



## Tracing tranquility: A correlational analysis of personality traits and inner peace in pre-service teachers

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### Abstract

This paper explores the relationship between the level of inner peace in relation to personality traits (Extraversion, Agreeableness, Conscientiousness, Openness and Neuroticism) among the pre-service teachers. This paper examines factors such as age, gender, locality and stream to find out how they affect the level of inner peace among various personality traits. This study focuses on the role of harmony and balance in the personality of an individual in order to attain a peaceful life. The total sample consisted of 120 pre-service teachers from the Department of Education in Aligarh Muslim University. Among them 28 are male and 92 are female between the age group of 21 to 26 years from all streams. The questionnaire method is accepted as a tool to collect the data. Inner Peace Scale (IPS–AASSR) and Big Five Inventory (BFI) are used to measure the inner peace and personality traits among pre-service teachers respectively. MS Excel software is used to calculate the responses from the students and coding is performed according to the described scoring method. The analysis of the data was done through statistical methods (mean, standard deviation, T-test and Karl Pearson's coefficient of correlation). The result showed that there is a significant positive correlation between Inner Peace and personality traits namely Extroversion, Agreeableness, Conscientiousness and openness among pre-service teachers. Also, the result concluded that there is a significant negative correlation between Inner peace and Neuroticism among pre-service teachers.

**Keywords:** Inner peace, personality, personality traits, pre-service teachers, harmony

### Introduction

“The pursuit of inner peace is more important than the search for happiness or success”-Chris Shea

The word inner peace constitutes a combination of two words, “inner”, which means inside, and “peace”, which is derived from the word pes and pais, which means ‘peace, reconciliation, silence and accord’. Further, pes comes from the Latin word ‘pax’ which refers to a ‘peace compact, agreement, peace treaty, calm, absence of enmity and harmony.’ Inner Peace can also be known by other names such as mental peace, internal peace, psychological peace, inner serenity, personal peace, and peace of mind. Inner peace is a mental or spiritual state in which an individual is free from any suffering or psychological problems such as depression, tension, fear, annoyance, irritation, apprehension, anxiety, insatiable desire, greed, enmity, hatred, mistaken belief and other impairment. Inner peace helps to develop such skills, attitudes, and habits, which help them deal with such defilements and also help them to develop an optimistic outlook on life (Madhumita, 2020) [12].

Peace is also based upon two important domains such as positive peace and negative peace. By positive, we mean constructing a world of balance, equality, and harmony, and negative peace means reducing interpersonal disputes, war, and human strife. Furthermore, it is also categorized as intrapersonal level, interpersonal level and intra/intergroup level. The Intrapersonal level refers to inner serenity, the interpersonal level refers to harmony in relationships, and intra/intergroup levels mean peace both inside and among groups (Cohrs *et al.*, 2013) [7].

As per the individual understanding, inner peace can be explained in many different ways, but here, it is described as

a state of mind devoid of unpleasant ideas and feelings as well as internal stability, strength and tranquillity despite unfavourable outside circumstances (Lama, 2012) [11].

Serenity, inner harmony and equanimity are considered as a central component of inner peace. Serenity conveys a situation of being serene, calm, peaceful along untroubled in a situation. Inner harmony is simply a mental state of calmness that comes from accepting who you are, the people and situations around you and the past. An even-minded mental state or dispositional attitude towards all events or things, regardless of their source or affective valence (pleasant, painful or neutral), is known as equanimity.

The term “personality” originated from the Latin word “persona”, which describes a mask that actors wear in theatre to project multiple roles or hide their identities.

The term personality refers to enduring traits and behaviours, such as core characteristics, morals, abilities, self-concept, calmness, and emotional dynamics, which accounts for providing a distinct way of dealing with life's challenges. Nature, peculiarity, system of ethical values, character identity, object relations, and cognitive ability (intelligence) are some of the main component systems that make up personality, which is viewed as an umbrella organization (Bhagwan *et al.* 2024).

Personality traits refer to distinctive cognitive, emotional and behavioural patterns of an individual. The term personality traits considers that every individual may be different from one another in one or other sense. One of the most striking things we notice about the people around us is how unique they all are from each other.

