

The Perceived Impacts of Education on the Personality Development of Female Students at University Level

Sana Chaudhary¹, Nasrullah Shah², Khuda Bakhsh Khan³, Ghazanfar Ali¹, Ehsan Ullah³, Tehseen Zahra¹ and Iqra Hanif¹

¹Institute of Agri. Extension, Education and Rural Development, University of Agriculture, Faisalabad, Pakistan.

²Comsats Institute of Information Technology, Lahore, Pakistan.

³Department of Education, Government College University, Faisalabad, Pakistan.

ARTICLE INFO

ARTICLE HISTORY

Received: October 15, 2024

Accepted: December 16, 2024

Published: December 19, 2024

KEYWORDS

Education;

Achieving success;

Improves living;

Career;

Personality development

ABSTRACT

In Pakistan, a number of students are getting education. Some of them are very well educated and achieving success in their domains. Education has a greater impact on student's personality and its development. When students are professionally developed in their personalities, their goals and their skills, the standard of their living improves hence they can also motivate other students to get education for their better career. Hence, by improving the ratio of our literacy rate and giving them better educational environments can develop the students with enhanced personality character. The reason for this investigation is to assess personality development of female students. The data were collected from weekend post-graduate students of University of Agriculture, Faisalabad. For this purpose, the survey was conducted at University of Agriculture, Faisalabad. There were 167 female students of MPhil Education. These students were considered as population of the present study. The sample size was 117 which had been determined through i.e. www.surveysystem.com by keeping confidence level 95% and confidence interval 5%. Students were selected through systematic random sampling. A well-structured questionnaire was used to collect data by keeping in view the objectives of this study. The collected data were analyzed with the help of Statistical Package for Social Sciences (SPSS). Results showed that cooperative, confident, responsible, courteous, reliable, and composed were the most agreed-upon personality traits among the participants.

Corresponding Author: Khuda Bakhsh Khan (Email: khudabakhsh@gcuf.edu.pk)

INTRODUCTION

Personality is the mirror of your actions. A well-defined personality is known as the standard of living. In psychology, personality is change or uniqueness. According to psychophysical systems, personality is a dynamic organization that makes the person's characteristics different in their thinking, emotions and actions. The persistency of behavior and character are useful in personality development. Your intellectual growth is increased by education. Education guides you towards the right direction. Education motivates you to step more forward in your life. If we have, a prior knowledge of anything happens to us, we can predict its results before time. Our personality is the reflection of our education (Gatzka and Hell, 2018).

Personality is also defined as powerful association of attributes that make a person more extra ordinary. The quality idea is the one that highlights the differentiation of man and woman. Trait theories do no longer count on that a few human beings have a trait and others do not as a substitute. They suggested that each one human beings have positive tendencies but that the diploma to which the trait applies to a selected man or woman varies and can be quantified. So, a person can be extremely sociable, particularly sociable, or now not sociable in the least (Ogle et al., 2014).

The most important factors influencing career achievement in higher education is personality qualities. Conscientiousness and openness to experience from the Big Five personality qualities are repeatedly demonstrated to positively predict academic success. The people know the personalities of students very well and very little about the rest of the population because conclusions from existing research are frequently based on studies using university students as subjects (De la Iglesia and Castro Solano, 2019).

The generalizations do not appear to be totally applicable, the relationship between personality and academic achievement is frequently based on samples involving students in higher education in general. These results highlight the significance of determining if the influence of personality characteristics on academic achievement varies by academic discipline (Poropat, 2009).

One argument for why personality traits function as predictors of academic performance is the fact that they are predictive of specific behavioral dispositions that can affect academic success. Conscientiousness' relationship to academic success is frequently explained in terms of motivation. It has been established that enhanced motivation and associated proximal behaviors as well as regular attendance in class mediate outcomes (Hazrati-viari et al., 2012).

The choice of an academic area or major, personality variations between various academic fields are pre-existing. In this study, we account for gender and employ a personality test given to potential students' right before enrolment. A mismatch, on the other hand, can result in unhappiness and poorer performance. This implies that it is advantageous for university students if their personality and their academic field or majors match (Wen et al., 2021).

There is some evidence that the academic setting modifies the association between conscientiousness and accomplishment. According to meta-analyses, university students had a greater correlation between conscientiousness and GPA. Drawing meaningful results about the moderating of the association between conscientiousness and accomplishment by academic area is difficult because of large number of students (Fonteyne et al., 2017).

