



Publisher homepage: www.universepg.com, ISSN: 2663-6913 (Online) & 2663-6905 (Print)

<https://doi.org/10.34104/ajpab.023.01480162>

American Journal of Pure and Applied Biosciences

Journal homepage: www.universepg.com/journal/ajpab

American Journal of
**Pure and
Applied Biosciences**



The Five Major Personality Factors among Yemeni University Students

Fawaz Mohammed Ahmed Al-Shehari^{1*}, Aparna A. Ashtaputre², and Taha Naji Mohammed Alawbali³

^{1,3}Dept. of Educational & Psychological Sciences, Ibb University, Ibb, Yemen; and ²Dept. of Psychology, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (M.S), India.

*Correspondence: fawaz.3000@gmail.com (Dr. Fawaz Mohammed Ahmed Al-Shehari, Assistant Professor, Department of Educational and Psychological Sciences, Ibb University, Ibb, Yemen).

ABSTRACT

The present study aimed to identify the most common five major factors of personality among Yemeni university students as well as to know the statistical significance of the differences in the five major factors of personality among them based on the variables (gender, specialization, study level). A stratified random sample was chosen with a percentage of (0.05) from the students of the three universities specified in the study. The study sample consists of (1060) male and female students, the researcher used the list of the five major factors of personality, authored by Costa & McCrae, and the data was analyzed using the Statistical Package for Social Sciences (SPSS) software. Pearson correlation coefficient, Alpha-Cronbach coefficient, A one-sample t-test, Two-independent samples t-test, and one-way analysis of variance. The results indicated that the conscientiousness factor is the most prevalent. Moreover, the Neuroticism factor was the least prevalent in the list of the five major personality factors among Yemeni university students. The results also indicated that there were statistically significant differences between the average scores of males and those of females in the Neuroticism factor in favor of females, and there were no statistically significant differences in the factors (extraversion, conscientiousness, openness to experience, agreeableness) on the list of the five major personality factors. The results indicated that there were no statistically significant differences in the list of the five major factors of personality between students of scientific and humanitarian specializations, as well as in the level of study (first, second, third, fourth) among Yemeni university students.

Keywords: Conscientiousness, Extraversion, Neuroticism, Agreeableness, and Openness to experience.

INTRODUCTION:

After the great interest that psychology witnessed in studying the moods and their personal traits of individuals, many psychological models and theories have started to emerge, reducing human psychological structure and interpretation in light of a set of psychological factors. Such theories and models include Raymond Cattel's sixteen factors theory, Eysenck's triple paradigm (neuroticism, psychosis, extraversion) and finally, Costa and McCrae's, (1992) The Five

Factors Model which includes (neuroticism, extraversion, openness to experience, conscientiousness, and kindness). One of the most important and most recent models interpreting personality traits is the five major factors of personality. It is a comprehensive one, the concerned with describing and classifying many terms or vocabulary that describe personality traits in which individuals differ (Saucier, 2002). It aims to bring together the traits scattering in basic categories, and it is such categories, whatever we add to and delete from

them, that maintain their existence as categories or factors, indispensable in describing the human personality. In other words, this model aims to search for a strict classification of the personality traits (Kazem, 2002). Though scholars have used various concepts to identify personality big five factors, the neuroticism, extraversion, openness to experience, agreeableness and conscientiousness are the most frequently used ones. Neuroticism includes features like the anxiety, insecurity, self-doubt and unrest. Extraversion involves social belonging, conversing, the commitment, vitality, social intelligence and the self-reliance. Agreeableness element covers tolerance, flexibility, successful relations with individuals and cooperation with others as for openness to experience, it is characterized by creativity, imagination, curiosity, interest, willingness to face challenges and intellectual richness. Conscientiousness is a dimension characterized by the honesty, organization, unified mindset, accountability, seriousness and desire to accomplish goals (Fayombo, 2010).

The Five Major Factors Model Components

The model of the five major factors of personality is a hierarchical structure of the personality traits. The five factors represent the highest order, and personality represents at a higher level of abstraction, and every binary factor such as the "extraversion versus introversion". Under each factor is a set of more specific traits (Gosling *et al.*, 2003). The definition of factors is provided hereunder:

Neuroticism

Costa and McCrae describe the nervous person as someone with high experiences of the anger, disgust, sadness, confusion, and negative emotions (Costa & McCrae, 1995). The researcher is of the view that neuroticism is a set of personal traits whose owners tend to lack balance, have negative thoughts, intense emotion, tension, weak control of their motives and an inability to handle pressure.

Extraversion

This is a binary factor that can be called (extroversion - introversion). An extrovert person is characterized as a social person who loves mingling with others, adapts to external standards, directs his interests out of the self, loves to work with others and respects traditions and authority. He greatly needs privacy and tends to be theoretical and intellectual (De Raad, 2000).

Openness to Experience

This factor includes many traits such as imagination and mental openness, the power of insight and the multitude of interests and tolerance (Zhang, 2006). They are willing to look at original, original ideas and values (Bruck & Allen 2003). He states that the factor of openness to experience includes the diligent pursuit & admiration of new experiences, intelligence, openness, creativity, belief in a fair world, the mental exhaustion, the need for diversity, aesthetic sensitivity, values of anarchism, openness to others' feelings and emotional experiences (Haridy & Shawky, 2002).

Agreeableness

This factor is most closely related to personal relationships. According to the Hogan, (1983) agreeableness enables an individual to face the problems & pressures of life. This trait reflects individual differences in general interest in achieving social harmony. Those who such attributes are characterized by tolerance, trust, good character, cooperation and agreeableness so that they respect and value others (Zhang, 2006).

Conscientiousness

A balanced person is able to create the people with focused interests, without making them relax every now and then to enjoy life (Al-Saleem, 2006). The researcher is of the view that conscientiousness is a set of personal traits of successful people through planning, purposeful insistence, avoiding problems, trust, organization and perseverance, with goal-oriented behavior.

