

Gender Disparities in Personality Traits and Life Satisfaction among Undergraduate Students

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ABSTRACT

This study investigates the relationship between gender, personality traits, and satisfaction with life among undergraduate students. Utilizing a sample of [n=152] participants who are resided in Bangalore, data was collected through online Google form. Personality traits were assessed using established measures such as the Eysenck's personality inventory (H J Eysenck, 1975), while life satisfaction was evaluated through Satisfaction with life scale (Emmons E Diener, 1985). Results indicate no significant gender differences in certain personality traits, with implications for life satisfaction. The findings highlight the importance of understanding gender dynamics in shaping individuals' perceptions of well-being within the undergraduate context. This research contributes to the broader literature on personality psychology and gender studies, offering insights for educators, counsellors, and policymakers seeking to support the holistic development of undergraduate students.

Keywords: *Gender disparities, personality traits, life satisfaction, under graduate students*

Gender disparities in personality traits and life satisfaction among college students represent a significant area of inquiry within the field of psychology. Understanding how gender influences individuals' psychological characteristics and subjective well-being is essential for addressing the diverse needs and experiences of students in higher education settings. As such, this research aims to investigate gender differences in personality traits and life satisfaction among college students, using Eysenck's Personality Inventory (EPI) (Eysenck & Eysenck, 1975) and the Satisfaction with Life Scale (SWLS) (Diener et al., 1985) as primary assessment tools.

Personality traits, as conceptualized by Eysenck's personality theory, provide a framework for understanding individual differences in behavior and cognition (Eysenck & Eysenck, 1975). The Eysenck Personality Inventory (EPI) assesses three primary dimensions of personality: extraversion, neuroticism, and psychoticism. These dimensions capture variations in social behavior, emotional stability, and interpersonal functioning, which are integral to students' adjustment and well-being in college environments.

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Similarly, life satisfaction serves as a critical indicator of individuals' overall happiness and subjective well-being (Diener et al., 1985). The Satisfaction with Life Scale (SWLS) measures individuals' global cognitive judgments of their life satisfaction, encompassing various domains such as relationships, work, and personal fulfillment. By examining gender differences in life satisfaction among college students, we can gain insights into the unique challenges and sources of fulfillment experienced by male and female students in their academic and personal lives.

This study adopts a correlational research design, administering the Eysenck Personality Inventory and the Satisfaction with Life Scale to a sample of college students from diverse academic disciplines and backgrounds. Through statistical analysis, we aim to identify whether significant gender disparities exist in personality traits and life satisfaction among college students. Specifically, we hypothesize that differences may emerge in extraversion, neuroticism, and overall life satisfaction between male and female students, reflecting gender-specific patterns of adjustment and well-being in college.

By shedding light on gender differences in personality traits and life satisfaction among college students, this research contributes to our understanding of the psychological dynamics underlying students' experiences in higher education. The findings have implications for college counsellors, educators, and policymakers seeking to develop targeted interventions and support services that address the unique needs and challenges faced by male and female students. Ultimately, by fostering a more inclusive and supportive campus environment, we can enhance the holistic well-being and success of all college students, irrespective of gender.

REVIEW OF LITERATURE

explored how positive personality traits (like life satisfaction, optimism, and positive affect) relate to performance monitoring in 45 neurologically-healthy individuals. Higher life satisfaction correlated with reduced negative ERN amplitude, unaffected by optimism or positive affect. Overall, these findings suggest errors may hold less significance for individuals with greater life satisfaction. **(Michael J. Larson, March 2010)**

The study fills a knowledge gap by proposing and testing a conceptual model, using the Big-Five personality traits theory. Data from 613 Pakistani students across various programs were analyzed. Results show extraversion, agreeableness, conscientiousness, and openness positively influence innovativeness and life satisfaction, while neuroticism negatively impacts both. **(Ali, march 2019)**

Explored links between life satisfaction, family environment, and child personality in Russian primary schoolchildren aged 7-10. Life satisfaction correlated positively with extraversion, conscientiousness, agreeableness, and openness, while negatively with neuroticism. Multiple regression analysis revealed associations with family income, low parental stress, supervision, and low neuroticism and conscientiousness, explaining 14-15% of variance in child life satisfaction. **(Irina V Leto, 2019)**

Aimed to determine the impact of family cohesion on youth life satisfaction by examining independent variables such as gender, age, school attendance, marital status, and parental employment. The data analysis involved descriptive statistics techniques, including calculating the mean and standard deviation, as well as inferential statistics techniques such

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as correlation analysis (Pearson correlation coefficient), t-test, and analysis of variance to determine the significance of differences between means. (Semrija Smailović, 2021)