There is some preliminary evidence that the academic field can moderate the association between conscientiousness and openness and achievement, the data were inconsistent as to which academic disciplines were more strongly and less strongly associated with this relationship. The objective of the current study was to learn more about this. Different factors had been used to analyze the quality of academic performance, but the focus was typically on sociological factors like family dynamics or the environment, Study habits, attitudes towards higher education, and purely psychological aspects like personality or cognitive processes are examples of psycho-pedagogical elements. According to numerous studies, in addition to intellectual variables, a student's academic achievement is influenced by a number of adaptive, behavioral, and psychopathological aspects, including some personality traits (Belsare et al., 2020).

Studies attempting to establish links between personality and academic achievement, particularly those that take Extraversion/Introversion, Neuroticism, and Emotional Stability into account, have relied heavily on the notion of types and traits. Correlational investigations, which identify the variables that influence cognitive features, have been the main method used to date to establish these links. When it comes to conduct or psychic balance, for example, a changed individual typically exhibits corresponding changes in all areas of his existence, including his basic and higher psychological processes (Boeker and Northoff, 2018).

It is not uncommon to meet pupils who have a variety of illnesses, such as attention-deficit disorder, depression, or even suicidal thoughts. Researchers must first take a stance on the identification of elements that influence cognitive characteristics or not in order to approach the problem in this manner. However, because personality is so complex, it may be challenging to pin point the effects that any of these characteristics has on its own. As a result, it is sometimes difficult to handle the identification of stated components, which becomes a significant impediment for research assignments (Mattos et al., 2018).

Recent years have seen a significant body of research on the importance of personality characteristics as indicators of individual economic and social outcomes published. Certain personality traits, like emotional stability, are rewarded with higher incomes while others, like agreeableness, are penalized with lower salaries, according to studies on how personality influences job outcomes (Heineck and Anger, 2010).

Personality has been proven to influence job search behavior and success in the labor market. Studies on academic performance have indicated that personality influences educational success in addition to being linked to specific labor market outcomes. Additionally, research indicates that personality qualities play a role in social outcomes such as criminal behavior, marital stability, and health and mortality that are at least as significant as cognitive abilities (Cloninger, 2009).

The factors that affect the development of these non-cognitive skills are the subject of much less empirical economic research, despite the fact that the association between personality traits and economic and social outcomes is widely acknowledged. The literature suggests that there are two main factors that affect the development of non-cognitive skills: nurture, which encompasses all environmental factors like culture, social factors, family background, and individual or situational factors that may affect personality, and nature, which refers to the idea that personality is strongly inherited (Sedgwick, 2018).

The interaction of mechanisms (nature and nurture) governs skill formation and that the two channels cannot be separated in their model of skill formation. According to their approach, skill development occurs most prominently in the early pre-educational years of life. According to the psychology literature, personality traits mostly emerge during childhood and adolescence and remain largely stable throughout adult life (Cunha and Heckman, 2007).

Researchers and educators have come to understand the importance of education in influencing students' cognitive, emotional, and social development across time. While the impact of schooling on academic success has been

thoroughly researched, the impact on personality development has recently drawn more attention. Teachers are now interested in learning how education affects the development of students' personalities, values, beliefs, attitudes, and character traits as they realize that education is more than just the transmission of knowledge (Wissink et al., 2014).

The main objective is to look into the perceived effects of schooling on several aspects of personality development. To do this, we will conduct a critical evaluation of the literature that has already been published, highlighting theoretical frameworks as well as empirical research that have looked into this nuanced relationship. We seek to provide a thorough understanding of how education affects students' personalities by looking at current references and research, taking into account numerous elements such as teaching strategies, curriculum design, school atmosphere, and socio-cultural contexts (Kaur, 2014).

The importance of study stems from its ability to influence curriculum development, teaching methods, and educational policy. Policymakers and educators may build learning settings that support students' good growth and development by gaining knowledge on how education affects personality development. Educators can modify their instructional approaches and strategies to maximize the potential advantages of education on students' overall development by knowing the perceived influence of education on personality development (Lei et al., 2023).

The study is organized logically, focusing on essential facts of the perceived influence of education on personality development. We examine numerous theoretical frameworks that provide light on the connection between education and personality development in the chapters that follow. These frameworks include among others, the interactionist viewpoint, self-determination theory, and social learning theory. We hope to lay a strong foundation for understanding the fundamental processes through which schooling affects personality development by looking at these notions (Ozen, 2018).