Review of Literature

Mohaisen, (2013) aimed at Verification the psychometrical characteristics of the big-five factors elements (Extraversion, Emotional Stability, Agreeableness, Conscientiousness, and Openness to the Experience). The author used the descriptive analysis method to analyze data. The sample of the study consisted of (277) male and (371) female students of Palestinian University, thus, the results of the analytical factorial indicated to pick up the big-five factors of the personality (Extraversion, Emotional Stability, Agreeableness, Conscientiousness, and Openness to the Experience). Shaqfa, (2011) aimed at revealing the levels of political trends, political belonging and big-five factors of personality and its correlation with the Palestinian youth. The

sample of the study consisted of (400) University students in Gaza. The results indicated that there existed differences between the group of male and that of females in the big-five factors (openness to experience, conscientiousness, and agreeableness) on the benefit of females. There no existed any differences between the average of groups of males & females in the factors (neuroticism and extraversion); while there were differences in the factors of the extraversion, conscientiousness, & openness to experience) based on the level of the study. Qarout, (2007) aimed at identifying the nature of the satisfaction with life and some personality traits, differences in the life traits of the study sample and differences in high and low of satisfaction in some personality traits. The sample of the study consisted of (480) male and female students of Om Al-Qura University, Mecca. The study revealed that there existed a statistical, correlative and positive relationship satisfaction with life & agreeableness and conscientiousness while the correlation was weak with openness to the experience. The results of the study indicated that there was a statistical negative relationship between satisfaction with life and neuroticism. The study showed also that there was no statistical relationship in the average of the marks that female students got on the factors of (extraversion, openness to experience, agreeableness, & conscientiousness) due to the differences of the specializations while the differences were showed in neuroticism.

The Statement of the Study

Despite the conditions experienced by Yemeni university students as part of the members of this society exposed to daily suffering, coupled with the pressures imposed on them by universities life, students are continuing their studies, performing their duties well.

This means there are multiple psychological factors playing an important role for university students to continue their studies even under such the difficult conditions believes that human personality consists of bond of values or the attributes which is used to describe the subject of the study according to dimensions or the variables. The great five factors of the personality are the most effective factors in evaluating the personality (Abu Ghazaleh, 2009). Based on the above, and based on the role psychologists in serving the community and human potential, in addition to the

changes and the conditions that our Yemeni society is going through which undoubtedly reflected on its various social groups in general & youth in particular, and the importance of the five major personality factors the scarcity of Arab studies that dealt with personality factors the researcher tries “To identify the most common five major factors of personality among Yemeni universities' students”.

The Importance of the Study

The study deals with an under-researched topic in the local community. This is an attempt to identify the five major factors of personality in light of the difficult life pressures experienced by University students in light of the current situation of war and suffering. It is important to address such a vital category of individuals because of its active role in community service. The findings of the current study will help us identify Yemeni University students' basic personal traits for the betterment of academic counseling and guidance programs which aim at bringing about a change in Yemeni University students' personality and enhance the aspiration of students for a more optimistic life. It is important to prepare list of the personality five major factors "Costa and McCrae" for the Yemeni environment. These factors are crucial in contemporary psychology in describing and measuring sound good personality in terms of the five dimensions: (neurticism, extraversion, and openness to experience, agreeableness and conscientiousness). The applied importance of the study also lies in finding out whether there are differences in the five major factors of personality among the University students, owing to differing scientific and humanitarian majors and study level.

Objectives of the Study

To identify the most common five major factors of personality among Yemeni University students.”

- 1) To know the statistical significance of the differences in the five major factors of personality among Yemeni University students based on the variables (gender, specialization, study level).

The Hypothesis of the Study

- 1) Neuroticism is the least common spreading of the five major factors of personality among Yemeni University students.

- 2) The average responses Yemeni University students on List of five major factors of personality ascribed to the gender variable (males, females) have no statistical significant differences.
- 3) There are no statistically significant differences in the average responses of the Yemeni University students on List of the five major factors of personality ascribed to the specialization variable (Science - Humanity).
- 4) On List of the five major actors of personality ascribed to level variable (first, Second, Third, Fourth), the Yemeni University students average

responses have the no statistical significant differences.

The Population of the Study

The current study targets undergraduate students in twelve public Universities in the Republic of Yemen. Three public universities, namely Sana'a University, Aden University and Ibb University, were selected constituting 25% of public universities in a cluster random manner. Thus, the current research population is (21377) students of the three universities for the academic year 2020/2021 as shown in **Table 1**.

Table 1: Displays Study population based on university, gender, level, and major.

Major	Gender	Level of study				Group Total
		First	Second	Third	Fourth	
Science	Male	1365	1046	952	841	4204
	Female	871	1137	729	768	3505
	Total	2236	2183	1681	1609	7709
Humanity	Male	2654	2170	1751	1134	7709
	Female	1725	1594	1470	1170	5959
	Total	4379	3764	3221	2304	13668
Group Total	Male	4019	3216	2703	1975	11913
	Female	2596	2731	2199	1938	9464
	Total	6615	5947	4902	3913	21377

As illustrated in the **Table 1**, it is observed that the number of students of the study population reached (21377) male and female students, distributed among the three Yemeni universities (Sana'a, Aden and Ibb), where the number of males reached (11913) male students. And the number of female (9464) female students. As for the specialization, the number in practical science majors was (7709) male and female students. In humanities, the number was (13668) male and female students. With regard to level of study, the number in the first level was (6615) male and female students. In the second level, it was (5947) male and female students, and as for the third level, the number was (4902) male and female students. In the fourth level there were (3913) male and female students.

The Sample of the Study

Having defined the study population, a stratified random sample was chosen with a percentage of (0.05) from the students of the three universities that were identified in the research community, & the following

table shows the distribution of the research sample. **Table 2** shows the distribution of the study sample members by the gender, specialization, and educational level.

As illustrated in the **Table 2**, it is observed that the number of students of the study sample reached (1060) male and female students, distributed among the three Yemeni universities (Sana'a, Aden and Ibb), where the number of males reached (591) male students and the number of female (469) female students. As for the specialization, the number practical science majors was (381) male and female students. In humanities, the number was (679) male and female students. With regard to level of study, the number in the first level was (329) male and female students. In the second level, it was (295) male and female students, and as for the third level, the number was (243) male and female students. In the fourth level there were (193) male and female students.

