

The Big Five Personality Traits and its Relationship to Self- Awareness Among an- Najah National University Students – Palestine

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Abstract

Objective: The current study aims to find out the nature of the relation between the Big five traits of personality and self-awareness among An-Najah National University students. It also aims to identify the level of each of the big five personality traits and self-awareness, and the impact of each of the independent variables on the variables of the study.

Methods: The study sample includes 250 students divided into 74 males and 176 females from different colleges. Data were collected using the self-awareness scale, and the big five personality traits scale.

Results: The study find that four personality traits are highly prevalent among students, with the element of neuroticism showing up at a low level. University students have a high degree of self-awareness, according to the findings.

Conclusions: A positive relationship between consciousness and self-awareness as well as a negative relationship between neuroticism and self-awareness have also been found. Females were more neurotic trait than males.

Keywords: Big five traits of personality, self-awareness.

العوامل الخمسة الكبرى للشخصية وعلاقتها بالوعي الذاتي لدى طلبة جامعة النجاح الوطنية-فلسطين

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الملخص

الهدف: هدفت الدراسة الحالية إلى معرفة طبيعة العلاقة بين العوامل الخمسة الكبرى للشخصية والوعي الذاتي لدى طلبة جامعة النجاح الوطنية. كما هدفت التعرف إلى مستوى كل عامل من عوامل الشخصية الخمسة الكبرى والوعي الذاتي، وأثر كل من المتغيرات المستقلة على متغيرات الدراسة .

المنهجية: شملت الدراسة (250) طالبا (74 ذكورا و 176 إناثا) موزعين على الكليات المختلفة. تم جمع البيانات باستخدام مقياس الوعي الذاتي، ومقياس سمات الشخصية الخمس الكبرى.

النتائج: توصلت الدراسة إلى أن أربع سمات شخصية منتشرة بشكل كبير بين الطلاب، مع ظهور عنصر العصابية عند مستوى منخفض.

الخلاصة: يتمتع طلاب الجامعات بدرجة عالية من الوعي الذاتي، وفقا للنتائج. كما توصلت إلى وجود علاقة إيجابية بين نقطة الضمير والوعي الذاتي، وكذلك علاقة سلبية بين العصابية والوعي الذاتي. وكانت الإناث أكثر عصابية من الذكور.

الكلمات المفتاحية: العوامل الخمسة الكبرى للشخصية، الوعي الذاتي.

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Introduction:

Since ancient times, people have been curious about themselves and what makes them unique from others, as well as what they look like. Throughout the ages, numerous theories and explanations have been put forth to address these questions, but the distinctions between people in their outward appearances, ways of thinking, and behavioral characteristics have remained largely unaccounted for (Sofian, 2004; Ghabari & Abu Shaira 2015).

In the personality definition young mentions (Young, 2011: 13), it is the expected answer to the "How does man behave?" It is what others see from this behavior resulting from the interaction between our psychological and physical qualities, values, customs and traditions (Albert, 2014), and specifically, by personality we mean the pattern of the individual's own behavior, which determines his own way of adapting to the surrounding environment. Therefore, it is the structure of the individual and the way that distinguishes him, and according to the regulates his traits so that it reflects him as a unique person who's different from others (Adas & Touq, 2009).

The uniqueness of the personality is considered to be a natural thing, as it allows us to express our subjectivity and our difference from others in terms of speech, thinking, and behavior. By speaking about uniqueness, the concept of trait emerges, where this concept is commonly used to express the differences between people (Young, 2011). And it is considered to be one of the basics in personality studying, due to its importance in shaping behavior (Abu Jarad & Joudeh, 2013), the trait as defined by Al-Hijazi (2012) as an attribute or a mark that distinguishes the individual, and this trait is either acquired or innate. According to Belkacem and Kashashta (2013) it is all the innate or acquired preparations that indicate a tendency to act and react in a certain way.

Although the trait is related to the individualism concept, as previously mentioned, however, with the progress of scientific research and methods of measuring and with the ability to measure and predict the individual's behavior, it became easier to categorize people in groups according to their traits and characteristics (Albert, 2014). Here, the need to differentiate between traits and patterns appears, the last indicates certain qualities combined together, i.e. the person associated with this pattern is described in all the characteristics of the pattern, some of which may have been pasted to him. On the other hand, the trait theory does not classify individuals in patterns, but rather examines the degree of possession for certain traits by a measures for these traits. It determines the location of the individual on each scale, enabling us to say that a group shares the same traits (Adas & Touq, 2009).

Abu al-Hashim (2007) referred to in (Bataina & Hiajana, 2018) explains the multiplicity of trait theories, and the difference of scientists on the number of traits or dimensions that may describe the personality. In his research, Catel found sixteen traits, while the number of features in Eisenk has been reduced to three dimensions, and in Costa and Macri's model it was five traits. Saucier (2002) referred to in (Bataineh & Hayajneh, 2018) states that Costa and Macri model is one of the most important and recent findings of scientists in the interpretation of personality traits, which is called the theory of the big five traits of personality.