Allport (1961) explained the concept of personality by saying that personality is a dynamic concept which involves

various components (psychological and physical) that interact with each other and influence the behaviour of an individual.

Catell (1950) defined the personality of an individual as that which enables us to predict what he will do in a given situation.

There are main three characteristics on which the term personality traits is based:

- Consistency
- Stability
- Individual differences

In 1949, D.W. Fiske elaborated the Big Five personality traits, sometimes known as “the five-factor model of personality” and further developed by numerous psychologists. It includes five unique characteristics that are used to study the personality of an individual.

- Extraversion (sociability and excitement)
- Conscientiousness (thoughtfulness)
- Agreeableness (friendliness, kindness, sympathy, helping nature etc.)
- Neuroticism (sadness or emotional instability)
- Openness (creativity and fascination)

People with inner peace naturally have a better personality, but a person’s personality can be enhanced even in the absence of inner serenity; it all comes down to how we come across other people. An individual who has inner peace within has a better personality, but this does not necessarily mean that a better personality is calm inwardly. It is all about how we control our emotions and reflect them on our personality (Wong, 2020).

### **Relationship between inner peace and personality traits**

As there is a lack of empirical research which are based on the integration of inner peace and personality traits, so we are unable to make any scientific prediction or statement about the association between personality traits and the measure of inner peace among pre-service teachers. But, if we study their relationship, they both are interrelated and it can also be stated that there is a noteworthy connection between inner peace and different attributes of personality. However, on the basis of some prior studies on serenity and harmony in life, the strengths clearly described that they are correlated with the closely related concepts of happiness. We anticipated that these indicators of inner tranquillity might be connected with wonderment, interests, gratefulness, humbleness, hope, curiousness, compassion, generosity, love, respect, holiness, and zest.

Peacefulness may also be considered a second personality trait that determines possible responses to different occasions and circumstances during interactions with others and within oneself. Inner peace is positively related to personality measures. The characteristics of peaceful personalities are empathy, anger management, forgiveness, agreeableness, etc.

The degree of tranquillity is influenced by many different elements, including social and personal ones. Positive thinking and self-compassion, together with low levels of anger, are important indicators of a calm personality. If peacefulness is a personality attribute, then people should be able to behave and feel peacefully in a variety of contexts and at a fairly constant level.

### **Significance of study**

The primary goal of this research project is to scrutinize the connection between inner peace and personality traits in pre-service teachers, concerning factors such as gender, age, locality and stream. These factors are studied as how they affect the inner peace of an individual has been considered as a new and current hot topic upon which numerous researches have been conducted with new facts coming up all the time.

This study shows the level of inner peace among various personality traits with predefined statements and varying degrees of responses. This research also makes us understand the role of harmony and balance in the personality of an individual in order to attain a peaceful life. The past research studies explored the concept of inner peace with various other variables such as emotional intelligence and different personality traits with various variables such as mental health, character strength, self-compassion, life balance, harmony etc. and personality traits with respect to various demographic variables such as age, gender, geographical locations etc. The personality traits such as extraversion, agreeableness, conscientiousness, openness and neuroticism were considered to analyze the personality of an individual with some variables such as emotional stability, life satisfaction, emotional intelligence, career preferences etc.

There was prior research which showed that female adolescents had more positive sentiments regarding peace as compared to male adolescents (Eryilmaz, 2014) <sup>[1]</sup>. This statement was further supported by stating that female participants had a greater level of peace (Caverra *et al.*, 2020). It was also stated that elders acquired a more positive attitude towards peace than adolescents and “Agreeableness”, a personality trait that influences views towards peace in both adolescents and elder groups (Eryilmaz, 2014) <sup>[1]</sup>.

Furthermore, it was argued there was no connection present in the personality traits of students, both male and female and equally present in both rural and urban students (Pal, 2019). It determined that there are gender differences in attitudes towards peace, which showed a greater degree of positive attitudes among females than males (Icin A.G. 2022) <sup>[9]</sup>. As compared to government school students, private school students exhibit higher levels of conscientiousness, as evidenced by the fact that their mean score on the conscientiousness trait is higher (Kumar and Hada, 2023) <sup>[4]</sup>.

