

Evaluating the Personality Traits and Learned Resourcefulness Level of Students Studying in Different Faculties of University

By

Elif Top

Faculty of Sport Sciences, Usak University, Usak, TURKEY.

Abstract

The aim of present study was to investigate the personality traits and learned resourcefulness level of students who study in different faculties in university according to some variables. This study included the students who studied in university during 2015-2016 academic year. A total of 594 students were participated voluntarily. "Personal Information Form" prepared by the investigator, "Eysenck Personality Questionnaire" and "Rosenbaum's Learned Resourcefulness Scale" were used to collect information of students. The results study showed that there were found significant differences in lie scale and psychoticism parameters according to gender of students, although there were not found in learned resourcefulness, extraversion, and neuroticism parameters. In terms of lie scale parameter, while there was no statistically significant difference found between groups; a significant statistical difference was found between groups in learned resourcefulness, extraversion, neuroticism, psychoticism parameters regarding to exercise. According to research findings, there was no statistically significant difference found in learned resourcefulness, neuroticism, lie scale, and psychoticism parameter between groups, while there was a significant difference found in extraversion between groups according to faculty types. In extraversion parameter, a statistical difference was found between Faculty of Theology and Vocational Schools. A positive correlation was found between learned resourcefulness, extraversion and lie scale, although a negative correlation was determined between learned resourcefulness, neuroticism and psychoticism. Consequently, it was found that personality traits and exercise are effective on the level learned resourcefulness of university students.

Keywords: *Personality, Learned resourcefulness, Sport, Education*

1. Introduction

Learned resourcefulness has been defined as "an acquired repertoire of behavioural and cognitive skills with which the person is able to regulate internal events such as emotions and cognitions that might otherwise interfere with the smooth execution of a target behaviour" (Rosenbaum 1990). In the management of everyday life demands, resourceful individuals make use of positive self-instructions, apply problem-solving methods, delay immediate gratification, and recognize that it takes considerable effort to regulate and minimize the negative impact disruptive events have on their functioning. Resourcefulness has been shown to start developing in early childhood through one's interaction with parents, teachers, and significant others and to become stable by early adulthood (Zauszniewski et al. 2002; Kennet 1994; Rosenbaum 1990). Resourcefulness is an important and key predictor of adopting healthy lifestyle habits, adhering to regimens for chronic illness, breaking bad habits, and dealing with stress (Kennet et al., 2008). Personality is a term including whole interests, attitudes, skills, physical appearances, speech style and orientation of people. In addition, personality is unique and a whole with harmony (Yanbasti, 1990). According to another definition, personality is a combination of hereditary characters and developmental effects. In other words, personality is a consistent correlation factor which associates the innate features and learning obtained after birth and differentiates the people from the others (Kaya, 2003). According to Feshbach, personality is a total of characteristics of physical, social and cultural environment (Feschbach and Weiner, 1991). University students experience a transitional period between adolescence and adulthood. At this period, young adults face such specific developmental tasks special to this period as taking responsibility, making independent decisions, having a job, preparing to set up family, establishing and maintaining meaningful close relationships with others, establishing friendships (Ceyhan & Ceyhan, 2011). Especially, academic stress pervades the life of students, tends to

affect their mental and physical health, and their ability to perform schoolwork (Akgun & Ciarrochi, 2003; Felsten & Wilcox, 1992). It is thought that the personality traits of individuals when dealing with these factors to be effective in individuals problem-solving skills.

The purpose of the present study was investigate the level of learned resourcefulness and personality traits of the individuals according to gender, exercise and faculty types, and whether there is also a relationship between the level of learned resourcefulness and personality traits of the individuals.

2. Material and Methods

This study included the students who studied in different faculties in university during 2015-2016 academic year. A total of 594 students (261 female, 333 male) between aged 17-29 ($M= 19.63$, $SD= 1.47$) were participated voluntarily (Table 1).