Table 2: displays Study samples based on universities, gender, major, and student level.

Major	gender	Level of study				group Total
		First	Second	Third	Fourth	
Science	Male	68	52	47	41	208
	Female	43	56	36	38	173
	Total	111	108	83	79	381
Humanity	Male	132	108	87	56	383
	Female	86	79	73	58	296
	Total	218	187	160	114	679
Group Total	Male	200	160	134	97	591
	Female	129	135	109	96	469
	Total	329	295	243	193	1060

MATERIALS AND METHODS:

In the current study, the researcher used the descriptive approach, which means what exists in reality and tries to explain it.

The Operational Definitions

Five Major Factors of Personality

McCrae & John define the "five major factors model of personality as one based on the notion that personality can be fully described through five basic factors: neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. Each of these factors consists of a set of features." As for the procedural definition, it is the total score obtained by the student on each of the five major personality factors and the total score based on (Costa & McCrae, 1992) list which is followed in this study.

The Tool of the Study

List of the Five Factors of the Personality

The list has been developed by (Costa & McCrae, 1992) and it is the first objective tool that aims to measure the basic dimensions of a character through a number of statements. It is gained by the global analysis of a number of statements which are derived from a few of personality tests. It includes five minor

scales: neuroticism, Extraversion, Openness to Experience, Agreeableness, Conscientiousness (Al-Ansari, 2002; Hussien *et al.*, 2023).

Codify of the List

The researcher has modified the wording of some phrases without any changes in the content in a manner that is commensurate with the Yemeni environment. The list of the five factors in its initial form consists of the 60 statements distributed among the five factors (neuroticism, extraversion, openness to experience, Agreeableness, the Conscientiousness). Each of the five factors contains 12 basic phrases. The degree of answer was distributed to the statement of the list in a Likert manner. In the positive items, the respondent gets 5 marks when he answer ‘they apply to me with very high degree, 4 marks when he answers, they apply to me with high degree, 3 marks when he answers, they apply to me with moderate degree, two marks when he answers apply to me with a low degree and one mark when he answers does not apply to me at all. In the negative items, the scores are calculated in an inverse manner. The **Table 3** shows the distribution of the statements of the five major factors of the personality.

Table 3: Distribution of the statements of the five major factors of personality.

Factors	Positive Items	Negative Items
Neuroticism	2-3-5-6-8-9-11-12	1-4-7-10
Extraversion	13-14-16-17-19-20-22-23	15-18-21-24
Openness to Experience	27-30-33-35-36	25-26-28-29-31-32-34
Agreeableness	37-40-43-46	38-39-41-42-44-45-47-48
Conscientiousness	49-50-52-53-55-56-58-60	51-54-57-59

Validation & Reliability of the Five Major Factors of Personality

The researcher distributed the questionnaire among 200 male and female students of the humanity and the scientific departments to ensure the validity and the reliability using the SPSS statistical as follows:

Validity of List

The researcher used two types of Validity, which are the Validity of the Referees and the Validity of internal consistency, as follows:

Validity of Referees

The researcher showed the list of the five major factors of personality to a group of professors with expertise & competence in psychology, mental health, measure-

ment & psychological evaluation to share their opinion on the extent to which each paragraph of the list belongs to its own factor, as well as the validity of the paragraphs or its invalidity when applied to the Yemeni society. After receiving the list, the researcher considered the notes where all statements are the same with more than 90% so that resulted some manor changes in wording some phrases with preserving the content and its negative or positive direction.

Validity of Internal Consistency

The researcher has calculated the correlation coefficient between the degree of each Item and the total degree of the factor that consists of the list of the five major factors of personality as shown in the following **Table 4**.

Table 4: The correlation coefficient between the degree of each Item and the Factor of the five major factor of personality.

Factor of Neuroticism		factor of Extraversion		Factor of Openness to Experience		Factor of Agreeableness		Factor of Conscientiousness	
Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient
1	0.258**	13	0.018//	25	0.397**	37	0.226**	49	0.556**
2	0.465**	14	0.355**	26	0.007//	38	0.224**	50	0.587**
3	0.621**	15	0.393**	27	0.214**	39	0.460**	51	0.488**
4	0.671**	16	0.500**	28	0.358**	40	0.228**	52	0.597**
5	0.686**	17	0.426**	29	0.465**	41	0.435**	53	0.571**
6	0.604**	18	0.026//	30	0.169*	42	0.454**	54	0.392**
7	0.724**	19	0.430**	31	0.374**	43	0.189**	55	0.607**
8	0.571**	20	0.538**	32	0.344**	44	0.023//	56	0.572**
9	0.019//	21	0.346**	33	0.437**	45	0.358**	57	0.084//
10	0.478**	22	0.330**	34	0.313**	46	0.352**	58	0.673**
11	0.508**	23	0.471**	35	0.563**	47	0.469**	59	0.474**
12	0.438**	24	0.090//	36	0.418**	48	0.559**	60	0.630**

** = a statistically significant at the 0.01 level * = a statistically significant at the 0.05 level // = a non-statistically significant.

The above **Table 4** showed that all Items of the five major factors of personality list correlated & denotative with the total degree of the factor that it belongs at the level of significance (0.01), except for the Items (9, 13, 18, 24, 26, 44, 57), which were not Statistically significant . The researcher deleted the non-statistically

significant al Items. Accordingly, it can be said that list of the five major factors of personality among Yemeni University students has a good constructive validity in view of the internal consistency. **Table 5** shows the excluded and the final items in each factor of the list of the five major factors of personality.

Table 5: shows the deleted and final Items of the five major factors of personality.

