girls were better in intelligences as compared to boys. Creative girls were more assertive, tender minded and warm hearted as compared to creative boys with respects to attitude they had mare positive attitude towards life and humanity as compared to boys.

Shelly (2011) in her study on Pharmacy students of Punjab found that these students were quite high on agreeableness dimension of personality while they were nearly normal on the dimensions of extroversion, conscientiousness, emotional stability and intellect.
Kaur and Kaur (2011) in their study on 200 B.Ed. students arrived at following results: (i) Psychoticism: The result indicates no significant difference between personality characteristics i.e. Psychoticism of male students is higher than female students on this personality characteristic. It means that male B.Ed. students are more aggressive, egocentric, impersonal, solitary and tough minded than female B.Ed. students; (ii) Neuroticism: t-ratio records that difference between personality characteristic i.e. neuroticism of male and female B.Ed. student is significant at .05 level of confidence. The female B.Ed. students are more anxious, worried, touchy and moody than male B.Ed. students; (iii) Extroversion: t-ratio demonstrates that difference between the personality characteristic i.e. extroversion of male and female B.Ed. students is significant at 0.01 level of confidence. Female B.Ed. students are more extrovert than male B.Ed. students.

Kaur and Sokhey (2011) in their study on personality, emotional intelligence and marital satisfaction of violent and non-violent couples found that violent couples differ from non-violent couples on personality, emotional intelligence and marital satisfaction. It was found that violent husbands scored lower on extraversion, openness, agreeableness, conscientiousness and higher on neuroticism as compared to non-violent husbands. Similar trend was found between violent and non-violent wives.

2.3 STUDIES RELATED TO WELL-BEING AND PERSONALITY STRUCTURE

Several theories purpose that personality and well-being are closely tied to each other. Personality theorists using either the trait perspective or the psycho-biological perspective have also suggested that personality is critical to well-being. The temperamental view suggests that certain personality traits, such as extraversion and neuroticism represent enduring dispositions that directly lead to well-being. Eysenck's model of personality (Eysenck and Eysenck, 1985)
suggests that neurotic introverted old people show low subjective well-being.

Okun and Linda (1984) examined the relationship between neuroticism and subjective well-being in 261 white males and 241 white females. Results indicate that neuroticism was significantly related subjective well-being. Findings suggest that emotional health is more crucial to subjective well-being.

Tellegen et al. (1988) compared levels of SWB for monozygotic and dizygotic twins raised together and raised apart. Their study shows that 40% of the variance in positive emotionality and 55% of the variance in negative emotionality is attributable to genes whereas shared familial circumstances account for only 22% and 2% of observed variance respectively. Much work assessed the role of measured personality characteristics and these also consistently found to be highly significant predictors of SWB. Notably neuroticism and extraversion go along way in accounting for differences in levels of SWB.

Singh (1995) in study of job satisfaction of senior secondary teachers in relation to personality characteristics, anxiety and well-being found that female teachers are more anxious, more apprehensive and tenser as compared to male teachers. Male teachers have been found to be emotionally more stable, more assertive, more ventures and more experimenting as compared to female teachers. He also found that teachers are fully fit as far as their well-being is concerned.

Shivani (2001) studied the relationship between life satisfaction and personality structure of teachers and revealed that there existed no significant relationship between personality traits and life satisfaction of teachers.

Sharma (2002) in his study of personality correlates of well-being among college students reported positive correlation between extraversion and well-being, neuroticism was positively related with
negative effect, but negatively with positive affect.

Shyam and Devi (2006) in their research of personality, religiosity, social support and helping behavior as correlates of subjective well-being in older persons with the sample of 100 older persons found that extraversion moderately related to overall subjective well-being. Neuroticism and psychotcism were found to be negatively related to well-being.