Education offers pupils chances for social and personal growth. Campuses at universities act as a crucible for ideas, cultures, and experiences, exposing students to a wide spectrum of people. Interacting with peers from other backgrounds encourages tolerance, empathy, and the capacity to value various viewpoints, all of which help form an open and agreeable personality. According to a study, university students who interacted with a wider variety of people showed more agreeableness and openness to new things. According to recent study, better education is linked to improvements in a number of personality traits (Haveman and Smeeding, 2006).

The effect of schooling on cognitive capacities and intellectual development is the subject of one area of research. Critical thinking, problem-solving techniques, and analytical reasoning are frequently encouraged in higher education, and these traits help people become more open-minded and intellectually curious. Higher education and qualities linked to intellectual curiosity were found to be positively correlated in a study, indicating that education can increase students' need for information and inquiry (Poropat, 2009)

Education is important for everyone. If you are surrounded by the people who are having more knowledge than you, you cannot compete with them. Education enables your personality to leave a bombastic impression on your class fellows, group mates or age fellows. Having a big knowledge adds magic to your personality. One can be so different from the other in their personality characters. There are two broad areas to study the personality development. The first area comprises to understand the differences of personality characters like thinking and behavior. The subsequent one is that how a person having so many characteristics can comprehend a complete personality (Soto, 2015).

A trait is defined in terms of a selection extending from one intense to its contrary. Traits on the alternative way can differentiate people from each other. We can say that a characteristic is the only social outline which describes the outlook according to a view point. Trait is strong determinative conduct that describes a character in daylight and its insights differentiate a person from others. Trait can also be defined as the sunshine of a person which enhances its uniqueness to a large scale population. Therefore, conformity, consistency and continuity are characteristics of the behavior of individuals for it is shaped by their personality traits (Rubinstein, 2005).

The science of education was formulated on the idea of two notions, "education" and "instruction". New generations are developed by getting education which increases their information, capabilities, attributes to develop their personality while they are preparing for practical life. The environment of educational institutions with the family cooperation has a positive effect in developing students' personality. The duty of the educational system can be effective in moral and character development also. Schools and teachers provide education for improving character especially by teaching a person. A character should be loyal, fair, respectful, and responsible (Ladikli et al., 2020).

Concentration on conscientiousness and openness to experience, which are personality components of the Five-Factor Model, as predictors of higher education attainment. Regarding its generalization across cultures, theoretical frameworks, and evaluation techniques, the FFM has gotten a lot of support. Conscientiousness is often known as dependability or the will to succeed. It requires qualities like being well-organized, goal-oriented, ambitious, self-disciplined, diligent, and persistent. Being inventive, imaginative, courageous, independent-minded, creative, curious, and possessing a diverse range of interests are all characteristics of openness to experience, often known as openness

or intellect. Grades are typically used to operationalize academic achievement in studies looking at the relationship between personality traits and success (Vedel and Poropat, 2017).

Need of the study

Education may enhance a person's personality. We can create educational programs that are better at assisting students in realizing their potential by understanding how education may foster positive personality development. Here are some key reasons why studying this impact is essential. Education provides individuals with opportunities to acquire knowledge, develop skills, and gain exposure to various perspectives. These experiences contribute to personal growth, enhancing cognitive abilities, critical thinking, problem-solving skills, and creativity. By studying how education influences values and ethical development, we can design curricula that cultivate responsible and ethical citizens. Understanding the impact of education on personality development helps in fostering an environment that nurtures self-esteem, resilience, and a positive self-concept. People who have access to high-quality education are better prepared to pursue careers in higher learning, employment, and entrepreneurship. The impact of education on personality development, policymakers and educators can identify factors that promote successful career transitions and life outcomes. Education has a direct impact on individuals' well-being and mental health. It equips individuals with tools to understand and cope with life's challenges, enhances problem-solving abilities, and promotes emotional well-being. Education provides individuals from diverse backgrounds an opportunity to improve their circumstances and overcome socio-economic barriers.

LITERATURE REVIEW

Burridge (2000) presented that outdoor education is crucial for fostering a sense of community. When members of a group are drawn to one another, boosting group integration, this is a sign of group cohesiveness. Students that take part in group activities learn how to succeed as a team by cooperating in a spirit of camaraderie, tolerance, and cooperation. The result of this action is an immediate improvement in conduct and attitude. The outdoor education program has caused changes in the participants themselves, such as a greater understanding of oneself and favorable changes in personal beliefs, attitudes, and views of the world and the environment.