Factors	total of items	Number of items deleted	Number of final items
Neuroticism	12	1	11
Extraversion	12	3	9
Openness to Experience	12	1	11

Agreeableness	12	1	11
Conscientiousness	12	1	11
Total	60	7	53

Reliability

The researcher used two methods of finding Reliability, the Split half reliability and the Alpha-Cronbach method:

Split half reliability

The researcher calculated the reliability of list by using split-half-method through calculating the correlation coefficient between the total marks of the odd articles and the total marks of the even articles for each factor

of the five major factors of the personality, Pearson correlation coefficient reached a value of (0.57), which is statistically significant. Then the (Spearman Brown) equation was used to modify the length of the test. It was found that the (Saberman-Brown) correlation coefficient of the test scored a value of (0.72) for the total score of the list, this means that the list is reliable, and while as shown in **Table 6**.

Table 6: The Reliability Value list the five major factors of personality in split-half- method.

Factors	Number of items	Pearson Correlation Coefficient (r).	Reliability Value after amendment
Neuroticism	11	0.84	0.92
Extraversion	9	0.74	0.85
Openness to Experience	11	0.57	0.73
Agreeableness	11	0.64	0.78
Conscientiousness	11	0.85	0.92
Five Major Factors of Personality	53	0.57	0.72

It is clear from **Table 6** that the reliability coefficient by the split-half method is high, whether for the factors or for the total score of the list. Cronbach's Alpha

Reliability The researcher calculated the reliability of scale by using Cronbach's alpha and the results are shown in **Table 7**.

Table 7: the Reliability Value lists the five major factors of personality in Cronbach's alpha method.

Factors	Number of items	Reliability Value
Neuroticism	11	0.73
Extraversion	9	0.67
Openness to Experience	11	0.64
Agreeableness	11	0.64
Conscientiousness	11	0.74
Five Major Factors of Personality	53	0.65

As illustrated in **Table 7**, it is observed that Cronbach's alpha reliability coefficient for the list as a whole was (0.65), while the values of alpha-Cronbach's Reliability coefficient for the factors ranged between (0.64 - 0.74). It is noted that the most reliable factor is the fifth Factor (Conscientiousness), scoring a value of (0.74), Followed by the First factor (Neuroticism), with a reliable coefficient value of (0.73), followed by the second factor (Extraversion) with a reliable coefficient (0.67), and the two factors (openness to experience and Agreeableness) was the same value, scoring a reliability coefficient value of (0.64).

These Cronbach's alpha coefficients are good and the acceptable indicators, supporting the idea that List of the five major factors of personality, among University students has good reliability.

Scoring Procedure for List of the Five Factors of the Personality

The list of the five major factors of personality in its final form included (53) items, including positive and negative ones. Its items were divided into five factors which are neurotic factor that includes items from (1-11), the extroversion factor that includes items from

(12-20), the openness to experience factor that includes items from (21-31), the Agreeableness factor that includes items from (32-42) and the conscientiousness factor includes items from (43-53) and each items has five alternative answers. Each student must give only one answer for each items. There were five scales for correcting the list from (1:5) for positive items list and (5:1) for negative. Then the score of each items is calculated for the total degree of each student. After ensuring the validation and reliability of the five major factors of personality list, it becomes valid for application to the Yemeni environment.

Procedure of Data Collection

Having completed the procedural steps previously the reviewed, and having ensured study tools validity and reliability, a field visit official letter was issued by the college deanship to the researcher for visiting Yemeni universities to put the tools into application, the list of five major factors of the personality were applied on a

sample of (1060) male and female students from public universities in the Republic of Yemen. The entire process was carried out by the researcher in order to clarify the purpose and importance of study, and to answer students’ inquiries on the some scale- related items. Students were instructed that the data is confidential, and were asked to cooperate and answer all items fully and the honestly. Upon completion, scales were collected and reviewed to ensure that all items were answered, and all study variables represented in (gender, specialization, academic level) were noted. Interpretation and Discussion of Results Hypothesis No.1: “Neuroticism is the least common spreading of the five major factors of personality among Yemeni University students”. To validate the hypothesis, the arithmetic mean score and relative weight of each of the five major personality factors were calculated as shown in **Table 8**.

Table 8: showing mean score and relative weight of personality five major factors spread.

Factor	Number of Items	Total of Factor Degree	Real Mean	Std. Deviation	Relative Weight
Neuroticism	11	55	29.26	8.40	53.19
Extraversion	9	45	33.40	4.70	74.23
Openness to Experience	11	55	34.66	5.08	63.03
Agreeableness	11	55	37.01	5.04	67.29
Conscientiousness	11	55	43.39	6.45	78.89

Note: (Relative weight is calculated by dividing the actual average by dimension overall score multiplied by 100).

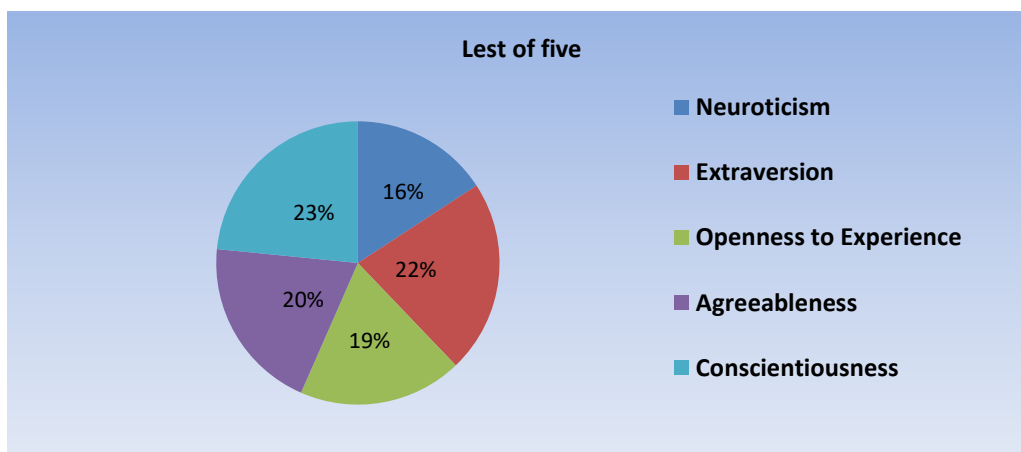


Fig. 1: illustrating mean score of personality five major factors spread among Yemeni University students.

