A Comparative Study on Personality Traits Based on High and Low Level of Resilience of High School Female Students

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Authors' contributions

This work was carried out in collaboration between all authors. Author Sonam designed the study, performed the statistical analysis, wrote the protocol, and wrote the first draft of the manuscript. Author MS managed the analyses of the study and managed the literature searches. Author LS provide guidance and suggestions for the improvement of the manuscript. All authors read and approved the final manuscript.

Article Information

Original Research Article

ABSTRACT

Aims: The Purpose of the current study was to compare personality traits of high school female students based on their Resilience level..
Place and Duration of Study: Government Girls Senior Secondary School No1 JJColony Bawana, Delhi, India, on 3rd Feb 2020.
Methodology: This is a comparative study with a quantitative research design involving 85 (eighty-five) female students, age ranges between 16-18 years (mean age 17.43 years) studying in class XII (humanities stream), from Sec- A, B and C from Government Girls Senior Secondary School No. 1 JJColony Bawana, Delhi were randomly selected as a sample of research. Every odd roll no student (Roll no. 1,3,5,7…) from Sec- A, B and C from GGSSS No. 1 JJC Bawana, Delhi were randomly selected as a sample of research. The standardized questionnaires of the Big Five Personality Test and Ego Resilience Scale were used as the tool of the study. The data was

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collected using both the questionnaires and interpreted using an Independent sample t-test at a significance level p<0.05.

Results: All 85 high school female students filled both of the questionnaires and in accordance with the findings of the analysis it was established that the average scores of resilient students in the extroversion (t (83)= 6.28, *P*=.00), openness to experience (t(83)=8.54, *P*=.00), agreeableness (t(83)=10.48, *P*=.00) and conscientiousness (t(83)=11.34, *P*=.00) were higher than non-resilient students. Just the mean scores of resilient students in neuroticism (t(83)= -6.71, *P*=.00) were lower than the mean scores of non-resilient students.

Conclusion: It is evident from the results that students with high Extroversion, Agreeableness, Conscientiousness, and Openness to Experience personality traits have higher resilience which helps them to recover from any obstacle and support them to approach new circumstances, people, or experiences with a positive mindset and confidence which ultimately will help them succeed.

1. INTRODUCTION

1.1 Resilience

Many people become stronger because of the adversity they face in their lives while others fail to do so because of the same. The above statement is addressed by the concept of Resilience [1]. Resilience is also a complex concept that is yet to be conclusively defined [1]. The idea used to explained personality differences between people is called resilience [2]. Resilient individuals are able to achieve physical, mental, and social equality only after stressful and continuous experiences even in the face of challenges [3].

Various factors affect Resilience and its formation starts in early childhood. Environment, home, personal health, social skills, neighborhood and family background are only a few features that affect the Resilience capacity of a child. These factors play a major role in adolescence. Resilience is attributed to mental well-being and is regarded to be crucial as a component of effective mental adjustment. There are several protective factors and risks in modulating resilience that play a key role. Schools and families play a main protective role in building resilience. Features of support, positive role models, openness, commitment, caring, cohesion, and an absence of risk factors are shown by these two institutions [4]. Evidence demonstrates that resilience is a process of strength, or the result of adapting to success without challenging or threatening situations and that resilient youth are characterized by social skills, problem-solving skills, strength, independence, and sense of purpose and future. According to Theron and Barton, resilient youth have a natural ability to empower them to cope with adverse conditions [5].

Every day a significant amount of physical and mental growth is attained by students. Between school, work and their social life and collaborative work, adolescents face new challenges and experiences. Resilience gives them the strength to face it successfully, overcome any obstacle, and secure a good chance of success. Resilience will also support them in dealing with new situations, people or experiences with a positive attitude and confidence, which will further help them to succeed [6].