Oceans model of the big five personality traits is considered to be one of the most famous models that determines personality traits, it has been translated to several languages and codified in different environments, this model assumes that there are five traits each of the traits has specific characteristics. These traits are neuroticism, extraversion, openness to experience, agreeableness and conscientiousness (Rabia, 2016; Al Ahmadi, 2013).

The theories of traits came with the aim of revealing the cover of human personality, individual self-identification, and revealing both its weaknesses and strengths, self-theory shares this goal as well. This is reflected in Kuli's theory of self-esteem that suggests that self-determination is defined only through the awareness of it (Al-Akayishi, 2019).

The concept of self-awareness refers to the individual's ability to observe himself, to monitor his thoughts and feelings and to connect them with each other, as well as his ability to identify his potential, his weaknesses and strengths, and to know his various characteristics (Al-Khalidi, 2014; Al-Shaya & Al-Masri, 2011). Psychologists have agreed that there are two types of self-awareness, namely general self-awareness and private self-awareness. The first of which reflects the individual's ability to visualize himself as seen by others, i.e. his knowledge of what others think about him, as for the privet self- awareness. It is an esoteric meditation and an examination of the individual's feelings and behaviors and characteristics and traits, i.e. his self-awareness as it is without overestimating or underestimating it (Zubeidi, 2017).

Statement of the Problem:

Research in personality topics and their features is an intriguing area that remains unsaturated. Addressing the concept of traits and individuality is relatively recent and requires further studies to elucidate the relationship between personality traits and other variables such as self-awareness and individual decision-making (McCrae & Costa, 1999). Individuals are in a constant quest to define themselves and their personalities. Hence, personality and trait theories,

with their various scales, provide people with methods to better understand themselves. Knowledge of oneself implies self-awareness, encompassing an understanding of one's feelings and behaviors. This raises the question: Do self-aware individuals possess unique personal traits that distinguish them from others?

Genetics and environment are known to be key factors in determining personality traits. However, there are differing views on the extent of each factor's influence. For instance, theories that adopt the inheritance approach to interpreting personality and its characteristics emphasize genes as the source of traits (Plomin et al., 2001). Conversely, the environmental approach posits that individuals acquire these traits through their upbringing, suggesting that these traits are learned and relatively stable. Life experiences may also impact these traits, prompting many questions about the different variables that may influence them. For example, do university disciplines, professions, and various decisions influence or reflect our personal traits?

Research in the field of personality characteristics must encompass a myriad of variables. Therefore, this study aims to answer the following main question: What is the relationship between the Big Five personality traits and self-awareness among An-Najah National University students?

This study not only seeks to contribute to the broader understanding of personality traits but also reflects the researcher's belief in the significance of understanding how these traits intersect with self-awareness and decision-making in the context of higher education.

Study questions:

1. What is the level of each of the big five traits of personality among An-Najah National University students?
2. What is the level of self-awareness among An-Najah National University students?
3. Is there a correlation between each of the big five traits of personality and self-awareness among An-Najah National University students?
4. How is self-awareness predicted by of the Big Five personality traits?
5. Do the big five traits of personality and levels of self-awareness among An-Najah National University students differ depending on the variables (Faculty, gender, academic year, independence in choosing a subject)?

Definition of variables:

The big five traits of personality: these are the five main dimensions of personality agreed upon by the scientists, as a model for the big traits and what traits falls under each factor, the first to develop an objective scale for traits are Costa and Mary, this scale contains 60 items distributed over the five dimensions (Ansari, 2002). It is operationally defined as the degree we obtain from the questionnaire used for that purpose.

Self-awareness: it is the ability of the individual to realize that he is unique and different from others at times, and a member of a group at other times, and also indicates his ability to sense himself and understand the nature of his feelings, so that he or she is an observer of himself and his outside world (Saeed, 2008). It is operationally defined as the degree we obtain from the questionnaire used for that purpose.

The trait: the definitions vary according to the theoretical orientation of the definition, which is a physical or psychological characteristic, innate or acquired, which distinguishes one individual from the others (Taha, Abu Nile, Qandil, Mohammed, & Abdel Fattah, 2005).

The term "traits" refers to a physical, emotional, mental, or social characteristic that identifies a person and indicates whether that characteristic is inherited or acquired. The trait is thought to be stable, and scientists have made an effort to keep the number of personal traits to a manageable number (Taha, Abu Nile, Qandil, Mohammed, & Abdel Fattah, 2005). It is operationally defined as the degree we obtain from the questionnaire used for that purpose.

The big five traits of personality: after the effort of psychologists in identifying all personality patterns or traits, the big five traits theory comes with a consensus that has never been seen in any of the previous theories, it was agreed by the subjectify of scientists, and so it become one of the most popular and widespread theories in the field of personality (Chamorro, 2018).

