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# Assessing Personality Traits and Academic Resilience Between India and Tanzania Male and Female College Students

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***Abstract***

This study assess psychological constructs of personality traits and academic resilience among college students across cultures. The total sample of 480 students have been assessed from India and Tanzania using K.S. Misra. Five Personality Traits Inventory (FPTA-MKS) that consists 50 items divided in to Five Traits-I Conscientiousness, II. Openness, III. Neuroticm, IV. Agreeableness, V. Extraversion. Also using Academic Resilience Scale (ARS-DMPS), English version. The scale consists 32 items divided into two factors- I. Self-efficacy, II. Social support &Social competence. It was administered on 1000 B.Ed. Trainees (Adults). The results indicate that (i) there is no significant difference in the mean score of Personality traits of Indian and Tanzania college students. (ii)There is no significant difference in the mean score of Personality traits between Indian and Tanzania male and female college students.(iii) There is significant difference in the mean score of academic resilience of Indian and Tanzania college students (iv) There is no significant difference in the mean score of academic resilience between Indian and Tanzania female college students The findings emphasis the country specific cultural sensitivity in shaping students personality, while strengthening cultural specific academic resilience to all students.

***Keywords:*** *Personality Traits; Academic Resilience; Male and Female College Students*

## Introduction

Academic resilience has garnered increasing attention among mental health professions around the world. Various studies, countries and students evidence indicate that, young generation including college students are passing through *identity vs. role confusion* stage; they are unsettle socially, economically struggling to fulfill their desired future life. In most cases, particularly in this stage, 50% of students visited mental health centers, worrying about their schooling, anxiety, fatigue and depression may have led to a low quality of achievement (Yasin et el: 2011). Interestingly, in such struggle, every individual has unique and consistent way of responding emotionally and copying mechanism depends on their personality traits (Galatzer-Levy et al,.2018). Similarly, academic resilience understanding is slightly different among college students. This provides the foundation of rethinking about students' personality traits as psychological constructs that play vital roles in understanding students academically and socially.

Scholars highlighted that, students' needs positive learning adaptation despite existing various challenging blocking the progress of academic journey. Meanwhile, students' attitudes, behaviors, problem solving skills, growth mindset and support system provide self-efficacy to maintain positive academic path, despites experiencing psychosocial challenges, and finally overcome the academic obstacles and fulfill desired life goals (Baker, S:2021).Kankaras (2019) asserted that, personality traits can be used as subset of socio-emotional skills that helps navigating academic pressure. This idea is in line with McCrae & Costa, (2008) stated that, individuals' personality traits provide the foundation of relatively stable patterns of tendencies, characteristic adaptations in any situation. No fit all definitions agreed yet for both psychological constructs, academic resilience is all about being normal in an abnormal circumstances. It rely on student's emotional stability to maintain persistence despite setbacks. Personality traits highlight consistent subsets of observable and non-observable behaviors. In this way, both can be perceived as a patterns of behaviors that depends one another.

The current data also exposed that, enrolment trend in university increased from 117,652 students in 2018/2019 to 183,098 students in 2021/2022, statistics show 4,318 students were discontinued due to abscondment, examination irregularities, disciplinary proceedings, and postponement of studies (TCU, 2022).Yet, it is not clear, neither personality traits, no academic resilience highlighted as underlying factors for such students' academic dropout.

Though literatures suggested that socio emotional skills such as empathy, self-regulations and adaptability as a personality traits subsets that foster academic resilience, this researches has limited reflection in cross cultural context particularly in Africa, again, college students as vulnerable group of current trends of mental health challenges are not well addressed. The purpose of this study therefore, is to assess personality traits and academic resilience among college students, taking an examples from India and Tanzania contexts.

Studies conducted by Datu et al. (2016) on personality traits and academic resilience found that, conscientiousness consistently emerged as strongest personality predictor of academic achievement across educational levels. Conversely, neurotic students experience high emotional instability that weaken the ability to cope with academic stress and distress. Portfeli et al. (2011) added that, avoidant copying strategies as ineffective for academic resilience. Extraverted students' social support on both teachers and peers can significantly safeguard academic resilience, (Vogl et al., 2019). This findings indicate that, curiosity, emotional integrity and self-discipline are key indicator for academic success while, contrarily affect the academic progress.