Madhumita (2020) <sup>[12]</sup> found that there was a strong correlation between happiness and good physical, social and mental health of an individual, and our mental health can be improved with increasing levels of inner peace. Wong (2020) emphasized that to achieve judicious happiness based on inner serenity and balanced life, we must change ourselves. Uttamasiri, Yeshpal (2023) <sup>[22]</sup> emphasized developing insight, mindfulness, and compassion as means of achieving inner peace. People need to be taught non-violence, peace, secularism and democratic principles.

This research work aims to show the correlation between the level of inner peace and different personality traits (Extraversion, Agreeableness, Conscientiousness, Openness to Experience and Neuroticism) among pre-service teachers. The level of Inner peace among different personality traits was studied in relation to certain demographic factors such as gender (male and female), stream (science, arts and social

science) and locality (rural and urban). Both inner peace and personality traits were discussed in the previous research papers but none of the research focussed on identifying the level of inner peace among the pre-service teachers with different personality traits in relation to certain demographic variables.

**Research questions**

This research study proposed the following research questions:

- 1 What is the level of inner peace in the total sample?
- 2 Does the level of inner peace differ according to different personality traits among the pre-service teachers?
- 3 Is there a correlation between inner peace and personality traits in the total sample?

**Sample of study**

In this present research, a total sample of 120 pre-service teachers were involved, who were selected randomly from the Department of Education at Aligarh Muslim University, Aligarh. Out of the total sample population of 120 pre-service teachers, 28 were male, and 92 were female between the age group of 21 to 26 years. Students belonging to all streams were considered.

**Tools used**

**1. Inner Peace Scale (IPS-AASSR)**

A standardized version of the IPS (Inner Peace Scale) was designed by Anjum Ahmad and Roman Shafi Shawl (2024) to measure the level of Inner Peace. It was administered to 500 undergraduate students of Aligarh Muslim University in Aligarh. The scale includes 20 items, which were further divided into five dimensions: Positive emotions, Forgiveness, Lifestyle, Self-Transcendence and Optimism. Likert scale (5-point) was applied for rating, ranging from Strongly Agree to Strongly disagree.

The Content Validity Index (CVI) method was used to ensure the content validity of the items, and the Zamanzadeh *et al.* (2015) criteria were used to finalise the

items. The Inter-factorial validity of the scale was high at 0.01 level of significance.

To prove the reliability of IPS, the researchers used the internal consistency method (Cronbach’s Alpha). It was found that Cronbach’s Alpha is .881, indicating good reliability for the Inner Peace Scale. As a result, it was determined that the scale is trustworthy and may be helpful in determining what it is meant to measure.

**2. Big Five Inventory (BFI)**

This tool was designed by Oliver John and his colleagues in the early 1990s, to measure personality traits. This inventory includes a sample of 44 statements, which were rated on a five-point Likert scale with five possible responses against each statement: Agree strongly, Agree a little, Neither agree nor disagree, Disagree a little and Disagree strongly. This inventory is based on five broad factors: Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness.

Despite being relatively short, the BFI test yields the most accurate and comprehensive information on personality traits. Each feature has a reliability coefficient of about .7, which is considered to be consistent, according to the reliability test findings.

**Results and interpretation**

The target of the present study was to delve into the relationship between the level of inner peace and the big five personality traits namely Extraversion, Agreeableness, Conscientiousness, Openness to experience and Neuroticism among the pre-service teachers.

**Objective 1: To identify the level of inner peace among pre-service teachers**

The scoring of the Inner Peace Scale (IPS) for each individual was done on the basis of the norms. To calculate the scores for each statement, the 5-point Likert scale was utilized.

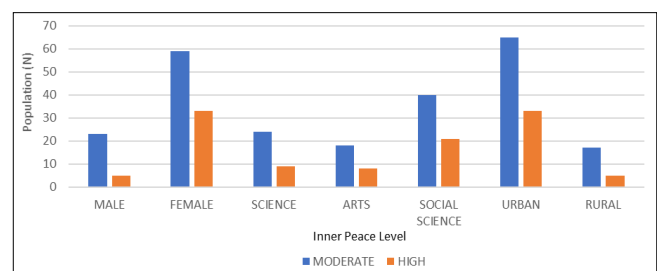
**Table 1:** Descriptive Analysis of Level of Inner Peace in Percentage:

	N	Gender		Stream			Locality	
		Male	Female	Science	Arts	Social Science	Urban	Rural
Moderate (% out of 120)	68.34	82.14	64.13	72.72	69.23	65.57	66.32	77.27
High (% out of 120)	31.67	17.85	35.86	27.27	30.76	34.42	33.67	22.72

According to Table 1, the total sample size of the 120 fell in different levels of Inner Peace Scale (IPS) according to their respective scores as per predefined scale norms. After the above descriptive analysis, it showed that 68.34% of the total population scored a “Moderate” inner peace level and 31.67 % of the total population showed a “High” inner peace level.