The theory of the big five traits emerged thanks to several scientists. Fisk began in 1949 with analyzing the traits developed by Cattell, and then he reached out five traits, followed by Norman analyzing Alper's list, after that a number of scientists figured out the same number for traits which is five traits, except that after reviewing and analyzing their work they came out with two models for the big five traits, the first of which belongs to the American psychologist Goldberg, who specializes in the field of personality, which has come up with the lexical model of the five traits of personality, and is mainly due to the idea of collecting personality traits from the dictionary, these traits according to Goldberg are strength, love, work, conscience and intelligence (Ben Zeroual, 2008).

The second model, the Costa and Macri model, which is currently known as the theory of the big five traits of personality, appeared in the early 1990s, and is considered to be an updated version of Eysenck theory and a summarized version of Cattell theory. Eysenck and Cattell's theories in terms of extraversion and neuroticism, after opening up to experience factor, Costa and Macri have added agreeableness, and conscientiousness, the Costa and Macri model converge with the Goldberg model in the third, fourth, and fifth dimensions in terms of their content about traits, and differ in the first and second dimensions (Kazim, 2001).

The first factor of the theory of the big five traits is neuroticism, neuroticism is the willingness to develop neurosis rather than actual neurosis, meaning a tendency to feel anxious, depressed, angry and generally negative (Chamorro, 2018).

The second factor is extroversion and refers to activity, impulsiveness, high ability to establish social relationships and leadership behavior, and to help others as it is overwhelmed by positive experiences (Al-Shara, 2012).

The third factor is openness to experience, which refers to the love of exploring and delving into new experiences, as well as the tendency to taste art, and the unconventional trend wire (Chamorro, 2018).

The fourth factor is agreeableness refers to a person's attitude towards the individuals around him, and the higher degree of acceptance refers to friendly people who are predominantly social, compassionate and Generosity (Ackerman, 2020).

The fifth and final factor is the conscientiousness, it indicates the for the ability of the individual to control his impulses and act in a socially acceptable way, working within the framework of the rules, the person with the highest grades at this dimension are considered to be organized and they tend to have plan (Ackerman, 2020).

Self-awareness:

The concept of self-awareness:

Since science takes an objective approach and does not deal with imperceptible topics, one of the most difficult concepts to understand is self-awareness. However, at the beginning of the 1960s and with the emergence of the cognitive school, bolder ideas in the study of the inner world of man emerged, and this is because of the cognitive school as we mentioned (Al-Shaya & Al-Masri, 2011). According to Collie, self-knowledge and going through it needs us to be aware of it, by exposing the strengths, weaknesses and uniqueness of the character, to define ourselves in a better way, and this is common in the self, personality and traits theories (Al-okashi, 2019).

The concept of self-awareness refers to the individual's focusing on himself or the environment around him, and his knowledge of the weaknesses and strengths in his personal or social skills (Faraj, 2002). According to Harvard Business Review (HBR,s, 2012), self-awareness is known to be a deep understanding of one's feelings so that they understand their weaknesses, strengths and needs, and their motivations. The individuals with high self-awareness moderate in their judgments and orientations, they will not find on extremely positive or extremely negative, they have a high capacity of self-control, and they have the ability to define their goals and values, so they know very well what they want and where they are headed and may therefore turn down an offer for a job with a tempting salary because it contradicts their principles.

HBR,s (2012) confirmed that individuals with self-conscious attribute their feelings to their true source, they are fully aware of what is going on in their emotional construction and how their feelings affect those around them or vice versa.

Hassoun and Sadiq (2019) notes by their definition of self-awareness as the attitudes, orientations and the ideas of the individual about the environment around him, and in case these orientations do not match with what is on the ground we call the consciousness here by the false consciousness, these ideas may be limited to a particular part of the individual's life, at which the awareness is partial.

Self-awareness is an essential stage of emotional intelligence, because a self-conscious person is able to perceive their feelings, thoughts, and the feelings and thoughts of others, as well as having the ability to identify strengths and weaknesses, motivations and values and to know their impact on others (Igbinoia, 2016).

There are no studies investigated the association between the big five personality traits and self-awareness. In a study conducted by Al-Ghariba (2019) aimed to examine the predictive relation between the big five traits of personality and areas of academic motivation in undergraduate from King Saud University, the results showed a rise in conscientious and neurotic traits in females while males appeared as having an extroversion personality factor. In a study conducted by Hilal (2017) which aimed to identify the correlation between the big five traits of personality and the creative thinking of Palestinian university students, The most important results in this study indicated the prevalence of the extroversion factor among Palestinian university students in general and the openness to experience