Table 1: The Demographic Characteristics of the Study Group

Types	Groups	Frequency	Percent (%)
Age	<i>Between 17-20 aged</i>	475	80
	<i>Between 21-25 aged</i>	113	19
	<i>26 years old and above</i>	6	1
Gender	<i>Female</i>	261	43.9
	<i>Male</i>	333	56.1
Faculty Types	<i>Faculty of Sport Sciences</i>	120	20.2
	<i>Faculty of Theology</i>	96	16.2
	<i>Faculty of Education</i>	111	18.7
	<i>Faculty of Arts and Science</i>	92	15.5
	<i>Faculty of Engineering</i>	70	11.8
	<i>Vocational Schools</i>	105	17.7

Data collection tools

“Personal Information Form” prepared by the investigator, “Eysenck Personality Questionnaire” and “Rosenbaum’s Learned Resourcefulness Scale” were used to collect information of students.

Eysenck Personality Questionnaire (EPQ): To measure personality traits, there are so many personality scales, which are used all around world. One of them is the EPQ. The EPQ (Eysenck and Eysenck, 1975; Barrett and Eysenck, 1984) is the most well-known and studied assessment instrument that measures the three broad dimensions of Eysenck’s personality theory; that is, psychoticism, extraversion and neuroticism and also includes a lie scale measuring dissimulation/conformity (Ortet et al, 1999). Neuroticism is the first basic dimension which differentiates adaptation and emotional stability in regard to not being able to adopt and emotional instability (Eysenck and Eysenck, 1975). High scorers are worriers who exhibit overly strong emotional reactions that do not dissipate quickly (Eysenck & Eysenck, 1968). The typical neurotic has a tendency towards anxiety and depression, has low self-esteem, is emotional and reacts irrationally. Extraversion is a basic personality dimension which relates to sociability and being friendly. Persons with high scores on a dimension of extraversions are talkative and friendly, self-assured, active, like excitements, by their nature are cheerful, optimistic and full of energy. The typical psychoticism high scorer is aggressive, cold, antisocial, tough-minded and insensitive to others (Eysenck and Eysenck, 1975). Francis et al. (1992) made up Revised Short Form (RSF) by revising the EPQ (Eysenck and Eysenck, 1975) and the shorter version of it (48 questions) (Eysenck, Eysenck and Barrett, 1985). In Turkey, studies of the validity and reliability of EPQ - RSF were made by Karanci et al. (2007). In this form, there are the four indices of extraversion, neuroticism, psychoticism and the lie scale each contain 6 items. The participants are asked to respond to 24 questions as Yes (1) – No (0) format in this survey. The point which can be obtained from each personality trait ranges 0-6. However, substances of 3, 5, 7, 10, 15, 16, 17, 19, 20, 22, are scored reversely.

Rosenbaum Learned Resourcefulness Scale: Learned Resourcefulness Scale (LRS), was developed by Rosenbaum (1980) and adapted into Turkish by Dag (1991) was employed as the data collection instrument. The scale measures to what extent the individual uses the cognitive coping strategies that he can use and their self-control abilities. This measure, which consists of 36 Likert type articles and 5 options, was implemented at the schools after taking the necessary precautions. The options are “Very undescriptive of me”, “A little descriptive of me”, “Mostly descriptive of me”, “Descriptive of me” and “Very descriptive of me”. The grading is from 1 to 5. However, items of 4, 6, 8, 9, 14, 16, 18, 19, 21, 29, 35 are marked reversely. The points that are going up refer to the high levels of self-control abilities (Dag, 1991). Each individual can get a score between 36 and 180 from the scale. Higher scores point to higher levels of self-control skills, that is, a more frequent employment of the coping strategies represented in the scale (Rosenbaum, 1980).

Statistical Analysis

As a statistical method, SPSS packet programme was used to analyze the data at the level of $\alpha= 0.05$ meaningfulness. In order to determine whether the personality traits and learned resourcefulness of students differ with respect to the variables of gender, exercise, faculty types, independent samples t-test and One-way ANOVA were employed. For the differences between groups, Tukey HSD was performed as the second level test. Relationship between personality trait subscales and learned resourcefulness was investigated with Pearson Correlation.