As shown in the above **Table 8** and **Fig. 1**, it is noticed that conscientiousness factor was the most common spreading personality major factors among Yemeni University students. This result seems logical and is ascribed to the fact that ethical principles become the UniversePG | www.universepg.com

habits that are embodied in the behavior of the student during University study with the course of time. It can also be attributed to cultural factors, customs and traditions prevalent in the Yemeni environment where individuals tend to abide to ethics and values. The

higher mean score of conscientiousness signifies self-support ability of doing things, efficiency, dedication, sense of responsibility, persistence and ambition. Such are the qualities of University students in their pursuit of knowledge in an attempt to prove themselves worthy and achieve a higher level of material and social prosperity. Extraversion factor came second. This is ascribed to the fact that University students exhibit more social activity and energy and tend to go for excitement. This result is ascribed to the fact that universities environment provides an opportunity for social interaction, dealing with the universities life happenings and outer society issues as well. University students represent the real future leaders owing to the awareness, culture and chance for social interaction. The result can also be attributed to the age parameter - late adolescence of University students which prompts them to look for independence and self-discovery. In addition, the finding is linked with excellence of University students in open-mindedness in terms of their scientific thinking skills & efficient communication. In this regard Abu Hashem, (2010) asserts that extraversion involves favoring and dealing with social events, independency (autonomy), mental openness, activity and search for group. Al-Melaigi, (2001) highlights that role occupies the leading position in the theory of personality. He holds that the theory of personality consists of the different successive social roles played by the individual. The dimension of agreeableness ranked third among University students. This is because Yemeni University students participate actively more in social activities not only in campus but also outside in society and labor market. Even at an

early age, Yemenis show more interest in social and political issues as a result of constant mingling with adults. This is enhanced further during University study years both practically and theoretically. As for the openness to the experience factor, it came in fourth order in terms of prevalence, which is evident in the imagination, aesthetic sensitivity, depth of feelings, behavioral flexibility, modern unconventional trends, new ideas and tolerance. The researcher attributes this to the challenges imposed by modern technology and the age of information, which push the student towards love of knowledge, inquiry and openness to ideas, information, feelings, values and all relevant issues. The results also indicate that the neuroticism factor was the least prevalent factor. This result is ascribed to the fact that Yemeni University students have reached an advanced stage of emotional and mental maturity, which is often due to patterns of thinking based on scientific bases, making students deal with different situations logically. The imposed social and the psychological pressures formed a kind of the positive challenge for students, motivating them to confront such challenges efficiently. The absence of this factor among Yemeni University students indicates that the students have a positive personality trait, reflecting their ability to face the surrounding situational challenges owing to the current war through the use of the positive adjustment techniques. Abu Jweih, (2002: 158), emphasizes that personality is affected by the general and shared experiences of individuals, which are experiences related to social and environmental factors that influence the personal formation of the individual.

Table 9: showing T Test Independent Samples results of personality five major factors differences with reference to gender variable.

Factor	Gender	Sample	Real Mean	Std. Deviation	t.	Df	Sig.
Neuroticism	Male	591	28.22	8.04	-4.56-	1058	0.00**
	Female	469	30.57	8.67			
Extraversion	Male	591	33.21	4.68	1.47	1058	0.14
	Female	469	33.64	4.72			
Openness to Experience	Male	591	34.88	5.05	1.57	1058	0.12
	Female	469	34.39	5.10			
Agreeableness	Male	591	37.25	5.22	1.79	1058	0.07
	Female	469	36.70	4.79			
Conscientiousness	Male	591	43.38	6.59	0.03	1058	0.98
	Female	469	43.39	6.28			

The present Research findings come in agreement with those of (Abado, 2013; Barrick & Mount, 1991) the present study concluded that the conscientiousness factor was the most common factor, followed by the extraversion factor. The findings of (Al-Mahmoud, 2013; AlSaati, 2012; Alwan, 2012; Al-Bayali, 2009) are in agreement with the finding that conscientiousness ranked first among the five major factors of

personality. Hypothesis No. 2 “The average responses Yemeni University students on List of the Five major Factors of Personality ascribed to The gender variable (males, females) have no statistically significant differences. To verify the hypothesis’s validity and find out the significance of the differences based on the gender variable, the Independent -samples t test was used. **Table 9** illustrates this.

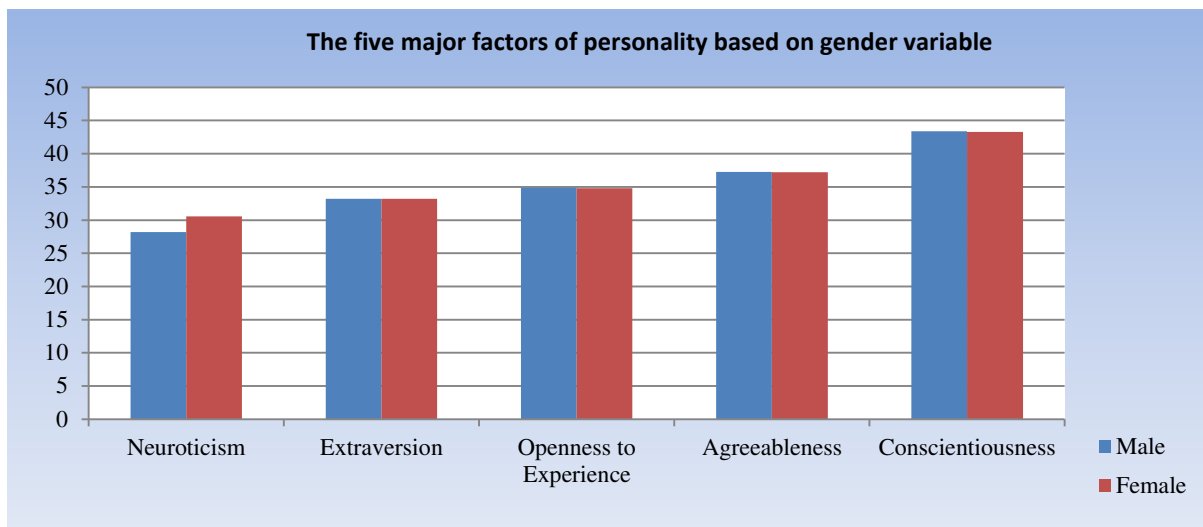


Fig. 2: Illustrating personality five major factors spread average among Yemeni University students with reference to gender variable.