1.2 Personality

Over the history of discipline one of the most intriguing topics of psychology has been Personality. The behavior patterns that are socially acceptable and the processes of inner personality is described by Personality these days [5]. Personality is the way of thinking, behavior and feelings. It includes attitudes, feelings and ideas and is undoubtedly displayed in dealing with other people. It incorporates both ethical and acquired characteristics, which distinguish one person from another and can be seen in individuals, in social and environmental groups [7]. The Big Five Personality Model has often been used in recent studies on personality [8]. The current study also reports personality changes, which should be associated with resilience, which is consistent with five main perspectives [5].

The literature suggests that the Big Five personality traits have strong personality traits which used to describe the real personality. The

openness of the experience is reflected in the tendency to innovation and diversity as well as a strong curiosity. Conscientiousness is expressed in the order, direction, and focus on access. Extraversion refers to a higher level of speech, certainty, and entertainment. Neuroticism is characterized by emotional control, a degree of emotional stability, and anxiety. Finally, Agreeableness is shown to be cooperative, helpful, and empathetic [9].

Academic achievement is also affected by the dominance of different traits of personality like conscientiousness has been demonstrated to be reliable as a predictor in experimental success [10]. In contrast, academic achievement is negatively related to Neuroticism [10].

1.3 Personality and Resilience

There is ample evidence that the personality traits described above can influence adolescents' resilience as found in previous studies. For example, researchers found that people who are resilient fit well with a well-organized personal profile [11]. Annalakshmi, who analyzes the relationship between personality and resilience, also confirms that resilient children have higher thinking and problem-solving skills and have personality traits such as appearance, motivation and understanding that contribute to resilience, and resilience enhances personality traits. Sustainable personality is therefore driven by certain secondary requirements and that each level of these sounds is felt by the person who is planning their personality and behavior. This describes the strength of a resilient personality [12].

Acknowledged among the unique trait approaches, the Big Five Model has often been incorporated in the latest studies done on personality [8]. Although several models have been recommended in reference to personality, the recent study has selected the concept based on the "Big Five Model" considering its comprehensiveness, robustness, and generalizability among different samples and theories [13]. Moreover, for understanding personality traits at a comprehensive level, the Five Factor Model has been accepted for substantiating the most favorable institutional framework [14]. The personality characteristic variable is addressed by the current study, which is linked to resilience, in pace with the big five perspectives [5] and whose consistency and

replicability of personality behaviors have been well recognized across societies [14].

Nevertheless, till date, we are unaware of studies that have explained the relationship between the 'Big Five' and 'Ego Resilience' in Indian high school female students. Therefore, the aim of the present study is to bridge this research gap and evaluate the relationship among these constructs to have a fairer understanding of the personality traits of high school female students on the basis of their resilience level.

1.4 Objective

To identify the differences between the various traits of personality based on the degree of resilience in high school female students

1.5 Present Study

The purpose of this study is to identify the differences between personality traits and the degree of resilience in high school female students.

2. MATERIAL AND METHODS

2.1 Participants

This is a comparative study with quantitative research design involving 85 (eighty-five) female students, age ranges between 16-18 years (mean age 17.43 years) studying in class XII (humanities stream), from Sec- A, B and C from Government Girls Senior Secondary School No. 1 JJ Colony Bawana, Delhi were randomly selected as a sample of research. Male students, students below or above XII class, students belong to other schools, students less than 16 or more than 18 years were excluded from the study. The researcher collected information by meeting them in their classrooms. Both of the tools used to collect data were in the English language therefore, after explaining them well for the purpose of study, how to respond and how to complete the tools. The researcher assured them of confidential and anonymous responses. The researcher then distributed both tools to all participants and asked them to complete the tools based on their knowledge while simultaneously explaining statements that were difficult to understand. Questionnaires were completed within half an hour, after which the researcher collected both of the questionnaires.