3. Results

Table 2. Results of Eysenck Personality Subscales and Learned resourcefulness regarding to Gender

	<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>Sd</i>	<i>t</i>	<i>Sig.</i>
<i>Learned resourcefulness</i>	<i>Female</i>	261	3.33	.42	.917	.359
	<i>Male</i>	333	3.30	.40		
<i>Extraversion</i>	<i>Female</i>	261	.61	.30	-.321	.748
	<i>Male</i>	333	.61	.32		
<i>Neuroticism</i>	<i>Female</i>	261	.60	.27	.918	.359
	<i>Male</i>	333	.57	.29		
<i>Lie Scale</i>	<i>Female</i>	261	.65	.27	3.637	.000*
	<i>Male</i>	333	.57	.29		
<i>Psychoticism</i>	<i>Female</i>	261	.28	.20	-2.043	.041*
	<i>Male</i>	333	.32	.25		

* $p < 0.05$

The results of study showed that there were found significant differences in lie scale and psychoticism according to gender of students ($p < 0.05$), although there were no found in learned resourcefulness, extraversion, and neuroticism ($p > 0.05$) (Table 2).

Table 3. Results of Eysenck Personality Subscales and Learned resourcefulness regarding to Exercise

	<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>Sd</i>	<i>t</i>	<i>Sig.</i>
<i>Learned resourcefulness</i>	<i>Yes</i>	356	3.35	.43	2.531	.012*
	<i>No</i>	238	3.26	.38		
<i>Extraversion</i>	<i>Yes</i>	356	.63	.29	2.007	.045*
	<i>No</i>	238	.58	.33		
<i>Neuroticism</i>	<i>Yes</i>	356	.56	.27	-2.893	.004*
	<i>No</i>	238	.63	.30		
<i>Lie Scale</i>	<i>Yes</i>	356	.60	.27	-.722	.471
	<i>No</i>	238	.61	.30		
<i>Psychoticism</i>	<i>Yes</i>	356	.32	.21	2.025	.043*
	<i>No</i>	238	.28	.26		

* $p < 0.05$

In terms of lie scale parameter, while there was no statistically significant difference found between groups ($p>0.05$); a significant statistical difference was found between groups in learned resourcefulness, extraversion, neuroticism, and psychoticism parameters regarding to exercise ($p<0.05$) (Table 3).

Table 4. Results of Eysenck Personality Subscales and Learned resourcefulness regarding to Faculty Types

	<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>Sd</i>	<i>F</i>	<i>Sig.</i>
<i>Learned resourcefulness</i>	<i>Faculty of Sport Sciences</i>	120	3.35	.42	2.158	.057
	<i>Faculty of Theology</i>	96	3.30	.44		
	<i>Faculty of Education</i>	111	3.27	.37		
	<i>Faculty of Arts and Science</i>	92	3.42	.45		
	<i>Faculty of Engineering</i>	70	3.26	.40		
	<i>Vocational Schools</i>	105	3.26	.38		
<i>Extraversion</i>	<i>Faculty of Sport Sciences</i>	120	.64	.37	2.560	.026*
	<i>Faculty of Theology</i>	96	.55	.31		
	<i>Faculty of Education</i>	111	.61	.29		
	<i>Faculty of Arts and Science</i>	92	.58	.29		
	<i>Faculty of Engineering</i>	70	.58	.30		
	<i>Vocational Schools</i>	105	.68	.26		
<i>Neuroticism</i>	<i>Faculty of Sport Sciences</i>	120	.56	.38	1.173	.321
	<i>Faculty of Theology</i>	96	.59	.25		
	<i>Faculty of Education</i>	111	.56	.25		
	<i>Faculty of Arts and Science</i>	92	.55	.27		
	<i>Faculty of Engineering</i>	70	.61	.25		
	<i>Vocational Schools</i>	105	.63	.26		
<i>Lie Scale</i>	<i>Faculty of Sport Sciences</i>	120	.63	.35	1.595	.159
	<i>Faculty of Theology</i>	96	.61	.28		
	<i>Faculty of Education</i>	111	.61	.27		
	<i>Faculty of Arts and Science</i>	92	.58	.26		
	<i>Faculty of Engineering</i>	70	.53	.25		
	<i>Vocational Schools</i>	105	.64	.25		
<i>Psychoticism</i>	<i>Faculty of Sport Sciences</i>	120	.34	.33	1.411	.218
	<i>Faculty of Theology</i>	96	.27	.20		
	<i>Faculty of Education</i>	111	.32	.22		
	<i>Faculty of Arts and Science</i>	92	.28	.17		
	<i>Faculty of Engineering</i>	70	.31	.19		
	<i>Vocational Schools</i>	105	.30	.23		