factor to rank as the last one, and there have been differences in favor of males in the neuroticism and conscientiousness traits. as for subjects, the results indicate that there are significant differences in favor of human disciplines in the openness to experience and agreeableness traits, while the differences in the scientific disciplines were in the conscientious factor. as for the universities the results showed a differences between the results on the extroversion factor in favor of Al-Quds University, the kindness factor in favor of Al-Quds University and An-Najah University, and a conscientious factor in favor for al-Quds University and Bethlehem University. In a study conducted by Jabr (2012) aimed to identify the relation between the big five traits of personality and the future anxiety among Palestinian university students in Gaza, the results have showed a positive correlation between the neurotic factor and future anxiety, and a negative correlation between the traits of extroversion, openness to experience and conscientiousness and the future anxiety, it also indicated differences in the extroversion factor in favor of males and the factor of agreeableness in favor of literary disciplines and in the factor of conscientiousness in favor of al-Azhar students. Mustafa and Beto (2006) conducted a study aimed at identifying the levels of the big five traits in personality and its relationship to the evaluation of the self-achievements among the university students from Salaheddine University/Erbil in Iraq, the results revealed the existence of a positive correlation between the traits of extroversion, conscientiousness, and agreeableness with the evaluation of the self-achievements of the sample as a whole.

Regarding to the studies on self-awareness:

In a study conducted by Sabbar (2023) which aimed to know the level of self-awareness and its relationship with creative awareness among university students, the study found a good level of self-awareness among the students. And the study of Al-Fatlawi (2023) found a high level of self-awareness among university students.

In a study conducted by Al-Akayishi (2019) aimed at revealing the level of self-awareness and its relation with cognitive control in undergraduate students, from the University of Sharjah, the results indicated a high level of self-awareness in students. Mohison, Abdul and Jawad (2017) conducted a study aimed at measuring the fake personality and its relation to self-awareness among students of Al-Qadisiyah University, the results indicated a high level of self-awareness among students.

Methods

Participants

A total of 250 university students, who were enrolled in different courses and different faculties of An-Najah National University in Nablus, Palestine. Regarding gender, 70.4% of surveyed university students (167) were female, 29.6% (74) were male. 16.4% of the participants from economy, 13.2% Medicine and Health Sciences, 15.2% from Engineering and Information. Thirty-six percent were attending a course in sciences and 64% in humanities. About 27.6% of the participants were in the fourth year, 22% in the third year, 17.2% in the first year, 16% in the second year, and about 10% in the fifth year (see Table 1). Therefore, the study sample was selected from the community using the available sample method The study sample was selected from the community using the available sample method. This sample was relied upon due to the study conditions, as the questionnaires were distributed electronically via Google Form, this sample was relied upon due to the study conditions, as the questionnaires were distributed electronically via Google Form.

Table 1: Demographic Characteristic of the Participants

| Demographic v | frequency | Percentage% |
|----------------------|--|-------------|
| Gender | Male | 74 |
| | Female | 176 |
| academic year | First | 43 |
| | Second | 40 |
| | Third | 55 |
| | Fourth | 69 |
| | Fifth and above | 25 |
| | Master | 18 |
| Subject | Economy | 41 |
| | Medicine and Health Sciences | 33 |
| | Engineering and Information Technology | 38 |

| Demographic v | frequency | Percentage% |
|---|-----------|-------------|
| Islamic Law | 17 | 6.8 |
| Humanities | 18 | 7.2 |
| Educational science and teacher preparation | 18 | 7.2 |
| Agriculture and veterinary | 19 | 7.6 |
| Law | 20 | 8 |
| Sports | 14 | 5.6 |
| Press and media | 14 | 5.6 |
| Arts | 18 | 7.2 |

Measures

Demographic Information Form

This form was used to gather detailed information on basic demographics such as student's gender, faculty, and study level attended by students.

The Big Five Personality Traits Scale:

The big five personality traits scale was developed by Costa & McCreae (1992). The Arabic version of the scale adapted by AL-Ansari (1997). Hilal (2017) was used in the current study. The Big Five Personality Traits Scale is a self-report measure. It consists of 60 items, 12 items for each factor that evaluates in five traits: (1) Openness (2) Conscientiousness (3) Extraversion (4) Agreeableness (5) Neuroticism. The scale contains negative and positive paragraphs. All items are assessed with a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The five traits of the big five personality traits Scale present high internal reliability. Cronbach alpha coefficients for the current study, for the total scale, openness, conscientiousness, extraversion, agreeableness and neuroticism subscales are .53, .81, .52, .42 and .78, respectively.

Self-Awareness Scale:

The self-awareness scale was developed by Al-Qura Ghuli (2011). Al- Zubaidi (2017) was used in the current study. The self-awareness scale is a self-report measure. It consists of 25 items designed to measure the private self-awareness domain, contains 14 items, and the public self-awareness domain contains 11 items. All items are assessed with a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Cronbach alpha coefficients for the current study, for the total scale .82, the private self-awareness domain .77, the public self-awareness domain .75.

Procedures:

Permission from the administration of An-Najah National University was obtained to allow the researcher to enter the classrooms to conduct data collection.

All ethical procedures regarding data collection were followed. Participants signed an informed consent form and completed the questionnaires during their classes in the presence of the researcher. The questionnaires were in Arabic for all participants. This was considered an adequate procedure, as all participants were fluent in Arabic. It took approximately 10 minutes to complete the full set of questionnaires.