2.2 Criterion Measure

Two tools were used in this study:

2.2.1 Tool I: The ego resilience scale

This scale includes 14 items to measure ego resilience and is hypothesized as a medium personality building to understand behavior, feeling and motivation. Responses are assessed on Likert's four-point scale where (1) indicating "Does not apply at all" to (4) indicating "Applies very strongly". All statements are positively stated and positively scored. The total score for the 14-item ER-89 ranged from a minimum of 14 to 56 high scores indicating a high ER. A total score from 14-22 is considered to be a low intensity course, points from 23-34 to the Undetermined Trait, points from 35-46 to a High Resilience Trait, and points from 47-56 show Very High Resilience Trait. This scale has an acceptable level of internal consistency (Cronbach's alpha= 0.82 [4]

2.2.2 Tool II: Big five personality test

This scale consists of 50 statements (10 statements for each personality trait) to measure the level of the various personality traits of each individual. Scores on this scale were assessed on a Five Point Scale from (1) indicating "disagree" (3) indicating "neutrality" to (5) indicating "agree" where 24 statements were negatively stated and scored. The overall point of each personality trait is measured by summarizing all the points obtained in that particular aspect. The reliability (Cronbach's alpha) of Conscientiousness. Extroversion, Agreeableness, Neuroticism and Openness to experience is 0.81, 0.86, 0.77, 0.83 and 0.82 respectively which is adequately acceptable [15].

2.3 Statistical Analysis

SPSS 23. Version was used to analyze the collected data. Median values of the total score of the tool were used to categories the sample as non-resilient or resilient [11]. For this comparative study, an Independent sample t-test was used to compare the personality traits and level of resilience i.e non-resilient or resilient at a 0.05 level of significance [5].

3. RESULTS

To compare whether being non-resilient or resilient affects the big five personality traits, an Independent sample t-test was used [5]. Resilient individuals were those who score higher than the median value (28.5), whereas, in the non-resilient category, individuals selected were those whose score was lower than the median value [16].

Depending on the results of the independent sample t-test analysis shown in Table no 1 below, it is identified that there is a statistically significant difference among the resilience level that is based on being non-resilient or resilient and personality traits of Big five. The mean scores of resilient students in the sub-dimensions of agreeableness (t(83)=10.48, P=.00), openness to experience (t(83)=8.54, P=.00), conscientiousness (t(83)=11.34, P=.00) and extroversion (t(83)=6.28, P=.00), are higher than non-resilient individuals. Just the mean scores of resilient students in neuroticism (t(83)= -6.71, P=.00) were lower than the mean scores of non-resilient students. It was also evident that calculated t values of all the sub-dimensions of personality traits were found statistically significant at 0.05* and 0.01** levels.

Table 1. Comparison between the Scores of Personality traits based on being Resilient and Non-Resilient obtained by high school Female students

	Resilient N=52			Non Resilient N=33					
	M	SD	SE	M	SD	SE	df	t	P
A	36.68	7.56	1.06	21.34	5.00	.84	83	10.48	.00
E	34.54	8.52	1.20	23.85	6.35	1.07	83	6.28	.00
C	36.20	6.44	.91	20.68	5.84	.98	83	11.34	.00
O	34.08	6.89	.97	21.85	5.85	.98	83	8.54	.00
N	22.40	6.24	.88	34.57	10.42	1.76	83	-6.71	.00

