

Research Paper

A Study Examining the Relationship between Extraverted and Neurotic Personality Qualities and the Coping Strategies Used by College Students Under Academic Stress

Dr. Supriya Devchoudhury^{1*}

ABSTRACT

The present study aspired to explore the interrelationship between neuroticism and extraversion with coping mechanisms among college students with academic stress. It also intended to investigate the levels of academic stress and gender differences with regard to personality traits and coping style among college students. On administering the Academic stress inventory, NEO Five factor inventory-3 and Coping Orientation to Problem Experienced to a sample of 400 college students, the results revealed moderate academic stress levels among majority of college students. The findings also indicate that there exist significant gender differences in neuroticism, religious coping and restrain with females exhibiting higher mean values than their male counterpart. Findings also highlighted significant positive relationship between overall emotional focused coping with neuroticism and extraversion and overall problem focused coping with extraversion. Consistent with earlier studies, the results on the relationship between coping mechanisms and personality traits suggests that personality characteristics of an individual do influence coping strategies of college students. Hence, the findings have implications for policy making, education and training to bring about necessary changes among the students for their overall wellbeing.

Keywords: *Personality traits, coping mechanisms, academic stress, gender, college students*

In the current era, professionalizing education has become a top priority and is eventually becoming necessary with the usage of modern technology, New Education Policies and artificial intelligence. It is common knowledge that professional training, aptitude, and other personal attributes are important in the rivalry, especially among younger competitors, and that there is intense competition in both the educational and professional spheres. Although education is often regarded as a top priority, the current educational system causes a lot of stress since it places a strong emphasis on individual comparison and rivalry. Despite their lack of conceptual comprehension, students are under pressure to finish assignments, practical's and receive high academic scores. Students' hectic academic schedules further leave little time for leisure. Because they must compete at every stage of their academic careers in this competitive and fast-moving world, stress has been shown to strengthen its hold on the undergraduate students.

¹ Assistant Professor and Head of the Department, Applied Psychology, Nerim Group of Institutions

*Corresponding Author

Received: March 30, 2026; Revision Received: July 19, 2026; Accepted: July 23, 2026

A Study Examining the Relationship between Extraverted and Neurotic Personality Qualities and the Coping Strategies Used by College Students Under Academic Stress

Undergraduate students appear to be more susceptible to this reality because of their mental and physical transformation and many do not realize these changes in their conscious minds. Undergraduate student stress has a severe and detrimental impact on them. An abrupt drop in academic performance, sadness, exhaustion, sleep deprivation, mood swings, tantrums, anxiety, and hostility are a few of the consequences. These consequences negatively impact the health of students, who are regarded as the foundation of every country. It is thought that a certain amount of stress is necessary for improved academic performance, but discomfort arises when stress exceeds the ability to cope.

Personality and coping

An individual's personality determines how similar or dissimilar they are from one another. Individual differs in cognition, behavior and emotion patterns. According to Allport (1948) a person's personality is their dynamic organization of the psychophysical systems that dictate how each person's adapt to their surroundings. This clarifies even more how our behavior is influenced by our own personalities. Numerous methods have been identified for personality to influence coping style, some of which takes place before coping. As previously stated, personality affects other elements like the frequency of stress exposure, the kinds of stressors encountered, and assessments even before coping. Coping is the process by which an individual continuously modifies their thoughts and actions to deal with demanding situations that are beyond their capacity (Folkman, 1984). Neuroticism, extroversion, openness, agreeableness and conscientiousness are the five traits that can be used to generally classify the personality differences that set people apart from one another (McCrae & Costa, 1996). While extroversion, conscientiousness and openness were linked to good coping resources (Penley & Tomaka 2002), neuroticism was expected to have low coping resources (Bolger & Zuckerman, 1995). Neuroticism has been demonstrated to positively correlate with an emotion focused coping approach. Additionally, it was demonstrated that students who employed problem focused coping strategies outperformed those who used emotional coping strategies in terms of their academic performance (Vollrath, 2001). According to the five factor personality theory, personality traits use dynamic systems to create a range of dependable cognitive, emotional and behavioral patterns. One of the five personality traits in the basic orientation is neuroticism, which is frequently manifested as an inclination towards unpleasant emotions and emotional instability. Furthermore, neurotic people react more strongly to outside stimuli than the general population, and they have comparatively poor emotional regulation and response skills. As a result, people frequently experience negative emotional states.

Neuroticism, a personality trait, predicted negative coping mechanisms such as withdrawal, emotion focused coping and wishful thinking, but it also predicted support seeking, just like extraversion (Connor and Flachbart, 2007). Research has been done to better understand individual variances and how young people deal with their surrounding and circumstances. Neuroticism, on the other hand, was linked to passive and emotional coping, whereas extraversion was linked to rational and active coping. Nevertheless, Boyce and French (2009) concurred that neuroticism and avoidance coping style were linked in the study among college students. Student's usage of problem focused and positive emotional coping styles were predicted by their level of extroversion. Both male and female positive emotional focused coping style was inversely connected with neuroticism and avoidance coping style were linked in the study among college students.