* $p < 0.05$

According to research findings, there was no statistically significant difference found in learned resourcefulness, neuroticism, lie scale, and psychoticism parameter between groups ($p>0.05$), while there was a significant difference found in extraversion between groups according to faculty types ($p>0.05$) (Table 4). In extraversion parameter, a statistical difference was found between Faculty of Theology and Vocational Schools.

Table 5. Correlations of Eysenck Personality Subscales and Learned resourcefulness

	<i>Extraversion</i>	<i>Lie Scale</i>	<i>Neuroticism</i>	<i>Psychoticism</i>
<i>Learned resourcefulness</i>	.181**	.237**	-.173**	-.122**

** $p < 0.01$

A positive correlation was found between learned resourcefulness and extraversion ($r = .181$, $p < .01$), learned resourcefulness and lie scale ($r = .237$, $p < .01$), although a negative correlation was determined between learned resourcefulness and neuroticism ($r = -.173$, $p < .01$), learned resourcefulness and psychoticism ($r = -.122$, $p < .01$) (Table 5).

4. Discussion

The purpose of the present study was investigate the level of learned resourcefulness and personality traits of the students according to gender, exercise and faculty types, and whether there was also a relationship between the level of learned resourcefulness and personality traits of the students.

The findings of the research showed that learned resourcefulness levels of the students do not differ significantly in terms of their gender. There are also some evidences supporting our findings (Zausniewski et al., 2002; Akgun & Ciarrochi, 2003; Sertbas, 2014). In our study, females showed significantly lower scores on psychoticism and significantly higher scores on lie scale than males. There were no found significant difference between males and females on extraversion and neuroticism scores. In another study, females exhibited significantly higher neuroticism and lie scale scores, and significantly lower psychoticism scores than males. Moreover, there was no found significant difference between males and females on extraversion scores (Buckingham et al., 2001). Ulucan & Bahadir (2011) indicated that there was no significant difference between males and females on extraversion parameter but it was found significant difference on neuroticism parameter between groups. It could be said that gender is not effective on extraversion, neuroticism and learned resourcefulness levels of the students. Male students are more aggressive, cold, antisocial, tough-minded and insensitive than female students in this study.