As shown in **Table 9**, and **Fig. 2** above, it is observed that there are statistically significant differences between the students mean scores in neuroticism factor with reference to` gender variable. The differences were in favor of females with an average and weight of (30.57), and a mean score of (28.22) in favor of males. There are no statistically significant differences between the students' mean scores with reference to each of the extraversion factor ($t= 1.47$), openness to experience ($t=1.57$), agreeableness ($t=1.79$), and conscientiousness ($t= 0.03$) attributed to gender variable. Such values are statistically insignificant. Based on the findings, it is clear that the mean scores of females are higher when compared to those of males with reference to neuroticism factor. This result can be explained in the light of the greater pressures that females are exposed to in the family and universities more than males, which makes females more anxious and consequently more neurotic. In addition, the finding can be attributed to the nature of the roles that women play and the ensuing frustration, distress and tension added to the nature of the prevailing culture in UniversePG | www.universepg.com

Arab societies, subjecting the girl to more control and dependence. Fayombo holds that neuroticism has a negative potential implication, which is the constant tendency to negative emotional experience and feelings of anxiety, a sense of guilt, and a state of depressed mood. He sees that females respond more to bad environmental stress. Normal situations are likely to be interpreted by females as threats and frustrations and are difficult. The female is often shy, unable to the assert herself, and having difficulty controlling her emotions. Neuroticism is associated with low emotional intelligence that the involves emotional regulation, motivation and interpersonal skills. Individuals with high neuroticism may show more emotional reactions when they face stressful and intense situations. It is evident that the females use strategies of avoidance, rejection, imbalanced thinking and self-criticism instead of adjustment to neurotic events (Fayombor, 2010). The results of the current Research are in agreement with (Al-Enezi, 2010; Abdulmajeed, 2010; Randler, 2008; Mustafa, 2004; Al-Shammari, 2001; Saleem, 1999) concluding that

there were differences in the neuroticism factor attributed to the sex variable in favor of females. As for the absence of differences in the rest of the factors (extraversion, openness to experience, agreeableness, conscientiousness), the absence of differences in the terms of extra-version is explained in light of the sub-features of the factor itself. Extraversion in its content indicates compatibility with external standards, familiarity and a desire for social participation and establishing normal and balanced relationships with others. Extraversion is associated with positive feelings of happiness and contentment. It is the act or habit of being mostly interested in obtaining gratification from outside the self that is defined as "a trait characterized by a keen interest in other individuals and external events and proceeds with confidence in the unknown (Judge *et al.*, 2002).

The researcher also explains that there are no the differences in the factor of openness to experience, which may be due to the fact that university students in general are open to the experiences of others and thus tend to participate in taking the opinion & the other opinion and influencing and getting influenced by others. It can be said that students of both sexes have equal opportunities to express their opinions and ideas and take the appropriate way to solve the problems that may face them. As for agreeableness, there are no differences in this factor that it is related to positive variables in personality such as achievement, persistence, sense of responsibility and organization. Yet, Yemeni students in general are distinguished by interaction with others, friendliness, the cooperation, sympathy and humility, and they respect the feelings

and habits of others. Besides, they are characterized by the confidence, integrity, submission, acceptance, humility & moderate opinion, and they tend to exert themselves in trying to the help and please others. Regarding the absence of differences in the conscientiousness factor, the researcher explains that University students usually have a tendency to organize, effectiveness, confidence & self-discipline, and this can also be explained in light of the characteristics of the conscience alert factor in terms of commitment to duties, competence, ability, ability to self-support, ambition, diligence and struggle for achievement Perseverance, responsibility and con-fronting difficulties are characteristics that are distinguished by males and females. The results of the current Research are in agreement with the study (Al-Shemali, 2015; AlSaati, 2012; Melhem, 2010; Saleem, 1999) in that there are no statistically significant differences for the four factors (conscientiousness - extraversion - openness to experience - agreeableness) attributed to gender variable. Like the current study, Al-Mahmoud, (2013) concluded that there are no statistically significant differences for the three factors (extroversion – openness to experience - agreeable-ness) attributed to gender variable. Hypothesis No. 3 “There are no statistically significant differences in the average responses of Yemeni University students’ on List of the Five major Factors of Personality ascribed to specialization variable (Science - Humanity).” To verify the hypothesis and identify the significance of the differences based on the specialization variable, “Independent - samples t test” is used. **Table 10** illustrates this.

Table 10: Showing the results of Independent-Samples T Test of personality five factors measurement differences based on specialization variable.

Factor	Major	Sample	Real Mean	Std. Deviation	t.	Df	Sig.
Neuroticism	Science	381	29.24	8.18	-0.05-	1058	0.96
	Humanity	679	29.27	8.53			
Extraversion	Science	381	33.42	4.61	0.10	1058	0.92
	Humanity	679	33.39	4.76			
Openness to Experience	Science	381	34.64	4.94	0.14	1058	0.89
	Humanity	679	34.68	5.16			
Agreeableness	Science	381	36.92	5.18	0.41	1058	0.68
	Humanity	679	37.06	4.97			
Conscientiousness	Science	381	43.65	6.62	1.09	1058	0.31
	Humanity	679	43.24	6.35			