Explored how family cohesion affects youth life satisfaction, considering variables like gender, age, school attendance, marital status, and parental employment. Data analysis utilized descriptive statistics (mean, standard deviation) and inferential statistics (Pearson correlation, t-test, analysis of variance) to assess differences in means' significance. (Ulrich Schimmack, 2004)

Involved 235 Muslim college students from the University of Tehran. Personality traits explained a quarter of life satisfaction variance, with extraversion and emotional stability as primary factors. High self-esteem outweighed personality traits in predicting life satisfaction. Female students reported higher life satisfaction, particularly influenced by responsibility. Comparisons were made with prior research in Iran. (Mohsen Joshanloo, 2011)

US youth study explored links between main personality traits and life satisfaction using two surveys. Less neuroticism and more conscientiousness, agreeableness, and extraversion were tied to higher overall life satisfaction, with neuroticism having the strongest inverse effect. Specific areas showed varying trait associations, emphasizing neuroticism's significance for overall satisfaction. (Marco Weber, 2015)

Research primarily focuses on environmental impact on happiness, neglecting individual traits. They proposed a connection between job and workspace satisfaction. While some links between personality traits and indoor environment were found, they were weak. Suggesting future studies consider job satisfaction when evaluating workspace happiness post-move. (Cheung, 2022)

Studied with 1,352 information science professionals, we explored how personality traits impact career and overall life happiness. Two main groups emerged: sociable, positive, open, and emotionally steady traits, and diligent, strong-willed traits. These groups strongly correlated with job satisfaction, with the latter also influencing overall life satisfaction. Happiness in career often parallels happiness in life. (Ulrich Schimmack, 2004)

Explored personality traits' impact on life satisfaction among employed women in Rasht's higher education centers. Using the NEO questionnaire and the Satisfaction with Life Scale, 206 women participated. Extraversion, conscientiousness, and openness were negatively correlated, while agreeableness was positively correlated with life satisfaction. Personality traits explained 19% of variance. (Abbas Ali Hosseinkhanzadeh, 2013)

METHODOLOGY

Aim: The aim of this study is to investigate gender disparities in personality dimensions and their impact on life satisfaction among undergraduate students. By exploring these relationships, the study seeks to contribute to a better understanding of factors influencing life satisfaction in college-aged individuals.

Objectives

1. To examine gender disparities in personality dimensions among undergraduate students.

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2. To assess the relationship between personality dimensions and life satisfaction among undergraduate students.
3. To investigate whether certain personality dimensions are associated with higher life satisfaction between male and female undergraduate students.

Research Design: Correlational research design

Sampling technique: Convenient sampling technique

Sample: undergraduate students aged (18-25 years)

Sample size: N= (152)

Inclusion criteria: -Undergraduate students aged (18-25)
-Individuals who are resided in Bangalore

Exclusion criteria: - Physically challenged.
-Individuals who are under any psychological treatment.
-Third gender is not included.

Research Paradigm

The research paradigm for this study will be positivism, aiming to identify and analyse objective patterns and relationships between variables. It seeks to understand the underlying structures and mechanisms that influence personality dimensions and life satisfaction among undergraduate students, focusing on empirical evidence derived from the data.

Operational Definition:

- **Gender disparities:** Differences in scores on the Eysenck Personality Inventory (EPI) and Satisfaction with Life Scale (SWLS) between male and female undergraduate students.
- **Personality traits:** Psychological characteristics, including extraversion, neuroticism, and psychoticism, measured using the Eysenck Personality Inventory (EPI).
- **Life satisfaction:** Subjective evaluation of one's overall quality of life, assessed using the Satisfaction with Life Scale (SWLS), which measures global cognitive judgments of one's life satisfaction.
- **Undergraduate students:** Individuals enrolled in bachelor's degree programs at universities or colleges.

Hypothesis:

1. H01: There is no significant difference in personality dimension between male and female among undergraduate students.
2. H02: There is no significant difference in satisfaction with life between male and female among undergraduate students.

Tools of assessments:

- **Eysenck Personality Inventory (EPI):** The Eysenck Personality Inventory (EPI) is a widely used psychological assessment tool developed by Hans Eysenck and Sybil Eysenck. It was first introduced in the 1950s and has since undergone revisions and adaptations. The inventory is designed to measure personality traits based on Hans

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Eysenck's theory, primarily focusing on three major dimensions: extraversion, neuroticism, and psychoticism. The inventory typically consists of a series of statements or questions, to which participants respond by indicating their level of agreement or disagreement. The EPI assesses personality traits through scales composed of multiple items, with responses scored to generate scores for each dimension. For example, extraversion items may assess sociability and assertiveness, neuroticism items may assess emotional stability and anxiety, and psychoticism items may assess impulsiveness and aggression. The EPI provides insight into an individual's personality profile, facilitating research on various psychological phenomena and applications in clinical settings.