According to several demographic variables, it is clear that the majority of male students scored at a “Moderate” inner peace level (82.14%). In comparison, the female majority can be observed at a “High” level of inner peace (35.86%). Streamwise, it was observed that the majority of the students from all streams (Science, Arts and Social Science) showed a “Moderate” level of inner peace (72.72%, 69.23% and 65.57%, respectively), while the students from the Social science stream maximum in the percentage who secured “High” level of inner peace (34.42%). Locality-wise, it was observed that the majority of the students of

both urban and rural areas showed a “Moderate” level of inner peace (66.32 % and 33.67%, respectively).



**Fig 1:** Inner peace levels in sub-samples

**Objective 2: To find out the personality traits among pre-service teachers**

The scoring of the Big Five inventory scale was also done according to the 5-point Likert scale, which ranged from

agree strongly to disagree strongly. For each positive statement, the scoring would be like 1,2,3,4 and 5 while the reversed statements (denoted as R) would be counted as 5,4,3,2 and 1.

**Table 2:** Descriptive Analysis of personality traits:

	N	Minimum	Maximum	Mean	SD
<b>Extroversion</b>	120	12.00	40.00	3.21	5.23399
<b>Agreeableness</b>	120	21.00	45.00	3.78	4.35497
<b>Conscientiousness</b>	120	13.00	43.00	3.40	5.47477
<b>Neuroticism</b>	120	8.00	39.00	3.16	5.29811
<b>Openness</b>	120	25.00	46.00	3.45	3.98017

In Table 2, it is clearly analysed that the mean of Extroversion is 3.21, the mean of Agreeableness is 3.78, the mean of Conscientiousness is 3.40, the mean of Neuroticism is 3.16 and the mean of Openness is 3.45 in the total 120 participants. The standard deviations in extroversion, agreeableness, conscientiousness, neuroticism, and openness are 5.23, 4.35, 5.47, 5.29, and 3.98, respectively.

Table 2 clearly shows that the personality trait of "Agreeableness" is highest among the pre-service teachers, while "Neuroticism" is the lowest personality trait among the pre-service teachers.

**Objective 3: To study the relationship between extraversion and inner peace among pre-service teachers.**

**Table 3:** Correlation Coefficient of Extroversion and Inner Peace

		Inner peace	Extroversion
<b>Inner Peace</b>	Pearson Correlation	1	.191*
	Sig. (2-tailed)		.037
	N	120	120
<b>Extroversion</b>	Pearson Correlation	.191*	1
	Sig. (2-tailed)	.037	
	N	120	120

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

The outcome in the table no. 3 implies the positive association between Extroversion and Inner Peace. Thus, it is possible to state that a significant positive relationship exists between inner peace and extroversion among preservice teachers. In the result table, it was observed that the correlation coefficient between Inner peace and Extroversion is  $r(198) = .191$ ,  $p = .037$ , which is significant at 0.05 level.

Therefore, the null hypothesis "There will be no significant relationship between extraversion and inner peace among pre-service teachers" is rejected.

**Objective 4: To study the relationship between agreeableness and inner peace among pre-service teachers.**

**Table 4:** Correlation Coefficient of Agreeableness and Inner Peace

		Inner peace	Agreeableness
<b>Inner Peace</b>	Pearson Correlation	1	.174*
	Sig. (2-tailed)		.058
	N	120	120
<b>Agreeableness</b>	Pearson Correlation	.174*	1
	Sig. (2-tailed)	.058	
	N	120	120

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

This is evident from the data in Table No. 4 that Agreeableness and inner peace have a positive association. It was observed that the correlation coefficient between Inner peace and Agreeableness is  $r(198) = .174$ ,  $p = .058$ , which is significant at 0.05 level.