Data analyses:

In this study, data were analyzed using descriptive statistics, independent sample t-test, t-test of two independent samples and one-way ANOVA to test differences among groups defined by sociodemographic variables, and bivariate correlations to examine the association among variables.

Results:

To answer the research question 1, one sample t- test was used, for the measures under study are presented in Table 2.

Table 2: One sample (t) test results for the difference between the averages for the sample and community for the five personality traits

| The factor | Mean | (T) value | Statistical significance |
|--------------|--------|-----------|--------------------------|
| Neuroticism | 2.8813 | -2.896 | .040 |
| Extraversion | 3.5124 | 13.684 | .000 |

| The factor | Mean | (T) value | Statistical significance |
|------------------------|--------|-----------|--------------------------|
| Openness to experience | 3.3460 | 9.500 | .000 |
| Agreeableness | 3.5200 | 15.709 | .000 |
| Conscientiousness | 3.8823 | 23.114 | .000 |

($\alpha = .05$)

The results in the table show a significant differences between the sample mean for the four traits (conscientiousness, Agreeableness, Extraversion and openness to experience) respectively and between the referral value ($\alpha = .05$), in favor of the sample mean, where the statistical significance of these traits (.000) It is a statistically significance value, and the (t) value was found positive, which means that these traits are more widespread and statistically significant than the average level, starting with the conscientiousness (T=23,114), agreeableness (T=15.709), Extraversion (t=13,684), and finally Openness to experience (T=9.5000), as for the Neuroticism factor, the results show that its (t) value was negative (t=2.896-) ($\alpha = .004$), which means that it is the least prevalent factor among students and it is statistically below average.

2.8 Results related to the Second question:

To answer the study's second question: What is the level of self-awareness among An-Najah National University students? The one sample (T) test was used, and the results appeared as shown in table (3)

Table 3: One sample (t) test results for the difference between the sample means and the community for self-awareness.

| Domain | Mean | (T) Value | Statistical significance |
|------------------------|--------|-----------|--------------------------|
| Private self-awareness | 24.571 | + | .000 |
| General self-awareness | 18.861 | + | .0000 |
| Total self-awareness | 25.156 | + | .0000 |

($\alpha = .05$)

The table above indicates that the differences between the sample mean in total self-awareness and its domains and the referral value were statistically significant, where the statistical significance of the total domain and the two sub-domains was (0.000), a statistically significant value, and the fact that the (t) values were positive. Which is considered to be in favor of the sample mean, which means that the sample members have a higher total self-awareness than the average (25,156) and have a higher level of special self-awareness (24,571) than the general self-awareness (18,861).

2.9 Results related to the third question:

In order to answer the study's third question: Is there a correlation between each of the big five traits of personality and self-awareness among An-Najah National University students? The Pearson correlation coefficient was used as shown in Table 4.

Table 4: Correlations Among the Variables

| | Private self-awareness | General self-awareness | total self-awareness |
|------------------------|------------------------|------------------------|----------------------|
| Neuroticism | -.535** | -.326** | -.502** |
| Extraversion | .419** | .350** | .444** |
| Openness to experience | .150* | .215** | .207** |
| Agreeableness | .336** | .151* | .287** |
| Conscientiousness | .626** | .520** | .662** |

*($\alpha = .05$) **($\alpha = .01$)

As shown all correlation coefficients were positive between each of the four traits: conscientiousness, Extraversion, Agreeableness, openness to experience, and the total of self-awareness, where the correlation between the conscientiousness factor and the total of self-awareness was (.662), which is the strongest and highest correlation among other values, while the correlation with the private domain of self-awareness was higher than the General self-awareness, where the value of the correlation with private- awareness was (.626) and for the General self-awareness it was (.520), Followed by the Extraversion factor its correlation value with General self-awareness is (.444). as for

self-awareness private domain the correlation (.419) is stronger than with the public domain (0.350), the Agreeableness factor comes in third place with a correlation value with the total awareness (0.278), which is a low correlation value, and as with previous traits, the value of its correlation with the private domain of self-awareness (.336) was stronger than the general domain (.151). In the last place, we find the factor of openness to experience with a correlation coefficient (.207), which is also low, and unlike previous traits, its correlation with the domain of General self-awareness (0.215) was stronger than with the private domain (0.150).

The above results mean that students whose personalities are dominated by one of the following four traits in the following order: conscientiousness, extroversion, Agreeableness, openness to experience, are self-conscious according to the same sequence, i.e., students with a personality dominated by conscientiousness are more self-conscious than those who are extroverted and so on... etc.

Finally, the factor of neuroticism, there was a negative correlation with the total self-awareness, so that the value of the correlation coefficient has reached (0.502 -), and we find its correlation with the private domain of self-awareness (0.535 -) stronger than the general domain (.326 -), this result indicates that students with neurotic personalities do not have a self-awareness.

2.10 Results related to the fourth question:

In order to answer the study's fourth question: How is self-awareness predicted by the Big Five personality traits? The multiple linear regression analysis results for study variables as predictors of Self-Awareness was used as shown in Table 5.