Rehman Ghazi et al., (2013) broaden the discussion by linking personality traits to academic achievement, highlighting how individual differences in personality can shape educational outcomes. A statistical analysis results conducted by Dwivedi (2025) also indicated that, extraversion personality, has shown less statistically significant relationship with academic success. Similarly, Roberts et al., (2021) highlighted that, higher level of conscientiousness associated with high academic performance and lower level of psychological distress, that is, conscientious students tend to be well organized, disciplined and manage academic work load. This connection reinforces the notion that personality is a composite of various traits that dictate not only interpersonal interactions but also academic performance and engagement.

Muhammad Ishaq, (2013) further emphasizes the importance of students' personality in future organizational settings, suggesting that personality traits can significantly moderate the effectiveness of performance appraisals. The role of personality traits in career preferences and behaviors is explored by De Jong et al., (2019), who argue that inherent personality traits shape individuals' career role enactment. This perspective aligns with the idea that personality traits are stable over time and can guide behavior in organizational contexts, further supporting the applicability of the Big Five framework in understanding career-related choices.

Research conducted by Dweck (2006) found that, students who adopt a growth mindset are more likely to manage and perceive challenges as opportunities. Perker er al (2004) consider emotional intelligence as the personality traits that significantly impactful in academic resilience. Through emotional stabilization and proactive approach to challenge. Study conducted by Chermers et al (2001) revealed that, individual beliefs to succeed acts as predictor of academic resilience. Similarly, Mammadov (2021), in a meta-analysis study highlighted that, 27.8% of the variance in academic performance as the combined effects of two psychological constructs of cognitive ability and personality traits.

Contrarily, studies found that, students with high neurotic are more prone to experience anxiety, depression and stress leading to psychological distress and create difficulties to academic that hinder academic performance (Klein et al., 2022). In line with this concept, Miller et al., (2023) added that, extraverted leaners are more likely to find psychosocial supports, which can safeguard against psychological distress and enhance academic resilience. This current literature emphasis on interconnectedness of leaners personality traits in both academic resilience and psychological distress in a College context.

Kerz et al., (2022) expand the understanding of personality by investigating its relationship with verbal behavior and psycholinguistic features. They reiterate the significance of the Big Five model in linking personality traits to various life outcomes, including well-being and interpersonal relationships. Luciana M. et al., (2023) introduce innovative methods for personality observation, advocating for a more nuanced approach to understanding personality in the context of modern technology and social media. Their research reflects a growing recognition of the complexity of personality and the need for diverse methodologies to capture its multifaceted nature.

Finally, Fowers J. et al., (2023) propose integrative frameworks that combine structural and process-oriented approaches to personality, highlighting the evolution of personality theory. Their discourse on whole trait theory and the three-tiered framework underscores the dynamic interplay between traits and cognitive processes,

suggesting that personality is a comprehensive construct that encompasses both stable traits and situational influences. Together, these studies illustrate the rich tapestry of personality research, emphasizing the centrality of the Big Five model while also acknowledging the diverse influences that shape personality traits across various domains of life.

## Objective

1. To explore personality traits of Indian and Tanzania college students
2. To assess the personality traits between Indian and Tanzania male and female college students
3. To examine the academic resilience of India and Tanzania college students
4. To explore the academic resilience of India and Tanzania male and female College students

## Methods

This research uses quantitative research design. Using structured survey methods to diverse sample of adult participants from the college setting. The total sample 480. 240 India college students, (120 male and 120 female). And 240 Tanzania college students, (120 male and 120 female) as distributed in the table below:

| Gender | Type of Sector | | Total |
|---|---|---|---|
| | India (A1) | Tanzania (A2) | |
| Male (B1) | 120 | 120 | |
| Female (B2) | 120 | 120 | |
| **Total** | 240 | 240 | **480** |

Two psychological tools have been applied to measure psychological elements of personality traits and academic resilience among colleges students; (i) K.S. Misra. Five Personality Traits Inventory (FPTA-MKS) Hindi and English version. It consists 50 items divided in to Five Traits-I Conscientiousness, II. Openness, III. Neuroticm, IV. Agreeableness, V. Extraversion. It was administered on Secondary, Senior Secondary Students and Adult Population). This tools is relevant since it provide the factual data of College students' personality traits that will help to relate with academic resilience. (ii)Academic Resilience Scale (ARS-DMPS), English version. The scale consists 32 items divided into two factors- I. Self-efficacy, II. Social support &Social competence. It was administered on 1000 B.Ed. Trainees (Adults). The permission has been granted from Colleges Indian and Tanzania. Confidentiality form has been given each respondent, data were collected, scored as per manual and analyzed. The statistical manual of ANOVA (2x2) was used and results were interpreted