The correlation coefficient between Agreeableness and Inner peace is .174, as can be shown in the result table. The result table shows a significant link between Agreeableness and Inner serenity at 0.05 level.

Therefore, the null hypothesis "There will be no significant relationship between agreeableness and inner peace among pre-service teachers" is rejected.

**Objective 5: To study the relationship between conscientiousness and inner peace among pre-service teachers**

**Table 5:** Correlation Coefficient of Conscientiousness and Inner Peace

		Inner peace	Conscientiousness
<b>Inner Peace</b>	Pearson Correlation	1	.514**
	Sig. (2-tailed)		.000
	N	120	120
<b>Conscientiousness</b>	Pearson Correlation	.514**	1
	Sig. (2-tailed)	.000	
	N	120	120

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

There is also a clear, strong positive association between conscientiousness and inner peace, as evidenced by the data in Table No. 5. The result observed was that the correlation coefficient between Inner peace and Conscientiousness is  $r(198) = .514$ ,  $p = .000$ , which is significant at 0.01 level.

Therefore, the null hypothesis "There will be no significant relationship between conscientiousness and inner peace among pre-service teachers" is rejected.

**Objective 6: To study the relationship between openness and inner peace among pre-service teachers**

**Table 6:** Correlation Coefficient of Openness and Inner Peace

		Inner peace	Openness
<b>Inner Peace</b>	Pearson Correlation	1	.255**
	Sig. (2-tailed)		.005
	N	120	120
<b>Openness</b>	Pearson Correlation	.255**	1
	Sig. (2-tailed)	.005	
	N	120	120

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

Table 6 portrays that there is a significant positive correlation between Openness and Inner Peace. Hence, it can be said that there is a relationship between Inner Peace and Openness among pre-service teachers. It was observed that the correlation coefficient between Inner peace and Openness is  $r(198) = .255$ ,  $p = .005$ , which is significant at 0.01 level.

Therefore, the null hypothesis "There will be no significant relationship between extraversion and inner peace among pre-service teachers" is rejected.

**Objective 7: To study the relationship between Neuroticism and inner peace among pre-service teachers.**

**Table 7:** Correlation Coefficient of Neuroticism and Inner Peace

		Inner peace	Neuroticism
Inner Peace	Pearson Correlation	1	-.478**
	Sig. (2-tailed)		.000
	N	120	120
Neuroticism	Pearson Correlation	-.478**	1
	Sig. (2-tailed)	.000	
	N	120	120

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

The result in Table 7 demonstrates that there is a significant strong negative correlation between Neuroticism and Inner Peace. Hence, it can be seen that there is a negative relationship between Inner Peace and Neuroticism among pre-service teachers. Further, it was observed that the correlation coefficient between Inner peace and Neuroticism is  $r(198) = -.478, p = .000$ , which is significant at 0.01 level. Therefore, the null hypothesis “There will be no significant relationship between neuroticism and inner peace among pre-service teachers” is rejected.

**Major findings of the study**

The important findings of the study have been described in the following sub-sections:

**Findings based on level of inner peace**

The analysis of the inner peace scores revealed that 68.34% of the total population scored a “Moderate” inner peace level, and 31.67 % of the total population showed a “High” inner peace level. It shows that the maximum number of pre-service teachers possesses a moderate level of inner peace. There were prior researches which concluded that “mindfulness” is such an activity which would be helpful for maintaining the level of inner peace among them. (Bishop *et al.*, 2004) [5]. This activity reduces the teacher’s stress, anxiety, depression, hesitation, etc. while delivering a lecture.

**Findings based on level of inner peace with respect to gender**

The demographic within the genders showed that the majority of both males and females secured the “moderate” inner peace level. As compared to males, more females can be observed at a “High” level of inner peace. The previous research which was conducted to know about inner peace revealed that females have significantly higher scores than inner peace than males (Tendhar, 2014) [21]. A study by Eryilmaz (2014) [1] proved that female adolescents exhibit more positive attitudes in relation to males.