Table 5: Multiple linear regression analysis results for study variables as predictors of Self-Awareness

| | Sum of Model Squares | Df | Mean Square | F | Sig. |
|------------|----------------------|-----|-------------|--------|-------------------|
| Regression | 27.407 | 5 | 5.481 | 59.429 | .000 ^b |
| 1 Residual | 22.505 | 244 | .092 | | |
| Total | 49.912 | 249 | | | |

a. Dependent Variable: Self-Awareness

b. Predictors: (Constant), Conscientiousness, Openness to experience, Agreeableness, Extraversion, Neurosis

In the quantitative analysis of our study, we applied a multiple linear regression model to assess the impact of the Big Five personality traits on the total self-awareness score (Self-Awareness) among students of An-Najah National University. The predictors included in the model were Conscientiousness, Openness to Experience, Agreeableness, Extraversion, and Neuroticism.

The regression model summary indicates a strong fit, with an R² value of 0.549, suggesting that approximately 54.9% of the variability in self-awareness can explained by these personality traits. The adjusted R² value of 0.540 confirms the robustness of the model after accounting for the number of predictors. The standard error of the estimate was 0.30370, reflecting the average distance that the observed values fall from the regression line.

The ANOVA results further validated the significance of the regression model, with an F-statistic of 59.429 and a p-value less than .001, indicating that the model significantly predicts self-awareness based on personality traits.

Detailed coefficient analysis revealed that Conscientiousness had the strongest positive impact on Self-Awareness, with a standardized coefficient (β) of .493 and a highly significant p-value (< .001). Conversely, Neuroticism was associated negatively with Self-Awareness, having a β of -0.268 and a significant p-value (< .001). Extraversion and Openness to Experience showed positive associations with Self-Awareness, with β values of 0.188 and 0.093, respectively, both significant at different levels. Agreeableness did not reach statistical significance in this model, with a β of -0.052 and a p-value of 0.284.

The regression equation for the model is given by:

Self-Awareness=

$\beta_0 + \beta_1 \cdot \text{Conscientiousness} + \beta_2 \cdot \text{Openness to Experience} + \beta_3 \cdot \text{Agreeableness} + \beta_4 \cdot \text{Extraversion} + \beta_5 \cdot \text{Neuroticism} + \epsilon$

Based on the results of our analysis, the regression equation with the estimated coefficients is:

Self-Awareness

$= 0.254 + 0.493 \cdot \text{Conscientiousness} + 0.093 \cdot \text{Openness to Experience} - 0.052 \cdot \text{Agreeableness} + 0.188 \cdot \text{Extraversion} - 0.268 \cdot \text{Neuroticism} + \epsilon$

2.11 Results related to the fifth question:

To answer the study's fifth question: do the big five traits of personality and the level of self-awareness among An-Najah National University students differ by different variables (college, gender, academic year, and the independence of the student's choice of subject)?

Table 6: T-test for independent samples to examine the differences between males and females in the averages of the five traits and self-awareness

| Dimension | Gender | Number | Mean | Standard Deviation | (T)value | Statistical significance |
|------------------------|--------|--------|-------|--------------------|----------|--------------------------|
| Neuroticism | Male | 74 | 2.703 | .597 | -2.849 | .005 |
| | Female | 176 | 2.956 | .655 | | |
| Extraversion | Male | 74 | 3.448 | .575 | -1.100 | .272 |
| | Female | 176 | 3.539 | .598 | | |
| Openness to experience | Male | 74 | 3.260 | .573 | -1.521 | .130 |
| | Female | 176 | 3.381 | .574 | | |
| Agreeableness | Male | 74 | 3.435 | .483 | -1.655 | .099 |
| | Female | 176 | 3.555 | .536 | | |
| Conscientiousness | Male | 74 | 3.893 | .605 | .181 | .856 |
| | Female | 176 | 3.877 | .604 | | |
| Total self-awareness | Male | 74 | 3.737 | .491 | .584 | .560 |
| | Female | 176 | 3.701 | .429 | | |
| Private self-awareness | Male | 74 | 3.769 | .518 | .158 | .874 |
| | Female | 176 | 3.758 | .479 | | |
| General self-awareness | Male | 74 | 3.697 | .574 | .910 | .364 |
| | Female | 176 | 3.629 | .531 | | |

($\alpha = 0.05$)

As the result show the neurotic factor is more prevalent among female students than male students. As for the student's independence to choose his subject variable, the correlation coefficient was computed, which appears in Table 7.