Caspi et al., (2005) said that it is important to pay attention to how childhood personality continues to influence achievement standards since academic performance and school adjustment are thought to have long-term implications. Recent research articles consistently indicate that education has a significant impact on personality. Higher levels of education are associated with positive changes in traits such as openness, conscientiousness, extraversion, agreeableness, self-confidence and emotional intelligence. Education not only imparts knowledge and skills but also fosters critical thinking, resilience, self-discipline, and social interaction, which contribute to the development of a well-rounded personality.

Maltby et al., (2010) suggested that personality development is "fairly consistent, long-lasting." The same person is likely to keep the same features across time, and they endure because they will stay the same in different social circumstances. Personality traits are consistent and largely cross-domain. Genetic factors, environmental factors (such as a stable environment), and person-environment interactions are all potential explanations for such stability in personality (e.g. people seek information and experiences congruent with their self-image). Yet, personality may and does change through time and circumstance, and this is significant for interpreting people's actions from a developmental perspective. This brings to light crucial debate surrounding personality theories: how much personality can or does change. Personality traits are flexible, according to more contemporary techniques for evaluating the persistence and change of personality traits, such as mean-level change and individual-level change. The development of a person's personality does continue into late adulthood.

RESEARCH METHODOLOGY

The methodology gives a set of operational guidelines for carrying out the study. It offers the fundamental components necessary for inquiry and for evaluating the assertion that something is known. A methodology is a procedure or approach that assists the researcher in data collection, examination, and interpretation. The structure is neither permanent nor adaptable in any way. As a result, these guidelines and protocols are undergoing revision and development as researchers better understand the many new methods of data collecting, analysis, and interpretation. The methodology also addresses how to deal with impending challenges in the study. As a result, the major objective of this chapter is to provide an in-depth explanation of the fundamental tools and methods that assist the researcher in data collection, analysis, and interpretation. This section discusses after the study has been completed, as well as the research methodology, which includes data collection and analysis (Farooq et al., 2013).

Research Design

In this study, a descriptive survey design was adopted. It is used to collect data and describe the characteristics of a specific population in a systematic manner. The design is deemed adequate because it allowed the researcher to objectively identify population characteristics. A research design is a methodical approach to conducting a study on

any issue. Quantitative research is related to the problems that are numerically collected and then analyzed statistically. Mostly, quantitative research is used to measure behavior, ideas, attitudes and facts of current society. The data collection tool that was used in the quantitative research design is a well-developed questionnaire.

Target population

The population is the total number of participants from which a sample is drawn for research purposes. The target population is the group of individuals, objects, or events in which the researchers wish to generalize/simplify the study's findings (Sanson-Fisher et al., 2018). There are 167 female students of M. Phil education. These students were considered as population of the present study.

Sample size

Sample size refers to "the number of individuals or units that are included in a study". It is "the size of the subset of the population that is selected to participate in the research". While sampling involves selecting a subset of individuals from the population in such a way that each individual has an equal chance of being included in the sample. The sample size was 117 which had been determined through i.e. www.surveysystem.com by keeping confidence level 95% and confidence interval 5%.

Development of the Instrument

This study's respondents' data were collected using a well-structured questionnaire. The study used a questionnaire to collect data for quantitative research. It is a vital technique to get perception and vision from respondents about education and other critical challenges by understanding the experiences of those whose lives are affected by these difficulties. All of the findings were closely related to the research objectives. The questions were mostly framed in a way that highlighted the impact of learning development on students' academic performance.

Reliability of the Instrument

In this study, the response reliability was established by asking several questions that served as a check for the questions asked earlier. This allowed researchers to determine if the questions' phrasing and meaning were clear to the respondents. This method yielded reliable data. Furthermore, the instrument's reliability was determined using the Cronbach alpha coefficient, which yielded an average value of 0.838.

Data Collection and Analysis

By following the administration of the research tool, the researcher collected data from chosen departments, mainly teachers. The researcher informed the respondents about the research's purpose. The researcher clarified all the questions on the questionnaire. Questionnaire techniques with respondents were used to gather data. The researcher asked each and every question in order to obtain accurate data. The investigation made use of variables. The data was properly coded so that every response from each of the respondents was saved for future reference. After modifying and coding, the collected data was entered into the Statistic Package for Social Sciences worksheet. Every response was evaluated and placed on a data sheet for data analysis. The researcher obtained each teacher's responses via a questionnaire. The resultant score was calculated and percentage-based; Statistical Package for Social Sciences (SPSS) software was utilized to examine the questions.

RESULTS AND DISCUSSION

The goal of this section is to give data analysis and interpretation for the research challenges under consideration.