An article highlights as compared to the male, females enjoy their feelings and emotions and these attributes help them to connect with their surroundings. Spirituality is something which leads us towards a state of mind through which we can feel everything which are around us (Soulsjourney, 2021) [19]. Further, the essentialists claim that femininity is naturally associated with peace and that women from all cultures are more inclined towards peace than men. Essentialists believe that an individual’s identity, thinking and behaviour are driven by biology (Inger Skjelsbaek, 1998) [18].

**Findings based on level of inner peace with respect to stream**

In relation to the streamwise, it was observed that the majority of the students from all streams showed a “Moderate” level of inner peace, while maximum students

from the Social science stream secured a “High” level of inner peace. There is always a subtle battle between the arts and science students when they enter Higher Education. Science is about logic and facts, while arts require deep analysis, emotions and creativity. Science students may be competitive, which puts them at the edge of scoring high marks, as there is always room to get higher marks to get full marks in science and maths. Social science or Arts students might not be driven by achieving high grades or by any practical lab work. For pre-service teachers from the science stream, just a common observation that really takes away their peace of mind is as simple as holding and referring to textbooks. For language teachers, they are relaxed as they have the ‘Holy Grail’ in their hands, and they do not have to maintain eye contact with the students and supervisors all the time. But science or maths teachers struggle with the narration part as they are not allowed to hold textbooks in their hands, and they have to constantly face the students and supervisors.

**Findings based on level of inner peace with respect to locality**

Locality-wise, it was observed that the majority of the students of both urban and rural areas showed a “Moderate” level of inner peace. However, in the urban population, the level of inner peace is high as compared to the population of rural areas. The factors behind the serenity of pre-service teachers in urban areas are that they have a number of resources (teaching aids), opportunities (exploration, promotion, etc.), facilities (job opportunities, salary options), etc. The other key element was the passion of the educators while teaching in the class and the relationship with students and colleagues (Yentes, 2015) [24]. Pre-service teachers belonging to urban areas are more familiar with the working conditions, student-related matters, occupation-related matters and teaching-related matters as most of them have studied at schools and universities in urban settings.

**Findings based on personality traits**

The analysis of the personality traits revealed that among the various traits of personality, “Agreeableness” is the highest among the pre-service teachers, while “Neuroticism” is the lowest personality trait among them. It means that people with lower levels of neuroticism are typically calmer, easygoing and emotionally stable. They typically exhibit greater confidence, adventure and flexibility. As agreeableness deals with kindness, sacrifice, authenticity, trustworthiness, loyalty, honesty, stability and mercifulness, having these personality traits it increases positive peace attitudes among people (Eryilmaz, 2014) [1].

**Findings based on the relationship between the level of inner peace and personality traits**

There is a significant positive correlation between Extroversion, Agreeableness, Conscientiousness and Openness and Inner Peace. However, between Neuroticism and Inner peace, a significant negative relation exists. This study cleared up the fact that conscientiousness and openness are more associated with inner peace than other attributes. The finding is similar to the study by (Cavarra *et al.* 2020), which clearly argued that conscientiousness and openness to experience are bound with peaceful attitudes. Findings show that there was a positive correlation between extroversion and inner peace among the pre-service

teachers. This is due to the fact that extroverts are social in nature, and they participate in social and many other activities. The more the individual participates in social activities, the happier he will be (Argyle, Luo Lu, 1990) [13]. The other reason for the link between peace attitude and extraversion is that extroverted individuals have a great will for reward and win (Eryilmaz, 2014) [1].

There is also a significant positive relationship between agreeableness and inner peace. Research has shown that people with high Agreeableness exhibit positive attitudes towards the situation (Czerniawska *et al.*, 2021). Agreeableness is a trait that controls negative emotions and maintains the level of peace among individuals. It is basically satisfaction from whatever we have, which is crucial for the pre-service teachers in order to remain away from negative thoughts.

The relationship between Conscientiousness and level of inner peace is significantly positive. Conscientiousness refers to the characteristics such as being circumspect, thoughtful, trustworthy and punctual. An individual who has a conscientiousness attribute in the personality exhibits more punctuality in life, which results in inner satisfaction; as discussed earlier in the research of Cavarra *et al.* (2020), Conscientiousness is associated with inner peace.