Weiss, Bates, Luciano (2008) found that subjective well-being was accounted for by unique genetic influences from Neuroticism, Extraversion and Conscientiousness, and by a common genetic factor that influenced all five personality domains in the direction of low Neuroticism and high Extraversion, Openness, Agreeableness and Conscientiousness. These findings indicate that subjective well-being is linked to personality by common genes and that personality may form an “affective reserve” relevant to set-point maintenance and changes in set point over time.

Romero et al. (2012) examined the relationships between intrinsic/extrinsic aspirations and subjective well-being (SWB; positive affect, negative affect, satisfaction with life) in a sample of 583 Spanish adults. Firstly, the results showed that high scores for SWB are related to high scores for intrinsic aspirations and, to a lesser extent, to low scores for extrinsic aspirations; it was also found that intrinsic aspirations are mainly related to positive indicators of well-being, whereas extrinsic aspirations are mainly associated with negative indicators. Secondly, the study also enabled exploration of the links between the domains of the Five-Factor Model and aspirations; thirdly, the results showed that intrinsic/extrinsic aspirations predict SWB beyond the Five Factors. The results demonstrate the importance of studying the content of human aspirations for understanding psychological health.

2.4 OVERVIEW

The perusal of related literature provides a picture reflecting on
well-being and personality structure. The review of related literature pertaining to different variables under investigation that may be briefly summed up as under:


2. Well-being is also reported to be affected by recreational exercise (Hamminger, 1987), daily experiences (Jadhoda, 1978; Landrevilla and Vezia, 1992), work experience (Larson, 1990; Edward and Roy, 1995; Burke and McKeen, 1995; Singh, 1999; Ramesh, 2009), age (Portner, 1982; Macfarlane, 2000), social support (Scheidt, 1986; Holley, 2002), decision making (Tali, 2010), birth order (Kalia and Sahoo, 2010), financial status (Veenhovan, 1991; Mookarjee, 1994; Alesion et al. 2001; Graham et al. 2002; The Economic Survey, 2010-11), family environment (Keane, 1983), depression and stress (Berg Weger, 2000; Pillay et al. 2005; Khalique and Khalid, 2009), inflation and unemployment (Di Tella et al. 2001; Wolfer, 2003), locus of control (Kunichikrishnam and Stephen, 1992), climate change (Rehdanz and Maddison, 2005), job satisfaction and teacher effectiveness (Uppal, 2011) and burnout (Pillay et al. 2005).


5. Well-being is significantly affected by spirituality (Visar et al.
but Hasnain and Ansari (2011) found no interaction of well-being with religiosity and spirituality.


7. Ramesh (2009) studied significant difference in well-being of working and non-working women.


10. Rao (1985), Raina (1990), Sharma (2000) and Toong (2007) found that personality dimensions are significantly different due to stream but Nagarjuna and Mamidenna (2008) reported no such type of significant relationship.


12. There is significant difference in personality traits of athletes and non-athletes (Mona and Abrol, 2008; Sharma and Sharma, 2010), tribal and non-tribal college students (Ojha and Kumar, 2012).
13. Chandna (2008) and Kaur and Sokhey found affect of personality factors on personal and family relationships.
15. Tellegen et al. (1988) and Sharma (2002) found that personality traits effects well-being of an individual.
16. Singh (1995) and Shivani (2001) found relationship between personality traits and job and life satisfaction respectively, that is ultimately related to well-being.

2.5 HYPOTHESES OF THE STUDY

The following hypotheses are formulated in order to fulfill the objectives:
1. There will be significant relationship of measures of well-being (physical, mental, emotional, social, spiritual and total well-being) of teacher trainees in Punjab with different dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness.
2.1 Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of female teacher trainees in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness.
2.2 Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of male teacher trainees in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness.
3.1 Measures of well-being (physical, mental, social, emotional,
spiritual and total well-being) of teacher trainees who belong to rural area in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness.

3.2 Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of teacher trainees who belong to urban area in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness.

4.1 Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of teacher trainees who opt humanities as teaching subjects in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness.