***Note*:** ERS, Ego Resilience Scale; A, Agreeableness; E, Extroversion; C, Conscientiousness; O, Openness to Experience N, Neuroticism;*
M= Mean; SD= Standard Deviation; SE= Standard Error; df= degree of freedom; t= t-test; P= probability value
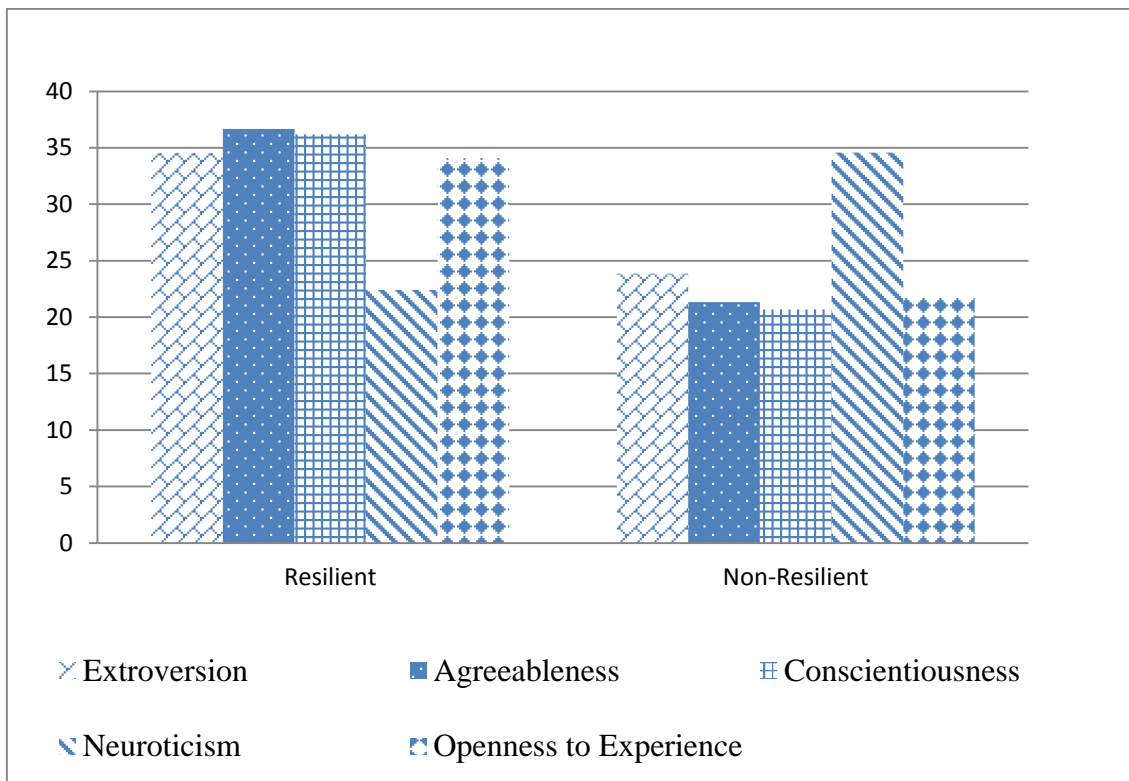**Correlation is significant at 0.05 level (*P = 0.00) *N= 85*

Fig. 1. Showing Comparison between the Scores of Personality traits based on being Resilient and Non-Resilient obtained by high school Female students

This graph clearly represents that there is a significant difference between the means of subdimensions of personality traits of resilient and non-resilient students. Resilient students obtained higher mean values in Agreeableness, Extroversion, openness to experience and Conscientiousness personality traits than Non-resilient students whereas non-resilient student scored higher in Neuroticism than resilient students.

4. DISCUSSION OF FINDINGS

Although much has been observed about the association of Resilience with the Big Five Factor Model of personality such as Building Emotional Resilience with Big Five Personality Model [17], Stress coping and factors contributing to resilience [18], still there is an ample dearth of studies that have tried to gauge the association of the Big Five personality factors with ego resilience in the Indian high school female students context. Precisely, while we could gather some studies linking the Resilience with Big Five personality traits in the Japanese [19] and Turkeys [5] context; however, with reference to the Indian female high school students' context, studies appeared to be very limited.

Furthermore, there was necessity to explore the literature on Resilience and personality via pragmatic evaluation of the resilience as predictors of personality in the Indian high school female students.

This study observed whether personality traits varied depending on individuals being resilient or non-resilient. Based on the existing data, the current study observed the comparison of the marks attained from the various dimensions of personality based on the categorization of non-resilient or resilient with the help of the Independent sample t-test analysis. As a result of the analysis, it was established that all the personality traits of the big five significantly differed in terms of being non-resilient or resilient.