Demographic Characteristics

This study focused on investigating the perceived impact of education on the personality development of female students at the university level. Several demographic factors were considered, including age, gender, educational status, department, and semester. The following section presents the results and discussion of these demographic characteristics within the specific context of the study.

Table 1: Distribution of the respondents according to their Age

Age	f	%
> 25	35	30
26-29	46	39
30-34	36	31
Total	117	100.0

Table 1 shows the frequency distribution of age. 30 percentages of respondents were less than 25, 39 percentages of respondents were of age 26-29, and 31 percentages of the respondents were of age between 30-34 years.

Objective 1: To identify the personality traits of the students

Table 2: Distribution of the respondents accordingly to identify the personality traits of the students.

I am someone who is	Mean	Std. Deviation
Cooperative	4.39	0.601
Confident	4.26	0.559

Responsible	4.25	0.434
Courteous	4.23	0.607
Reliable	4.15	0.610
Composed	4.15	0.610
Sociable	4.05	0.764
Diligent	4.01	0.609
Punctual	3.87	0.804
Calm	3.78	0.975
Persistent	3.78	0.721
Emotional	3.75	0.899
Self-centered	3.73	0.784
Independent	3.73	0.827
Open-minded	3.58	0.949

The participants in the study generally agreed that they were cooperative, confident, responsible, courteous, reliable, composed, sociable, diligent, and punctual. They were also somewhat likely to agree that they were calm, persistent, and emotional. However, they were less likely to agree that they were self-centered, independent, or open-minded. These results suggest that the participants in the study had a generally positive self-perception. They saw themselves as being cooperative, confident, and responsible, which are all traits that are associated with positive well-being. However, they were less likely to see themselves as being self-centered, independent, or open-minded, which are all traits that are associated with negative well-being.

Objective 2: To assess the impacts of different teaching styles on students' personality

Table 3: Distribution of respondents according to assess the impacts of different styles on students' personality

Teaching Style	Mean	S.D
Discussion Based	4.26	0.589
Project Based	4.25	0.718
Lecture	4.20	0.561
Experimental Teaching	4.16	0.890
Flipped Classroom	3.85	0.686
Assignment Based	3.62	0.764
Online Teaching	2.37	0.772

These results suggested that discussion-based, project-based, and lecture-based teaching styles were the most effective in developing the personality traits of students. These styles allowed students to interact with each other and with the material, which helped them to develop their critical thinking skills, problem-solving skills, and communication skills. Overall, the results suggest that discussion-based, project-based, and lecture-based teaching styles are the most effective in developing the personality traits of students. This study found that discussion-based, project-based, and lecture-based teaching styles are the most effective in developing the personality traits of students. These styles allow students to interact with each other and with the material, which helps them to develop their critical thinking skills, problem-solving skills, and communication skills. Other studies have found similar results.

Objective 3: To investigate the key factors of personality behind students' academic achievements

There are five main factors contributing towards the development of personality in achieving academic goals. (Biological, social, cultural, situational factors.)

Understanding the factors that influence students' academic achievements is a crucial area of research in the field of education. One significant aspect to consider is the role of personality traits in shaping students' ability to excel academically. This study aims to investigate the key factors of personality that contribute to students' academic achievements focusing on four main factors i.e. biological, social, cultural, situational factors.

Table 4: Distribution of respondents according to biological factors of personality behind students' academic achievements

Biological Factors	Mean	S.D
Courage	4.24	0.597
Intelligence	4.07	0.504
Weakness	3.50	0.934
Coward	3.26	0.814

These results suggested that courage and intelligence were the most important biological factors of personality behind students' academic achievements. These factors allow students to take risks, persevere in the face of challenges, and learn from their mistakes. Weakness is also an important factor, but to a lesser extent. This factor allows students to bounce back from setbacks and continue to strive for success. Cowardice is seen as being less important, as it can lead to students avoiding challenges and opportunities. Overall, the results of the study suggest that courage and intelligence are the most important biological factors of personality behind students' academic achievements.

These results found that courage and intelligence are the most important biological factors of personality behind students' academic achievements. These factors allow students to take risks, persevere in the face of challenges, and learn from their mistakes.

Social Factors

Social factors, including media, society, and friends, play crucial roles in shaping an individual's courage. Media can provide inspiring examples of courage, society sets expectations and norms for courageous behavior, and friends can provide support or influence an individual's willingness to act courageously. Understanding these social influences can help individuals develop their own courage and create a more supportive and courageous society.