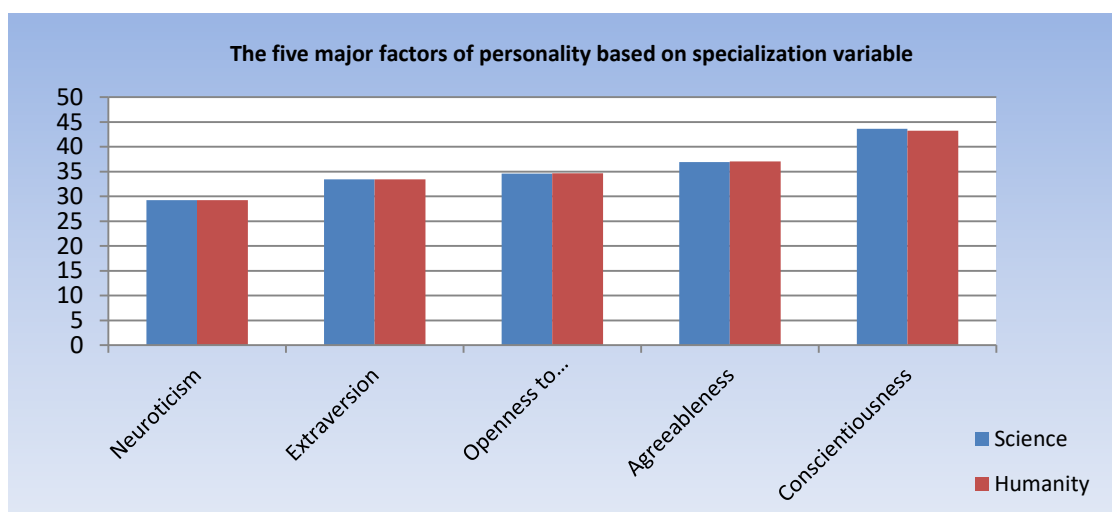


Fig. 3: Illustrating the prevalence of the five major factors of personality among Yemeni university students based on specialization variable.

It is evident from the **Table 10** and **Fig. 3** above that there are no statistically significant differences in the students' mean scores in each of the neuroticism ($t=0.05$), extraversion ($t=0.10$), openness to experience ($t=0.14$), agreeableness ($t=0.41$), conscientiousness ($t=1.09$) attributed to the specialization variable. Statistically, the above values are all insignificant. It is believed that the social and cultural environment in which students live is the same regardless of their different specializations. All the conditions surrounding students are negative in terms of social, economic, or negative or the positive cultural aspects, playing an effective role in influencing their personalities during university studies, and are almost the same. Hence whatever theoretical aspects mentioned in the current study apply to any of these factors can be generalized to the various members of the sample of Yemeni university students and in various science and humanities specializations. The results of the current Research are similar to those of the Youssef, (2014) in the conclusion that there are no differences in the factors (the neuroticism - extraversion – agree-

ableness - conscientiousness) with reference to the specialization variable. Besides, like Gabr, (2012) the current study concluded that there are no differences with reference to (neuroticism - extraversion – openness to experience - conscientiousness) attributed to specialization variable. Moreover, in agreement with this study, Al-Haddad, (2011) found that there is no statistically significant difference in the five major factors of personality with reference to the specialization variable. Likewise Qarout, (2007) revealed that there were no statistically significant differences in the female students' mean scores in the factors (extroversion - openness to experience - agreeableness - conscientiousness) due to differences in specialization. Hypothesis No. 4 “on List of the Five Major Factors of Personality ascribed to level variable (first, Second, Third, Fourth) Yemeni university students average responses have no statistically significant differences”. A one-way the ANOVA Test is used to verify the hypothesis validity & identify the different significance. **Table 11** illustrates this.

Table 11: Shows the results of the "One-Way ANOVA" test for measuring personality five major factors differences based on educational level variable.

Factor	ANOVA					
		Sum of Squares	Df	Mean Square	F	Sig.
Neuroticism	Between Groups	431.085	3	143.69	2.04	0.11//
	Within Groups	74303.605	1056	70.36		
	Total	74734.690	1059			
Extraversion	Between Groups	179.113	3	63.00	2.06	0.11//

	Within Groups	23243.878	1056	30.01		
	Total	23422.992	1059			
Openness to Experience	Between Groups	53.115	3	17.71	0.69	0.56//
	Within Groups	27267.650	1056	25.82		
	Total	27320.765	1059			
Agreeableness	Between Groups	4.861	3	1.62	0.06	0.98//
	Within Groups	26896.093	1056	25.47		
	Total	26900.954	1059			
Conscientiousness	Between Groups	252.307	3	84.10	2.03	0.11//
	Within Groups	43795.109	1056	41.47		
	Total	44047.415	1059			

As shown in **Table 11** above, it is observed that there are no statistically significant differences at (0.05) among Yemeni university students on personality five major factors based on the variable of level of study with reference to all factors: neuroticism ($f = 2.04$), extraversion ($2.06 = f$), openness to experience ($f = 0.69$), agreeableness ($f = 0.06$), conscientiousness ($f = 2.03$). Statistically, such values are insignificant. The absence of differences in all the five major factors of personality is attributed to the pressures & challenges of daily life that Yemeni university students face at all levels of study. Although it was compelling, students faced it with high psychological resilience and were able to adjust and adapt to it. The great similarity in the conditions of the social and economic environment in which Yemeni University students live played a fundamental role in shaping the traits of their main characters. The results of the current Research are in agreement with those of Gabr, (2012) in that there are no differences in the factors (neuroticism – extraversion - openness to the experience - conscientiousness) attributed to study level variable. In contrast with the current Research Shaqfa, (2011) concluded that there are statistically significant differences in the factors (extraversion - conscientiousness - openness to experience) attributed to the variable of study level.