In terms of lie scale parameter, while there was no statistically significant difference found between groups; a significant statistical difference was found between groups in learned resourcefulness, extraversion, neuroticism, psychoticism parameters regarding to exercise. Similarly, Moor et al. (2006) examined whether regular exercise was associated with anxiety, depression and personality regarding to age and gender. They found that regular exercise was associated with lower neuroticism, anxiety and depression and higher extraversion and sensation seeking in the population. Additionally, lack of exercise was found to be associated with depression in samples consisting of young adults (Steptoe et al., 1997; Steptoe and Butler, 1996). In a study by Graham and Lachman (2014) indicated negative emotional aspects of personality (neuroticism, depression) were associated with lower reasoning, and social aspects of personality (assertiveness) were associated with faster reaction time, yet lower reasoning. Levesque et al. (2003) investigated whether learned resourcefulness, an individual difference variable, was related to spontaneous process of change (POC) use over a 6 month period in a sample of newly enrolled fitness centre members. Results showed that POC use can be predicted by baseline levels of learned resourcefulness. Persons with stronger self-regulatory capacity use more POCs across time. Similar study by Kennett et al. (2009) indicated that participants in the maintenance stage for exercise were on average more highly resourceful than participants in the contemplation, preparation and action stages of change. Low resourceful participants in the contemplation stage of change were the least likely to be employing strategies to help facilitate activity. Results of Kennett & Ackerman (1995) study showed that low resourceful women were more likely to drop out of the self-control program than high resourceful women. Results of this study showed that students who do exercise had significantly higher learned

resourcefulness, extraversion, psychoticism scores and significantly lower neuroticism scores than students who do not exercise. Exercise is highly effective on learned resourcefulness, extraversion and neuroticism parameters in this study.

According to research findings, there was no statistically significant difference found in learned resourcefulness, neuroticism, lie scale, and psychoticism parameter between groups, while there was a significant difference found in extraversion between groups according to faculty types. In extraversion parameter, a statistical difference was found between Faculty of Theology and Vocational Schools. Students who study in Vocational Schools had significantly higher extraversion scores than students who study in Faculty of Theology. It could be said that students in Vocational Schools are more extrovert. A positive correlation was found between learned resourcefulness, extraversion and lie scale, although a negative correlation was determined between learned resourcefulness, neuroticism and psychoticism. A highly significant relationship was found between the level of learned resourcefulness and personality traits. Changes in individuals' personal development affects their level of learned resourcefulness. Especially critical periods in the development of individuals related to personality development should be given great importance. Properties acquired at this time of people's life influence the later stages of their lives. Therefore, the strength of personality development and level of learned resourcefulness of individuals must be given a supportive work. In addition, the impact of exercise on personality and learned resourcefulness level of individuals is considered, especially regular exercises should be included in all stages of their lives. Consequently, it was found that personality traits and exercise are effective on the level of learned resourcefulness of university students.

References

- Akgun, S., Ciarrochi, J. (2003). Learned resourcefulness moderates the relationship between academic stress and academic performance. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 23(3), 287-294.
- Barrett, P., Eysenck, S.B.G. (1984). The assessment of personality factors across 25 countries. *Personality and Individual Differences*, 5, 615-632.
- Buckingham, R.M., Charles, M.A., Beh, H.C. (2001). Extraversion and neuroticism, partially independent dimensions? *Personality and Individual Differences*, 31, 769-777.
- Ceyhan, A.A., Ceyhan, E. (2011). Investigation of university students' self-acceptance and learned resourcefulness: a longitudinal study. *High Educ*, 61, 649-661.
- Dağ, I. (1991). The validity and reliability of Rosenbaum's Learned Resourcefulness Scale for university students. *Turkish Journal of Psychiatry*, 2(4), 269-274.
- Eysenck, H.J., Eysenck, S.B.G. (1968). *Manual of the Eysenck Personality Inventory*. San Diego, CA: Educational Testing Service.
- Eysenck, H.J., Eysenck, S.B.G. (1975). *Manual of the Eysenck Personality Questionnaire (junior and adult)*. London: Hodder & Stoughton.
- Eysenck, S.B.G., Eysenck, H.J., Barrett, P. (1985). A revised version of the psychoticism scale. *Personality and Individual Differences*, 6, 21-29.
- Felsten, G., Wilcox, K. (1992). Influences of stress, situation-specific mastery beliefs and satisfaction with social support on well-being and academic performance. *Psychological Reports*, 70, 219-303.
- Feshbach, S., Weiner, B. (1991). *Personality*. 3Ed, Maryland: C, Health and Company.
- Francis, L.J., Brown, L.B., Philipchalk, R. (1992). The development of an abbreviated form of the Revised Eysenck Personality Questionnaire (EPQR-A): Its use among students in England, Canada, the USA and Australia. *Personality and Individual Differences*, 13, 443-449.