Table 5: Distribution of respondents according to social factors of personality behind students' academic achievements

Social Factors	Mean	S.D
Family Environment	4.32	0.627
Media	4.32	0.625
Society	4.18	0.567
Friends	4.00	0.587

These factors can influence students' motivation, self-esteem, and social skills, which can all contribute to academic success. Friends are also an important factor, but to a lesser extent. Friends can provide support and encouragement, which can help students to stay motivated, and focused on their studies. Overall, the results of the study suggest that family environment, media, and society are the most important social factors of personality behind students' academic achievements.

Cultural factors

Cultural factors are the various elements that shape and influence a particular culture or society. We will investigate the impact of religion, race, ethnicity, traditional values, norms, and values on students' academic success. Religion plays a significant role in shaping cultural beliefs, practices, and values. It provides a framework for understanding the world, moral guidance, and social norms. Different religions have different rituals, customs, and traditions that influence the behavior and daily lives of their followers. Religion can also influence societal structures, laws, and governance.

Table 6: Distribution of respondents according to cultural factors of personality behind students' academic achievements

Cultural factors	Mean	S.D
Religion	4.18	0.702
Values	4.07	0.486
Norms	4.07	0.486
Traditional Values	3.91	0.629
Ethnicity	3.83	0.780
Race	3.60	0.755

These results suggest that religion, values, and norms are the most important cultural factors of personality behind students' academic achievements. These factors can influence students' motivation, self-esteem, and social skills, which can all contribute to academic success. Traditional values, ethnicity, and race are also important factors, but to a lesser extent. These factors can influence students' sense of identity and belonging, which can also contribute to academic success.

Situational factors

Situational factors refer to the external circumstances or conditions that influence behavior or decision-making in a particular situation. These factors can have a significant impact on individuals, groups, or organizations, shaping their thoughts, emotions, and actions.

Table 7: Distribution of respondents according to situational factors of personality behind students' academic achievements

Situational Factors	Mean	S. D
School	4.26	0.659
Environment	4.22	0.603
People around You	4.18	0.519
Work	4.06	0.546

These results suggest that school, environment, and people around you are the most important situational factors of personality behind students' academic achievements. These factors can influence students' motivation, self-esteem, and social skills, which can all contribute to academic success. Work is also an important factor, but to a lesser extent. This factor can influence students' sense of purpose and achievement, which can also contribute to academic success. Overall, the results of the study suggest that school, environment, and people around you are the most important situational factors of personality behind students' academic achievements.

Objective 4: To identify the factors that creates hindrance in personality development in students

In the pursuit of understanding the complex process of personality development in students, it becomes essential to explore the factors that can hinder this process. By examining various dimensions, we aim to shed light on the factors that hinder their growth and self-discovery. The identified hindrances encompass a range of influential elements, including fear, denial, pride, ignorance, culture, hate, desire, parental influence, lack of motivation, lack of support, and a pessimistic attitude. These factors have the potential to disrupt the natural progression of personality development and impact students' overall well-being and academic performance.

Table 8: Distribution of respondents according to factors that create hindrance in personality development in students

Factors that create hindrance in personality development in students	Mean	S.D
Hate	4.25	0.655
Parental Influence	4.12	0.590
Lack of Support	4.05	0.839
Culture	4.05	0.555
Fear	4.05	0.555
Desire	4.01	0.701
Pride	4.00	0.707
Lack of Motivation	3.98	0.799
Ignorance	3.91	0.988
Denial	3.86	0.776

These results suggest that hate, parental influence, and lack of support are the most important factors that create hindrance in personality development in students. These factors can influence students' self-esteem, social skills, and sense of identity, which can all contribute to hindered personality development. Culture, fear, desire, pride, lack of motivation, ignorance, and denial are also important factors, but to a lesser extent. These factors can also influence students' personality development. Overall, the results of the study suggest that hate, parental influence, and lack of support are the most important factors that create hindrance in personality development in students.

Objective 5: To explore the ways how education can play role in the process of personality development

The role of education in shaping individuals extends beyond the acquisition of knowledge and skills. It plays a significant role in the development of one's personality, influencing various aspects of their character and behavior. Education serves as a catalyst for personal growth and transformation, empowering individuals to become more confident, social, responsible, stable, open-minded, creative, disciplined, self-aware, tolerant, and self-motivated. By delving into these dimensions, we aim to uncover the specific ways in which education facilitates the development of these qualities. This study aims to explore the role of education in shaping personality development. Education plays a crucial role in fostering various traits and qualities in individuals, such as confidence, social skills, responsibility, stability, open-mindedness, creativity, discipline, self-awareness, tolerance, and self-motivation.