4.2 Measures of well-being (physical, mental, social, emotional, spiritual and total well-being) of teacher trainees who opt science as teaching subjects in Punjab will relate significantly with different dimensions of personality structure i.e. neuroticism, extraversion, openness, agreeableness and conscientiousness.

5.1 There will be no significant difference in magnitude of relationship of physical well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab.

5.2 There will be no significant difference in magnitude of relationship of mental well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab.

5.3 There will be no significant difference in magnitude of
relationship of social well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab.

5.4 There will be no significant difference in magnitude of relationship of emotional well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab.

5.5 There will be no significant difference in magnitude of relationship of spiritual well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab.

5.6 There will be no significant difference in magnitude of relationship of total well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for male and female teacher trainees in Punjab.

6.1 There will be no significant difference in magnitude of relationship of physical well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who belong to rural and urban area in Punjab.

6.2 There will be no significant difference in magnitude of relationship of mental well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who belong to rural and urban area in Punjab.

6.3 There will be no significant difference in magnitude of relationship of social well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness,
agreeableness and conscientiousness for teacher trainees who belong to rural and urban area in Punjab.

6.4 There will be no significant difference in magnitude of relationship of emotional well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who belong to rural and urban area in Punjab.

6.5 There will be no significant difference in magnitude of relationship of spiritual well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who belong to rural and urban area in Punjab.

6.6 There will be no significant difference in magnitude of relationship of total well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who belong to rural and urban area in Punjab.

7.1 There will be no significant difference in magnitude of relationship of physical well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who opt humanities and science as teaching subjects in Punjab.

7.2 There will be no significant difference in magnitude of relationship of mental well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who opt humanities and science as teaching subjects in Punjab.

7.3 There will be no significant difference in magnitude of relationship of social well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who opt humanities and science as teaching subjects in Punjab.
7.4 There will be no significant difference in magnitude of relationship of emotional well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees rural and urban area in Punjab.

7.5 There will be no significant difference in magnitude of relationship of spiritual well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who opt humanities and science as teaching subjects in Punjab.

7.6 There will be no significant difference in magnitude of relationship of total well-being with dimensions of personality structure i.e. neuroticism, extroversion, openness, agreeableness and conscientiousness for teacher trainees who opt humanities and science as teaching subjects in Punjab.

8.1 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across neuroticism vs emotional stability the dimension of personality structure on the basis of gender.

8.2 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across extraversion vs introversion the dimension of personality structure on the basis of gender.

8.3 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across openness vs reserved the dimension of personality structure on the basis of gender.

8.4 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across agreeableness vs non-agreeableness the dimension of personality structure on the basis of gender.

8.5 Physical, mental, social, emotional, spiritual and total well-
being of teacher trainees in Punjab will differ significantly across conscientiousness vs non-conscientiousness the dimension of personality structure on the basis of gender.

9.1 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across neuroticism vs emotional stability the dimension of personality structure on the basis of location.

9.2 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across extraversion vs introversion the dimension of personality structure on the basis of location.

9.3 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across openness vs reserved the dimension of personality structure on the basis of location.

9.4 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across agreeableness vs non-agreeableness the dimension of personality structure on the basis of location.

9.5 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across conscientiousness vs non-conscientiousness the dimension of personality structure on the basis of location.

10.1 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across neuroticism vs emotional stability the dimension of personality structure on the basis of stream.

10.2 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across extraversion vs introversion the dimension of personality structure on the basis of stream.

10.3 Physical, mental, social, emotional, spiritual and total well-
being of teacher trainees in Punjab will differ significantly across openness vs reserved the dimension of personality structure on the basis of stream.

10.4 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across agreeableness vs non-agreeableness the dimension of personality structure on the basis of stream.

10.5 Physical, mental, social, emotional, spiritual and total well-being of teacher trainees in Punjab will differ significantly across conscientiousness vs non-conscientiousness the dimension of personality structure on the basis of stream.