- Graham, E.K., Lachman, M.E. (2014). Personality traits, facets and cognitive performance: Age differences in their relations. *Personality and Individual Differences*, 59, 89-95.
- Karanci, A.N., Dirik, G., Yorulmaz, O. (2007). Reliability and validity studies of Turkish translation of Eysenck personality questionnaire revised-abbreviated. *Turkish Journal of Psychiatry*, 18(3), 1-8.
- Kaya, I. (2003). Çocuk, ergen ve anne baba (Yayına hazırlayan Gul Sendil). Istanbul, Cantay Yayinlari.
- Kennet, D.J., O'Hagan, F.T., Cezer, D. (2008). Learned resourcefulness and the long-term benefits of a chronic pain management program. *Journal of Mixed Methods Research*, 2(4), 317-339.
- Kennett, D.J. (1994). Academic self-management counseling: Preliminary evidence for the importance of learned resourcefulness on program success. *Studies in Higher Education*, 19, 295-307.
- Kennett, D.J., Ackerman, M. (1995). Importance of learned resourcefulness to weight loss and early success during maintenance: preliminary evidence. *Patient Education and Counseling*, 25(2), 197-203.
- Kennett, D.J., Worth, N.C., Forbes, C.A. (2009). The contributions of Rosenbaum's model of self-control and the transtheoretical model to the understanding of exercise behavior. *Psychology of Sport and Exercise*, 10(6), 602-608.
- Levesque, L., Gauvin, L., Desharnais, R. (2003). Maintaining exercise involvement: The role of learned resourcefulness in process of change use. *Psychology of Sport and Exercise*, 4(3), 237-253.
- Moor, M.H.M., Beem, A.L., Stubbe, J.H., Boomsma, D.I., Geus, E.J.C. (2006). Regular exercise, anxiety, depression and personality: A population-based study. *Preventive Medicine*, 42, 273-279.
- Ortet, G., Ibanez, M.I., Moro, M., Silva, F., Boyle, G. (1999). Psychometric appraisal of Eysenck's Revised Psychoticism Scale: A cross-cultural study. *Personality and Individual Differences*, 27: 1209-1219.
- Rosenbaum, M. (1990). The role of learned resourcefulness in the self-control of health behavior. In M. Rosenbaum (Ed.), *Learned Resourcefulness: On coping skills, self-control and adaptive behavior* (pp. 4-25). New York: Springer.
- Rosenbaum, M.A. (1980). A schedule for assessing self-control behaviors: Preliminary findings. *Behavior Therapy*, 11, 109-121.
- Sertbas, K. (2014). A research on the learned resourcefulness and psychological vulnerability levels of the School of Physical Education and Sports Students. *International Online Journal of Educational Sciences*, 6(2), 373-380.
- Steptoe, A., Butler, N., (1996). Sports participation and emotional wellbeing in adolescents. *Lancet*, 347, 1789-1792.
- Steptoe, A., Wardle, J., Fuller, R., Holte, A., Justo, J., Sanderman, R., Wichstrom, L. (1997). Leisure-time physical exercise: prevalence, attitudinal correlates, and behavioral correlates among young Europeans from 21 countries. *Prev. Med.*, 26, 845-854.
- Ulucan, H., Bahadir, Z. (2011). The examination of the weight lifters personal traits according to the some variables. *Nigde University Journal of Physical Education And Sport Sciences*, 5(2).
- Yanbasti, G. (1990). Ksilik Kuramlari. Izmir, Ege Universitesi Basimevi.
- Zauszniewski, J.A., Chung, C.W., Chang, H.J., Krafcik, K. (2002). Predictors of resourcefulness in school-aged children. *Issues in Mental Health Nursing*, 23, 385-401.