## Results

***Table: 1 The Table showing sum of variance mean 'F' value and level of significant difference of personality traits between Indian and Tanzania male and female college students***

| Source of Variance | Sum of Square | df (N-1) | MSS = SS / df | F | Table Value | Level of significant |
|---|---|---|---|---|---|---|
| Country (A) | 16.14 | 1 | 16.14 | 0.07 | 3.86/6.69 | NS |
| Gender (B) | 516.67 | 1 | 516.67 | 2.26 | 3.86/6.69 | NS |
| A *x* B | 902.01 | 1 | 902.01 | 3.95 | 3.86 | **0.05** |
| Error | 108817.05 | 476 | 228.61 | | | |
| Total | 110251.87 | 479 | | | | |
| *Significant at 0.01 or 0.05 level* | | | *NS = Non-significant* | | | |
| *df-1 =* | *F table value 0.05 level = 3.86* | | *F table value 0.01 level = 6.69* | | | |

***Table: 2 The Table showing Mean personality traits score between male and female India and Tanzania college students***

| | | A1 | A2 | F | Table Value | Level of Sig. |
|---|---|---|---|---|---|---|
| **B1** | **Mean** | 150.76 | 153.13 | 3.95 | 6.69 | 0.05 |
| | **N** | 120 | 120 | | | |
| **B2** | **Mean** | 155.58 | 152.47 | | | |
| | **N** | 120 | 120 | | | |

The data compare mean personality traits scores between India and Tanzania (A1and A2) male and female college students (B1 and B2). The results show that India male students (A1x B1) mean score is 150.76, while Indian female students mean score is 155.58 mean while Tanzania male mean score (A2x B1) is 153.13, while

Tanzania female students mean score is 152.47. The "F" value is 3.95 is significant 0.05. This means that the data between two countries are nearly identical. This indicate that there is no significant difference in personality scores between two countries. In this regard, Mean difference between of personality score between countries are very minimum, compared to individuals with in a single country, this is because people in the same country are alike in term of personality.

***Table 1: The Table showing sum of variance mean 'F' value and level of significant difference in the mean score of Academic resilience of Indian and Tanzania male and female college students***

| | | A1 | A2 | F | Table Value | Level of Sig. |
|---|---|---|---|---|---|---|
| **B1** | **Mean** | 150.96 | 193.13 | 8.95 | 6.29 | 0.0 |
| | **N** | 120 | 120 | | | |
| **B2** | **Mean** | 170.58 | 152.47 | | | |
| | **N** | 120 | 120 | | | |

The data compare academic resilience between India and Tanzania (A1 and A2). Results show significant difference between India and Tanzania where By F value 8.95, which exceed the critical value 6.29 at the 0.01 level. That, is Indian students score high in academic resilience of 193.13 than Tanzania students scoring 150.93. This findings indicate that, the country's educational settings are an important factor for students' academic resilience

***Table2: The Table showing sum of variance mean 'F' value and level of significant difference***

| | Female | Male | F | Table Value | Level of Sig. |
|---|---|---|---|---|---|
| **Mean** | 3.456 | 3.039 | 0.03 | 3.86/6.73 | NS |
| **N** | 240 | 240 | | | |

The data of academic resilience between female (M = 3.256, N = 240) and male (M = 3.039, N = 240) college students. The difference was not statistically significant, F = 0.03, which is below the critical F values of 3.86 ($p < .05$) and 6.73 ($p < .01$), indicating no significant gender difference in academic resilience. This results indicate that female students show a slightly higher mean academic resilience score than males, but the difference is not statistically significant. That is to say, gender effects on academic resilience is context dependent, cultural influence or parenting style.

## Conclusion

This results indicate that, while small differences of personality traits among college students, this means that, the country of origin has no much impacts in shaping college students personality. Meanwhile, results also indicates that academic resilience differs significantly by country, but not by gender difference. Both personality traits and academic resilience are much more influenced through cultural specific within the country including religion and family. In this regard, there is a call of educational policy for cultural sensitivity in fostering college students' academic resilience particularly using their own personality traits.

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