CONCLUSION AND RECOMMENDATIONS:

The research study aimed to explore the prevalence of the five major personality factors among Yemeni university students and examine potential differences based on gender, specialization, and level of study. The results revealed that conscientiousness was the most prevalent personality factor among the participants. Conversely, neuroticism was found to be the least prevalent. Additionally, the study found statis-

tically significant differences between the males and females in the neuroticism factor, with females scoring higher. However, no significant differences were observed in the other personality factors (extra-version, conscientiousness, openness to the experience, agreeableness) among the participants. Similarly, no significant variations were identified in the personality factors based on specialization (scientific vs. humanitarian) or level of study (first, second, third, fourth). These findings shed light on the dominant personality traits among the Yemeni university students, with conscientiousness being the most prevalent. The differences observed between males and females in the neuroticism suggest potential gender variations in emotional stability. However, no significant disparities were found in the other personality factors, indicating a relatively consistent the personality profile among Yemeni students across different specializations and levels of study. These findings contribute to our understanding of the Yemeni university student population and provide insights into their personality characteristics. Further research can expand on these findings and explore the potential implications for academic performance, career choices, and overall well-being among the Yemeni students. Based on the findings of the current research, the researcher recommends the following:

- 1) A positive psychology should be adopted in all university disciplines in order to develop the positive aspects of students' personalities by the Ministry of Higher Education.
- 2) Psychological and social support should be provided to Yemeni university students through specialized guidance and educational programs which may contribute to creating a balanced personality

capable of adapting to stressful life conditions by the Ministry of Higher Education.

- 3) Seminars and workshops should be held in Yemeni universities to raise students' awareness of the importance of building a positive personality for a bright future for students because they will have the responsibility to build a new society through the universities.

ACKNOWLEDGEMENT:

The authors express profound sense of gratitude and respect to all those who helped them out, in one way or another, to finish the research article. Special thanks are extended to the research respondents in the Universities of Yemen.

CONFLICTS OF INTEREST:

No conflicts of interest are related to this work.

REFERENCES:

- 1) Abu Ghazaleh, S. A. (2009). The measure of confrontation efficiency and its relationship to the five major factors in personality, *J. of Educational Sciences*, **2**, 203-260.
<https://jtu.org/index.php/jtuh/article/view/1514>
- 2) Al-Ansari, B. M. (2002). The Reference in Personality Standards - Legalization of Kuwaiti Society, Dar Al-Kitab Al-Hadith, Cairo, Egypt.
- 3) Al-Saleem, H. A. (2006). Optimism and pessimism and their relationship to the five factors of personality among a sample of King Saud University students, Unpublished MA thesis, Department of Psychology, College of Education, King Saud University, Saudi Arabia.
- 4) Al-thahabi, J. H. Q. & Al-Salmani, A. A. K. (2016). The contradiction of self-perception and its relationship to the five major factors of personality among university students, *Diyala Magazine*, **73**, 99-122.
https://www.researchgate.net/publication/223322495_The_relationship
- 5) Bruck, C. S. and Allen, D. T. (2003). The Relationship Between Big Five Personality Traits, Negative Affectivity, Type A Behavior, and Work-Family Conflict, *J. of Vocational Behavior*, **63**, 457-472.
- 6) Costa, P. T. & McCrae, R. R. (1995). Primary Traits of Eysenck's P. E. N System: Three and Five factor Solution. *J. of Personality and social Psychology*, **69**, 308-317.
<https://doi.org/10.1037/0022-3514.69.2.308>
- 7) De Raad, B. (2000). The Big Five Personality Factor: Psycholexic Approach to Personality. *Toronto: Hogrefe and Huber Publishers*.
- 8) Fayombo, G. A. (2010). The Relationship between Personality Traits and Psychological Resilience among the Caribbean Adolescents, *Inter J. of Psychological Studies*, **2**(2), 105-116.
- 9) Gosling, S. D., Rentfrow, P. R., & Swann, W.B. (2003). A very Brief Measure of the Big Five Personality Domains. *J. of Research in personality*, **37**, 504-528.
[https://doi.org/10.1016/S0092-6566\(03\)00046-1](https://doi.org/10.1016/S0092-6566(03)00046-1)
- 10) Haridy, A. M. & Shawky, F. L. (2002), Sources of Perceived Happiness in the Light of the Five Major Factors of Personality, Religiosity and Some Other Variables, *Psychology J., Cairo*, 46-78.
- 11) Hussen S, Rahim MA, Rahman A, Akter R, Utpal DMNA, and Hossain MI. (2023). Prevalence of anemia and associated factors among female students in a health science college, *Eur. J. Med. Health Sci.*, **5**(2), 14-21.
<https://doi.org/10.34104/ejmhs.023.014021>
- 12) Judge, T. A., et al. (2002). Five Factor Model of Personality and Job Satisfaction: A meta-Analysis, *J. of Applied Psychology* 2002, **87**(3), 530-541.
<https://doi.org/10.1037/0021-9010.87.3.530>
- 13) Kazem, A. M. (2002), Psychological Values and the Five Major Factors in Personality, *J. of Educational and Psychological Sciences, Libya*, **3**(2), 12-40.
- 14) Mohaisen, A. A. (2013) The global structure of the scale of the five major factors of personality among Palestinian university students in Gaza, *J. of Educational and Psychological Sciences, University of Bahrain*, **14**(3), 388-416.
<http://dx.doi.org/10.12785/JEPS/140314>
- 15) Qarout, B. B. H. (2007) Satisfaction and its relationship to some personality traits among a sample of Umm Al-Qura University female students in the city of Makkah, Unpublished MA thesis, Umm Al-Qura University, Saudi Arabia.

- 16) Saucier, G. (2002). Orthogonal Marker For Orthogonal Factor: The case of The Big Five, *J. of Research in Personality*, **36**, 1-31.
<https://doi.org/10.1006/jrpe.2001.2335>
- 17) Shaqfa, A. A. A. (2011) Political trends and their relationship to political affiliation and the five major factors of personality among university youth in the Gaza Strip, Unpublished PhD thesis, Gaza, Palestine.
- 18) Zhang, L. (2006). Thinking Styles and the Big Five Personality Traits Revisited. *Personality and Individual Differences*, **40**, 1177-1187.
<https://doi.org/10.1016/j.paid.2005.10.011>

Citation: Al-Shehari FMH, Ashtaputre AA, and Alawbali TNM. (2023). The five major personality factors among Yemeni university students. *Am. J. Pure Appl. Sci.*, 5(6), 148-162.

<https://doi.org/10.34104/ajpab.023.01480162>

