

Exploring the Association between Personality Traits and Adolescent Wellbeing in Online Education: A Systematic Review

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Abstract : The emergence of online educational environments has changed the way adolescents learn, which has benefits and drawbacks for their development. This review has as its goal the examination of how personality traits and adolescents' well-being are associated in the setting of online education. This review analyses the effects of a variety of personality traits on the mental, emotional, and social health of online school-going adolescents by looking at a wide range of previous research. This research explores the mechanisms that mediate or regulate the connection between one's personality traits and well-being in an online educational environment. The elements can be broken down into two categories: technological, like internet availability and digital literacy, and social, including social support, peer interaction, and teacher-student connections. To improve the well-being of adolescents in online learning environments, it is essential to understand factors that moderate the effects of interventions and support systems. This review concludes by emphasising the complex nature of the association between individual differences in personality and the success of online students aged 13 to 18. This review contributes to the development of evidence-based strategies for promoting positive mental health and overall well-being among adolescents engaged in online educational settings by shedding light on the impact of personality traits on various dimensions of well-being and by identifying the mediating or moderating factors. Educators, governments, and parents can use the findings of this review to create an online learning environment that is safe and well-being for adolescents.

Keywords : personality traits, adolescent, wellbeing, online education

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