- **Satisfaction with Life Scale (SWLS):** The Satisfaction with Life Scale (SWLS) is a widely used self-report questionnaire developed by Ed Diener and colleagues in 1985. It is designed to measure an individual's overall satisfaction with life and subjective well-being. The SWLS consists of five items, each assessing different aspects of life satisfaction, such as relationships, achievements, and overall happiness. Participants respond to each item by indicating their agreement or disagreement on a scale ranging from 1 (strongly disagree) to 7 (strongly agree). The scale is scored by summing the responses to all items, providing a total score that reflects the respondent's level of life satisfaction. The SWLS has been extensively validated and has demonstrated reliability and validity across diverse populations and cultural contexts. It is widely used in research and clinical practice to assess subjective well-being and quality of life, providing a simple yet robust measure of life satisfaction.

Procedure

In this study, a correlation research design was employed alongside a convenient sampling technique to gather responses from 152 participants through a Google Forms survey. The aim was to investigate gender disparities in personality dimensions and their impact on life satisfaction among undergraduate students. By exploring these relationships, the study seeks to contribute to a better understanding of factors influencing life satisfaction in college-aged individuals. Following data cleaning, statistical analysis was conducted to discern the nature of this relationship. The findings were contextualized within existing literature on gender variations in personality traits and life satisfaction, with implications discussed alongside limitations and recommendations for future research in the ensuing paper.

Analysis of data:

Table 1: Shows the mean and SD of the total data of both male and female students.

	Gender	Total N	Mean	Std. Deviation
E	1.00	47	10.9574	3.18937
	2.00	105	10.2667	3.16005
N	1.00	47	15.0638	4.86516
	2.00	105	15.0952	4.75662
LS	1.00	47	18.3191	3.96784
	2.00	105	19.2952	4.24473

Discussion

The table 1 provides detailed statistics for three variables E, N, and LS (Extraversion/introversion, neuroticism/stability, and life satisfaction) across two gender

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groups (Group 1 and Group 2) wherein 1.00 is male and 2.00 is female. Each variable's statistics include sample size (N), mean, and standard deviation for both groups.

For instance, in variable E, Group 1 had a higher mean (10.96) compared to Group 2 (10.27), indicating Group 1 scored slightly higher on whatever E represents. Conversely, in variable N, both groups had similar means (Group 1: 15.06, Group 2: 15.10), suggesting comparable scores between genders. However, in variable LS, Group 2 had a notably higher mean (19.30) compared to Group 1 (18.32), indicating Group 2 scored higher on this measure.

Standard deviation reflects the dispersion of scores within each group. In summary, while there are some differences in scores between gender groups across the variables, the degree of variation and reliability of the means also provide important context for interpretation.

From comparing the mean we can infer that there is no significant difference in the mean values of any of the personality trait of EPI. This also implies that there is no notable difference in extraversion/ introversion and neuroticism/ emotional stability between male and female undergraduate students. Hence, the first hypothesis is accepted, which states that, "H01: There is no significant difference in personality dimension between male and female among undergraduate students."

It is also noted from the scoring norms, that Extraversion/introversion, score of 15 and above is extravert, 9 and below is introvert and any score between 9 and 15 is considered as ambivert. And for neuroticism, a score of 14 and above is emotionally unstable, and a score of 6 and below is emotionally well balanced. From table 1, it is interpreted that the both the group on an average in Ambivert- Emotionally Unstable.

Table 2: Independent sample t- test: shows the correlation table and values between male and female students.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval Lower	95% Confidence Interval Upper
E	Equal variances assumed	.118	.732	1.242	150	.216	.69078	.55617	-.40816	1.78972
	Equal variances not assumed			1.238	87.810	.219	.69078	.55815	-.41846	1.80002
N	Equal variances assumed	.050	.824	-.037	150	.970	-.03141	.84068	-1.69251	1.62969

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	d									
	Equal variances not assumed			- .037	86.760	.971	-.03141	.84799	- 1.71695	1.65414
LS	Equal variances assumed	.411	.522	- 1.336	150	.183	-.97609	.73039	- 2.41928	.46710
	Equal variances not assumed			- 1.371	94.260	.174	-.97609	.71174	- 2.38921	.43703

Discussion:

This SPSS output of an independent samples t-test, assessing the equality of means between two groups on several variables.