Table 9: Distribution of respondents according to the factors that how education can play role in the process of personality development

Factors playing role in personality development	Mean	S.D
More Disciplined	4.37	0.484
More Creative	4.37	0.484
More Responsible	4.31	0.464
More Social	4.31	0.464
More Open-minded	4.30	0.591
More Confident	4.30	0.843
More Self-aware	4.30	0.460
More Tolerant	4.25	0.655
More Self-motivated	4.25	0.742
More Stable	4.05	0.753

Overall, the results of the studies on the role of education in personality development are mixed. Some studies have found that education has positive effects on personality development, while other studies have found that education has negative effects on personality development.

SUMMARY

In the context of higher education, personality traits such as conscientiousness and openness to experience have been found to predict academic achievement. Conscientiousness, which encompasses traits like organization, ambition, and self-discipline, is a strong predictor of academic success. Openness to experience, which includes creativity and curiosity, is also positively associated with academic achievement. However, the relationship between personality traits and academic achievement may vary across different academic fields. Some fields may emphasize certain traits more than others may and the match between a student's personality and their chosen field can impact their performance and satisfaction.

Personality is a dynamic and unique aspect of an individual's character that is shaped by education, environment, and personal traits. Personality traits, such as conscientiousness and openness to experience, can predict academic achievement and have broader implications for individual outcomes. The formation of personality traits is influenced by both nature and nurture, and the early stages of education and adaptation play a crucial role in shaping personality.

FINDINGS

Personality Traits

Cooperative, confident, responsible, courteous, reliable, and composed was the most agreed-upon personality traits among the participants.

Teaching Styles

Discussion-based, project-based, and lecture-based teaching styles were most frequently used and perceived as effective in developing students' personality traits. Experimental and flipped classroom teaching styles were also seen as effective but to a lesser extent. Assignment-based and online teaching styles were perceived as less effective in developing students' personality traits.

KEY FACTORS OF PERSONALITY FOR ACADEMIC ACHIEVEMENTS

Biological Factors

Courage and intelligence were identified as the most important biological factors contributing to academic achievements. The results showed that "Courage" was perceived as the most influential factor, with respondents largely agreeing with its significance.

Social Factors

These findings highlight the perceived importance of these social factors in shaping students' academic success.

Cultural factors

These findings suggest that cultural factors such as religion, values, and norms play a significant role in shaping students' academic achievements.

Situational Factors

These findings suggest that situational factors such as the school environment, surrounding people, and work contribute significantly to students' academic achievements.

Factors that create hindrance in personality development in students

The objective of the study was to identify the factors that hinder personality development in students. Participants were asked to indicate their level of agreement with statements related to these hindering factors.

To explore the ways how education can play role in the process of personality development

The objective of the study was to explore the ways in which education can contribute to the process of personality development. Participants were asked to indicate their level of agreement with statements regarding the role of education in personality development. The findings provide valuable insights for educators, policymakers, and researchers to enhance educational practices and support the personality development of female students at the university level.

CONCLUSIONS

The findings highlight the significant role of education in the process of personality development. Education can contribute to the development of disciplined, creative, responsible, social, open-minded, confident, self-aware, tolerant, self-motivated, and stable individuals. Therefore, it is essential for educational institutions to prioritize holistic development, including personality development, alongside academic achievement. It is important to note that this study focused on female MPhil Students from a specific department and may not be generalizable to all educational contexts. Further research with a more diverse sample and longitudinal design would provide a deeper understanding of the relationship between education and personality development. Overall, the study emphasizes the importance of recognizing and nurturing positive personality traits in students through education. By understanding the factors that influence personality development and incorporating effective teaching strategies, educators can contribute to the holistic growth and development of students, preparing them for success in various aspects of life.

REFERENCES

Belsare, V. H., Munghate, S. C., Agrawal, S., & Belsare, H. (2020). To determine the effect of sleep on anxiety, depression and its correlation with academic performance in first MBBS students. *Portal Regional da BVS Informação e Conhecimento para a Saúde*. Available online at: <https://pesquisa.bvsalud.org/portal/resource/pt/sea-210368>.