Table 7: The results of the correlation between each of the five traits of personality and self-awareness and the independence of the student's selection of his or her subject.

| Dimension | Independence of the student's choice of subject |
|------------------------|---|
| Neuroticism | -.150* |
| Extraversion | .239**0 |
| Openness to experience | .0770 |
| Agreeableness | .175**0 |
| Conscientiousness | .0880 |
| Total self-awareness | .202**0 |
| Private self-awareness | .199**0 |
| Public self-awareness | .150*0 |

*($\alpha = .05$) **($\alpha = .01$)

Where the result find that the extroversion factor has the highest correlational value among the five traits of personality, which means that students with extroversion personalities choose their subject more independently, as for the neurotic factor, it has a negative and low correlation coefficient value (.150 -), which means that neurotic students do not choose their own subject. As for self-awareness, it turns out that students with high self-awareness tend to choose their own subject more than those with low self-awareness, especially those with Privet self-awareness.

Discussion and recommendations

Discussion of the results related to the first question:

The conscientiousness factor outweighed other personality traits in the students' personalities, followed by agreeableness, extraversion, and openness to experience, while the neurotic factor performed below average and was the least common, according to the results, which showed the prevalence of personality traits among university students in the following descending order (conscientiousness, Agreeableness, extraversion, openness to experience, and neuroticism), these results are in line with the previous research showing that the conscientiousness came in first

and neuroticism came in bottom among students of al-Azhar and Al-Aqsa universities in Gaza (Jabr, 2012). The outcome is different from that of the (Hilal, 2017) study, which found that students at An-Najah National University placed the extraversion component top but concurred that the agreeableness factor came in second.

The coronavirus epidemic, which is the current situation that may be to blame for this difference, has given rise to the field of virtual education, which is based on assignments and occasionally self-study and necessitates perseverance and discipline on the part of the students. These qualities belong to the conscientiousness element. Since caution and following the law are two of the most significant characteristics that go under the category of conscientiousness, the choice to implement the quarantine in order to stop the virus' spread may have an effect on how the pupils respond.

Regarding the low neuroticism factor, we can explain this by the students' wish to avoid coming across as worried or impulsive, which are attributes that are generally agreed to be bad. Or perhaps the social structure at this point means that there is a tendency to socialize and join peer groups, and the quest for a partner is frequent, which would bring social support to students, rather than anxiety and pessimism, in the class of students as a whole.

Discussion of the results related to the second question:

The findings demonstrated that university students have a high degree of overall self-awareness, and that their level of private self-awareness is higher than that of public self-awareness. This finding is in line with research by (al-okaishi, 2019; al-Zubaidi, 2017). And with (Sabbar, 2023) who found a good level of self-awareness.

We can explain this result in more than one direction, the fact that the variable of self-awareness is a socially desirable variable, it might made students subjective in their answers, another explanation is that self-awareness is acquired through the interactions of individuals with those around them. Alshaya and al-Masri (2011) mentions that self-awareness develops in individuals through social participation, practical activities, education, and contact with others, because the aforementioned images of interaction can introduce moral values and norms into the individual's inner world and thus provide him with an image of himself. We see the interaction in various forms through school in general, and university life in particular, so that the interaction between the student and the teacher takes a greater space at this stage than the other stages of studying, so that students at this stage have broader concepts about themselves, due to the feedback they receive, whether from their lecturers, friends, or even other institutions they may contact, such as training or voluntary institutions.

As al-azab and siad (2010) point out, the young people are usually characterized by the search for the entity and the completion of the concept of identity and personal independence, that is, students are constantly searching for themselves. This explains the rise of private self-awareness compared to the public self-awareness, since private self-awareness is a state where the individual consecrate on his emotions, strengths and weaknesses, and personal characteristics, which is very obvious in the young groups.

Discussion of the results related to the third question:

The results showed a statistically positive correlation between each of the traits: conscientiousness, Extraversion, Agreeableness, openness to experience, respectively and between total self-awareness, and on the contrary, there was a negative relationship between Neuroticism factor and total self-awareness.

According to what the results showed, the conscientiousness and extroversion had the highest value correlation, and we can explain these results in more than one way, beginning with the content of self-awareness which is very similar to the content of conscientiousness, where we see both combining insight, clarity of goals and self-control. In other words, a self-aware person is considered to have conscientiousness trait. In addition, as we have previously shown in the results of the previous questions, both variables were very high, so that the level of self-awareness among students was high, and the level of conscience alertness was the highest among other traits. Therefore, it is logical that the correlational relation between them is positive and strong, as for the extraversion factor, the extraversion personality is characterized by social and frequent interaction with others, an optimistic personality with a high self-affirmation, and these features are also characteristic of high self-awareness, where self-awareness develops as mentioned above from multiple social engagement, as well as one of the most important components of self-affirmation, so that the concept of self-affirmation expresses the ability of the individual to express his true feelings and emotions in an appropriate way.

As the result found, neuroticism was found negatively correlated with self-awareness, and we may be able to attribute the reason primarily to the nature of the neurotic personality, whose characteristics conflict with the characteristics of self-awareness, which is an impulsive and anxious personality in the first place, and it is contrary to the self-

conscious personality that has emotional control. In addition to the fact that a neurotic personality may resort to the trick of repression, repression is an unconscious defense mechanism, that is, a neurotic personality may indeed be a person who does not have enough self-awareness, moreover the neurotic personality is easily aroused and does not accept criticism, because of this it does not get much feedback, as others often do not prefer to contact or criticize it due to the expected reaction.