Levene's Test for Equality of Variances:

This test examines whether the variances of male and female students are equal. For each variable (E, N, LS), there are four values: The first two values are F and Sig. (p-value) for Levene's test when assuming equal variances. The next two values are for Levene's test when not assuming equal variances. For example: For variable E, $F(1, 150) = 1.242$, $p = .216$ when assuming equal variances. $F(1, 87.810) = 1.238$, $p = .219$ when not assuming equal variances.

t-test for Equality of Means:

This test compares the means of the two groups. The first two columns show the t-value and degrees of freedom for equal and unequal variances assumptions. The third and fourth columns show the p-values for the t-tests under equal and unequal variances assumptions. The next two columns represent the mean difference and standard error of the mean difference between the two groups. The last two columns show the lower and upper bounds of the 95% confidence interval for the mean difference.

For example:

For variable E, $t(150) = -0.037$, $p = .970$ when assuming equal variances. $t(86.760) = -0.037$, $p = .971$ when not assuming equal variances. The mean difference is -0.03141 with a standard error of 0.84068 and a 95% confidence interval ranging from -1.69251 to 1.62969 .

Interpretation:

- The Levene's test results indicate whether the assumption of equal variances is met. Generally, if $p > 0.05$, the assumption is met.
- The t-test results provide information on whether there are significant differences between the two groups on each variable. A p-value less than the significance level (usually 0.05) indicates a significant difference.
- The mean difference and confidence intervals give an idea of the magnitude and precision of the difference between the groups.

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Overall, this output suggests that there are **no significant differences between the two groups on any of the variables** (E, N, LS), as indicated by the non-significant p-values in the t-tests. Additionally, the assumption of equal variances appears to be met for all variables, as the p-values from Levene's test are greater than 0.05.

Table 3: shows the total and mean values of male and female students in satisfaction in life scale.

	MEAN	INTERPRETATION
MALE	18.3191489	Slightly dissatisfied
FEMALE	19.2952381	Slightly dissatisfied

Discussion

The data presented in Table 3 provides insights into the satisfaction in life scale among male and female students, represented by both total and mean values. The mean satisfaction score for male students is 18.32, while for female students, it slightly increases to 19.30. Both groups fall into the category of "slightly dissatisfied" according to the interpretation of the scale.

One possible interpretation of these findings is that, on average, both male and female students express a level of dissatisfaction with their lives, even though to a slight degree. This indicates that there may be underlying factors contributing to a sense of dissatisfaction among students, irrespective of gender. It's essential to delve deeper into these factors to understand the root causes and explore potential interventions or support mechanisms to address them.

Moreover, while there's a slight discrepancy in mean satisfaction scores between male and female students, it's worth noting that both groups fall within the same interpretative category of "slightly dissatisfied." This suggests that the differences between male and female students in terms of life satisfaction are relatively minor and may not be statistically significant. Thus the result also proves the second hypothesis, which state that, "H02: There is no significant difference in satisfaction with life between male and female among undergraduate students."

In conclusion, the data highlight a trend of slight dissatisfaction with life among both male and female students. Understanding the factors contributing to this dissatisfaction is crucial for developing targeted interventions to enhance overall well-being and satisfaction among students, regardless of gender.

SUMMARY

The study explores gender disparities in personality traits and their impact on life satisfaction among undergraduate students. Utilizing a sample of 152 participants from Bangalore, data was collected through Google Forms. Personality traits were assessed using Eysenck's Personality Inventory (EPI), while life satisfaction was measured with the Satisfaction with Life Scale (SWLS). Results show no significant gender differences in certain personality traits, suggesting similarities in perceptions of well-being. Both male and female students reported being slightly dissatisfied with life. Despite minor differences in mean scores between genders, they fall within the same interpretative category. This study contributes to understanding gender dynamics in shaping students' well-being and provides insights for educators, counselors, and policymakers.

CONCLUSION

The study highlights the need to address gender disparities in personality traits and life satisfaction among undergraduate students. Although no significant gender differences were found in certain personality traits, both male and female students expressed slight dissatisfaction with life. These findings underscore the importance of considering gender dynamics in supporting students' holistic development. Future research with larger sample sizes and diverse populations could provide further insights. Interventions aimed at enhancing overall well-being and satisfaction among students should take into account gender-specific needs and experiences.

Limitations:

- As the questionnaire had over 50 questions many students were hesitant to take up the test.
- This study focused only on college students in Bengaluru city.
- More data could be collected if more time is provided.

Scope of future study:

- The study can be conducted on higher sample size, and it would provide more accurate results.
- The study can be conducted on college students of other major cities, and geographical difference.
- Further study can be considering other variables like socio-economic status, cultural and religious background, parenting style, peer influence, media impact, relationship status etc. which can possibly have an impact on an individual personality and satisfaction in life.
- Interventions can be developed to enhance overall well-being and satisfaction among students.

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Conflict of Interest

The author(s) declared no conflict of interest.

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