- Boeker, H., & Northoff, G. (2018). Three-dimensional neuropsychodynamic model of mental disorders and their defence mechanisms. *Neuropsychodynamic Psychiatry*, 65-91.
- Burridge, P. (2000). Do journey style outdoor education programs lead to change?—What the participants think. *Journal of Outdoor Education*, 1-26.
- Caspi, A., Roberts, B. W., & Shiner, R. L. (2005). Personality development: Stability and change. *Annu. Rev. Psychol.*, 56, 453-484.
- Cloninger, S. (2009). Conceptual issues in personality theory. *The Cambridge handbook of personality psychology*, 4, 3-26. <https://nibmehub.com/opac-service/pdf/read/Personality%20Psychology.pdf#page=59>.
- Cunha, F., & Heckman, J. (2007). The technology of skill formation. *American economic review*, 97(2), 31-47.
- De la Iglesia, G., & Castro Solano, A. (2019). Academic achievement of college students: The role of the positive personality model.
- Farooq, B., Bierlaire, M., Hurtubia, R., & Flötteröd, G. (2013). Simulation based population synthesis. *Transportation Research Part B: Methodological*, 58, 243-263.
- Fonteyne, L., Duyck, W., & De Fruyt, F. (2017). Program-specific prediction of academic achievement on the basis of cognitive and non-cognitive factors. *Learning and Individual Differences*, 56, 34-48.
- Gatzka, T., & Hell, B. (2018). Openness and postsecondary academic performance: A meta-analysis of facet-, aspect-, and dimension-level correlations. *Journal of Educational Psychology*, 110(3), 355.
- Haveman, R., & Smeeding, T. (2006). The role of higher education in social mobility. *The Future of children*, 125-150.
- Hazrati-Viari, A., Rad, A. T., & Torabi, S. S. (2012). The effect of personality traits on academic performance: The mediating role of academic motivation. *Procedia-Social and Behavioral Sciences*, 32, 367-371.
- Heineck, G., & Anger, S. (2010). The returns to cognitive abilities and personality traits in Germany. *Labour economics*, 17(3), 535-546.
- Kaur, M. (2014). The Influence of socio-economic status on personality of students. *Internat. Res. J. Commerce Arts & Sci*, 5(4).
- Ladikli, N., BAHADIR, E., YUMUŞAK, F. N., AKKUZU, H., KARAMAN, G., & TÜRKKAN, Z. (2020). Kovid-19 korkusu ölçeği'nin türkçe güvenilirlik ve geçerlik çalışması. *International Journal of Social Science*, 3(2), 71-80.
- Lei, H., Wang, X., Chiu, M. M., Du, M., & Xie, T. (2023). Teacher-student relationship and academic achievement in China: Evidence from a three-level meta-analysis. *School Psychology International*, 44(1), 68-101.
- Maltby, J., Day, L., & Macaskill, A. (2010). *Personality, individual differences and intelligence*. Pearson Education.
- Mattos, P., Nazar, B. P., & Tannock, R. (2018). By the book: ADHD prevalence in medical students varies with analogous methods of addressing DSM items. *Revista Brasileira de Psiquiatria*, 40(4), 382-387.
- Ogle, C. M., Rubin, D. C., & Siegler, I. C. (2014). Changes in neuroticism following trauma exposure. *Journal of Personality*, 82(2), 93-102.
- Ozen, H. (2018). A qualitative study of school climate according to teachers' perceptions. *Eurasian Journal of Educational Research*, 18(74), 81-98.
- Poropat, A. E. (2009). A meta-analysis of the five-factor model of personality and academic performance. *Psychological bulletin*, 135(2), 322.
- Rubinstein, G. (2005). The big five among male and female students of different faculties. *Personality and Individual Differences*, 38(7), 1495-1503.
- Sanson-Fisher, R., Hobden, B., Waller, A., Dodd, N., & Boyd, L. (2018). Methodological quality of teaching communication skills to undergraduate medical students: a mapping review. *BMC medical education*, 18, 1-7.
- Sedgwick, J. A. (2018). University students with attention deficit hyperactivity disorder (ADHD): A literature review. *Irish Journal of Psychological Medicine*, 35(3), 221-235.
- Soto, C. J. (2015). Is happiness good for your personality? Concurrent and prospective relations of the big five with subjective well-being. *Journal of Personality*, 83(1), 45-55.
- Vedel, A., & Poropat, A. E. (2017). Personality and academic performance. *Encyclopedia of personality and individual differences*, 1-9.
- Wen, X., Zhao, Y., Yang, Y. T., Wang, S., & Cao, X. (2021). Do students with different majors have different personality traits? Evidence from two Chinese agricultural universities. *Frontiers in Psychology*, 12, 641333.
- Wissink, I. B., Deković, M., Stams, G. J., Asscher, J. J., Rutten, E., & Zijlstra, B. J. (2014). Moral orientation and relationships in school and adolescent pro-and antisocial behaviors: A multilevel study. *The journal of school nursing*, 30(3), 216-225.