Discussion of the results related to the fourth question:

The results of the multiple regression analysis indicate that the Big Five personality traits—Conscientiousness, Openness to experience, Agreeableness, Extraversion, and Neuroticism—are significant positive predictors of self-awareness among students at An-Najah National University. This suggests that higher levels of these traits are associated with increased self-awareness.

The findings from the multiple regression analysis at An-Najah National University align with existing literature on personality psychology. The positive relationship between the Big Five personality traits and self-awareness underscores the importance of these traits in personal development. By understanding and cultivating these traits, individuals can enhance their self-awareness, leading to better personal and interpersonal outcomes.

This discussion emphasizes the intricate relationship between personality traits and self-awareness, and proposes practical suggestions for educational and psychological strategies to enhance self-awareness in students.

Discussion of the results related to the fifth question:

As answered, the current study showed that females were more neurotic traits than males, this result differed with the research of (Hilal, 2017) which found that males were more neurotic traits than females among Palestinian university students, and we can attribute this conflict in the results to the nature of the sample in Hilal's study, which is a more comprehensive sample, as the comparison between males and females was from different Palestinian universities and it was not limited to An-Najah University students.

In an attempt to explain the outcome of this question, we can say that females' university students may be more vulnerable to social pressures than males, as well as in terms of restrictions imposed, such as going out and returning at specific hour determined by parents, which would cause them anxiety and stress, some characteristics of a neurotic personality. In addition to the fact that if the student is engaged, or married, has many responsibilities, which would strengthen her neuroticism.

There were no statistically significant differences in awareness among university students according to gender. They are living together as a group at the university were exposed to similar social attitudes and feedback opportunities were almost equal. There were no statistically significant differences between the five traits, attributed to the variable of the Academic subject, and this result differs with (Hilal, 2017) study, which found that openness to experience emerged in humanities and the conscientiousness factor emerged in scientific disciplines. These results differ from what the results of this study showed, and may be because the current study did not classify colleges in general categories, such as scientific and humanities colleges, so the difference between the colleges themselves may not be fundamentally different, i.e. there are colleges that are similar in orientation.

The difference between the Hilal study and the current study may be due to the fact that the Hilal study was conducted at a number of Palestinian universities, not just An-Najah University, so the cultural background for the students from different countries had an impact on the results. As for self-awareness, there were no differences attributable to the subject, and it was not possible to find a study that examined both of these variables, and this result may be explained by the fact that life and college experiences in various subjects are a very rich environments for self-awareness among students, regardless of their subjects.

The results also showed that there are no differences between the big five traits of personality attributed to the academic year, and this result may be explained by the fact that the human personality is characterized by relative stability, personality traits which does not change easily and quickly, and these personal traits distinguish individuals from each other and are the product of upbringing in childhood as well.

And for self-awareness it is also a subjective variable, consisting of certain traits, following the same interpretations described above.

As for the subject's factor, the most prominent result of this question was the existence of a positive correlation between Extraversion and independence in choosing a subject, and a negative correlation between neuroticism and choosing the subject.

We can assume that these results are caused by the traits of extraversion, so that the extraversion personality is characterized by acting without hesitation, and self-affirmation, and these traits reflect the extent of its independence and therefore we see it as an independent figure by making his own decisions, in addition the extraversion personality has an impact on those around it, so it can convince others of her decisions.

On the contrary, neurotic personality tends to feel ashamed and socially anxious, a personality that is unable to assert itself, and a person with these traits often feels helpless and dependent, which may lead this character to make decisions which are not convenient in her opinion.

As for self-awareness, there has been a positive direct correlation with the independence of choosing a subject, and this relation has emerged in its field, this can be explained that the self-conscious person, is a person who controls his strengths and weaknesses, knows what he wants and what he does not, he also understands the nature of his inclinations, and it is clear that these qualities make him a person capable of making important decisions himself, and clearly the private self-awareness is more prominent in this personality than the public self-awareness, because the private self-awareness means that the student is more aware of his experiences, and therefore take his decisions by himself, not by the opinions of others about him.

2.11 Recommendations:

- To work on promoting the positive traits which students have, especially the conscientiousness factor, which came first.
- Developing the positive traits which were ranked last, especially the factor of openness to experience.
- Provide activities/seminars that will reduce the female neurotic factor.
- Enhancing self-awareness among students.

2.12 Conclusion:

The main implication of the current study is that it is very useful to increase self-awareness and to decrease the neuroticism and to protect the university students from it. It is necessary to develop the university students' personality. The counseling services offered by universities can be quite helpful in helping students become more self-aware.

2.13 Proposals:

- Conduct similar research on a larger sample to include more students in each subject.
- Conducting similar research on students of different Palestinian universities in order to make a comparison.
- Conducting studies on the relation of personality traits with other variables such as creativity, academic excellence.

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