Openness and inner peace are also significantly related to each other. The extent of openness depends on the level of inner peace; the individual with mental well-being exhibits more openness in their personality (Kokko, 2013) [10]. The individuals who have high characteristics of openness are inclined to be more open-minded and always have the will to embrace creative ideas and novel experiences. They addressed unfamiliar things with a level of curiosity and fascination. They always desire to know something new. These types of people can think about and make connections between different concepts and ideas. They always give priority to their feelings, thoughts, ideas and inner experiences. So they will be self-aware regarding not to harvest any negative thoughts and feelings. They will always seek to find creative ways for catharsis, and that will help them to maintain their peace of mind.

Here, neuroticism is negatively associated with the level of inner peace, but it may also help people to survive because they have an impulse to pay more attention towards negative outcomes or risks. This trait also leads an individual towards higher levels of academic success (Cross *et al.*, 2018) [8]. Whereas, a personality with this trait can have negative effects on behaviour, for instance, if you are unable to manage feelings of worry or tension or any other negative thoughts. Many problems such as depression, anxiety, stress, insomnia, schizophrenia etc. related to mental health grown due to this trait in some cases (Williams *et al.*, 2021) [23]. It means that the person who has higher neuroticism in his/her personality suffers from a low level of inner peace and vice versa. Pre-service teachers who have a high level of inner peace may be free from all negative thoughts, such as anxiety, frustration, irritation, depression, anger, worry, insecurity, etc. (Barrick & Mount, 1991).

### Educational implications

Given below are some educational implications which are based on the findings of this research:

- Teachers should develop healthy qualities such as social participation, motivation, punctuality, confidence, cooperation, coordination, trust, etc., in

order to maintain peace of mind and develop a congenial environment in the classroom.

- The pre-service teachers should be free from all types of negative or aggressive thoughts that disturb their minds and the environment of the classroom. The teacher is an inspiration for their students; each and every activity influences the students in the classroom. So, it is necessary for him to have a calm attitude.
- The pre-service teacher should work on himself/herself in developing some skills that are necessary in classroom management. They should develop communication skills which work as a passage in the teaching-learning process.
- Pre-service teachers should be capable of using the new teaching aids for the teaching-learning process instead of the traditional lecture method. They should adopt the teaching aids by keeping in mind the nature of the topic and the interests and needs of students.
- The pre-service teacher should always seek new knowledge. They can learn from the environment of the educational institution, experiences of their supervisors, observations, social activities, etc., which help them while delivering a lecture in the classroom setting.
- The schedule of pre-service teachers is very harsh. They have to suffer a lot, so in this condition, they must do some meditation in order to maintain the serenity in their life.
- Pre-service teachers should develop a healthy relationship with their students in the classroom so that they maintain a comfort level in the classroom and do not hesitate while delivering a lecture.
- Pre-service teaching should not be limited to only the practice of classroom teachers; they should also indulge in other activities such as the conduct of morning assemblies, organising various co-curricular activities, recreational activities, parent-teacher meetings, etc., to groom his/her personality.
- The administrators should make policies that help the pre-service teachers raise their standards of living.
- The administrators of the department should design a practical curriculum for pre-service teachers that has utility in the present world.
- Parents should indulge in healthy habits such as cooperation, sharing responsibility, sympathy towards others, etc. in the personality of an individual so that they can contribute towards a happy and balanced life.
- The environment of the home and school should be congenial in which the pre-service teachers can practice fearlessly. A congenial atmosphere very much affects the personality of the pre-service teachers.

### Conclusion

This pivotal research was conducted to compare the relationship between inner peace and different personality traits among pre-service teachers. After the analysis and interpretations of all the hypotheses, this investigation further substantiates that there is a strong positive link between all the personality traits except neuroticism and inner peace among pre-service teachers. The maximum number of pre-service teachers secured a moderate level of inner peace, and the rest had a share in the high level of inner peace. It clearly showed that the maximum pre-service teachers carried characteristics such as serenity, harmony, confidence, tranquillity, equanimity, etc. These findings

focus on the importance of cultivating personality traits like agreeableness, conscientiousness, and openness to enhance inner peace among pre-service teachers. Mindfulness-based practices, as suggested in prior research, can play a critical role in reducing stress and promoting mental well-being, which is crucial for aspiring educators to maintain harmony and balance in their professional and personal lives.

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