Resilience is about being stable and moving on in a short space of time resulting in stressful life events. Students with neuroticism personalities, on the other hand, have qualities like negative feelings, nervousness, self-doubt, weak coping skills, and having trouble sustaining control over one's impulses [20]. In this view, it is not unexpected that there should be a high average score of non-resilient students than

Resilient which is similar to the findings of the study.

Moreover, having the capability to think more possessively, flexibly and in an extensive variety of options, it stands to cause that extroverted student will have more personal resources to employ when encountered with hardships and challenges. Furthermore, cheers to social abilities and sustaining close individual interactions, extroverted students will also have the benefit of reaching out for the social support they required when dealing with hardships. Hence, their tendency to construct strong social support links makes it easier for extroverted students to accomplish such significant protective factors in times of anxiety [21]. Hence, the mean score of resilience students is higher than non-resilient students.

Students who are open to experience have a critical mind, stand contrary to rigid rules, and are enthusiastic to experience different and new things; they tend to be independent, intellectual, and exceptional in their right. In this respect, they have a critical attitude in the face of challenging life actions, have the courage for trying diverse options, and are enthusiastic for the results and innovation, which clarify why the average scores of resilient students are higher than non-resilient [22].

Students with agreeableness personality traits are helpful compassionate, open to cooperation, and well-mannered. Such abilities allowing them to experience fewer struggles in their interpersonal relations and get more emotional support therefrom. Therefore, resilient students getting higher mean scores than non-resilient [5].

Additionally, Conscientiousness is described as being patient, plan-oriented, organized, and persistent. Conscientiousness enables students to both take action and focus on certain points. Hence, the average score of resilient students is higher than non-resilient in conscientiousness personality trait [5].

Nemours psychological wellbeing related problems entered in the period of adolescents. It's difficult to prevent the growth of such problems in later stages of life than in the early periods of life. In adolescents, the common predominant problems are anxiety disorder, Conduct problem, depression, hyperactivity and other behavioral, mood and cognitive disorders. [4].

Recent researches recommended that higher depressive and anxious symptoms were identified in the adolescents who had lesser levels of resilience that show that coping strategies and resilience affect psychological wellbeing-related problems adversely and protect the adolescents from the onset of upcoming problems related to psychological wellbeing. The lower level of anxiety and depression is predicted by the Adolescents who possess a higher degree of resilience consisting of external protective features like unity and togetherness of family and even get supported by other than the family members. [4].

5. CONCLUSION

The current study compared the sub-dimensions of personality in terms of being resilient or non-resilient. Conclusions drawn from the findings of the study are as follows:

1. Resilient students are more extroverted, conscious, open to experience, and agreeable, whereas non-resilient students are neurotic. In conclusion, it can be said that personality traits are statistically significantly related to resilience which would help to improve the cognitive approaches to resilience in resilience literature. Moreover, high school educational institutes may take advantage of the current study by improving their contents with the knowledge of various traits of personality.
2. Resilience has a moderating effect among psychological wellbeing problems and adverse life events. Hence, for upholding a fairer adjustment in their college and further future life it's necessary to develop resilience for high school students. Moreover, in upcoming researchers, it is expected to discover resilience protective factors and identify how resilience is influence by these factors.
3. Developing resilience to deal with failures, frustrations and accepting them as important life learning. It can help prevent suicidal behavior among students.

At last, it is to be noted that the present study has some limitations. First, that the entire population is not denoted by the sample collected for this study. Because of this reason, for generalization, one should always practice caution. Next, however, the collected data of the present study is based primarily on the

statements provided by them individually; the fact of there being an amount of marginal error in them should not be ignored.

CONSENT

Consent from the school has been attached, and after taken permission from the school authority, students those who agreed to take part in the study voluntarily from them only data was collected.

ETHICAL APPROVAL

It is not applicable.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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