A Study Examining the Relationship between Extraverted and Neurotic Personality Qualities and the Coping Strategies Used by College Students Under Academic Stress

A meta- analysis of gender differences in personality traits found that these disparities were largely consistent across ages, educational levels, and countries (Fenigold, 1994). Nonetheless, this study revealed considerable gender differences with women scoring higher than males on neuroticism and extraversion (Weisberg et al., 2001). Individuals have different coping mechanisms. Similarly, several researches have indicated that there are gender disparities in the coping strategies used. Previous research has also demonstrated that gender gap in stress and coping. Compared to men, women experienced higher levels of stress. It is also important to highlight that, in contrast to men, men adopted emotional focused coping. The coping mechanisms that women frequently employed were venting, emotional support, instrumental help, and self-distraction (Graves, 2021)

Gender differences in personality traits and coping strategies

Gender differences have been widely recognized as an important factor that is not only correlated with personality factors, but also can influence coping strategies. Males and females may feel and react to stress differently, especially having different patterns in personality traits and coping mechanisms (Evans et al., 2018; Bedewey et al., 2015 & Barker et al., 2018). Schmitt et al., (2017) used the Big Five model to examine sex difference in personality traits across 55 countries and discovered that, in most cultures, women scored higher than men on neuroticism, extraversion, agreeableness and conscientiousness (Barker et al., 2018). According to Weisberg et al., (2011) women also reported greater Big five extraversion, agreeableness and neuroticism scores than men. Cuppelo et al., (2024) recently studied how personality qualities differed by gender using six popular tests, such as Five Factor NEO Personality inventory- Revised (NEO-PI-R) and the Myers-Briggs Type Indicator. They discovered that boys typically scored higher on attributes like ambition and risk-taking style, while women typically scored higher on neuroticism and agreeableness.

One crucial factor in the connection between stress and college students is gender. Gender disparities in stress levels and coping mechanisms have been documented in earlier studies. Women use emotional support more effectively than males while reporting higher levels of stress. Contrarily, men are more likely than women to engage in problem focused coping and avoidance focused coping. There have also been reports linking gender differences to the coping mechanisms people use. According to a number of researches, males typically utilize problem focused or pragmatic techniques to deal with stressful situations, whereas women are more likely to adopt coping strategies that center on changing their emotional responses to stress (Freire et al., 2020 & Deasy et al., 2014). A recent study by Cholankeril et al. (2023) conducted during the COVID-19 pandemic indicated that women were also likely to use acceptance, self-distraction, positive reframing and seeking emotional support, instrumental support and venting, they reported no significant gender differences in the use of problem- focused or avoidant coping strategies (Bandura, 1997).

METHODOLOGY

Participants

The current research collected data from 400 individuals aged between 18-22 years of which 240 were females and 160 were males. Participants were undergraduate students of Arts, Science, and Commerce from eight different colleges of Kamrup Metropolis (Guwahati city) affiliating to Gauhati University.

Tools for data collection

- *Demographic Information*

A Study Examining the Relationship between Extraverted and Neurotic Personality Qualities and the Coping Strategies Used by College Students Under Academic Stress

The sample comprised college undergraduate students aged between 18-22, and the study involved the use of demographic variables such as age, gender, academic stream, educational status, family type, working status of the parents and family income. The inclusion criteria were college students of 18-22 years, arts, science and commerce stream of colleges under Gauhati University, male and female students for gender.

- **NEO Five Factor Inventory (Costa & McCrae, 2007)** has 60 items that measures the five personality dimensions of neuroticism, extraversion, conscientiousness, openness to experience and agreeableness. A five-point Likert scale (ranging from 0: strongly agree to 4: strongly disagree) was used. In the present study only neuroticism and extraversion personality trait was used. Many studies have indicated an acceptable internal consistency for the NEO Five Factor Inventory (Costa & McCrae, 1992).
- **Academic stress Inventory (Lin & Chen, 2009)** contains 34 statements that explicitly indicate how students perceive stress from a variety of causes or variables including teachers, result, test, studying in groups, peer, and time management and self-inflicted. Each statement is rated on a five-point Likert scale from 5(strongly disagree) to 1(can't say). Previous studies have shown that the alpha values for the individual variables and the overall scale met George and Mallery's, (2002) estimation norms, according to Lin and Chen, (2009) documentation.
- **COPE Inventory (Carver et al., 1984)** is multidimensional designed to assess a broad range of coping responses of individuals when they face stressful events in their lives. This scale consists of 60 items that evaluates 15 conceptually different methods of coping to stress. In the present study, five scales (each with four items each) measures cognitively distinct aspects of problem focused (active coping, planning, suppression of competing activities, restrain and seeking instrumental social support) and emotion focused (seeking emotional social support, positive reinterpretation, acceptance, denial and turning to religion) are used.

Procedure

The current research collected data from 400 individuals aged between 18-22 years of which 240 were females and 160 were males. Participants were undergraduate students of Arts, Science, and Commerce from eight different colleges of Kamrup Metropolis (Guwahati city) affiliating to Gauhati University

Statistical analysis

In the present study the levels of academic stress was studied by using descriptive statistics like frequency and percentage. 't' test was used to understand if there is difference in gender with regard to personality traits and coping style. The relationship of neuroticism and extraversion with coping style was assessed using Pearson correlation analysis.

Ethical consideration

The purpose of the study was purely research oriented with no intention to harm others. The results were kept confidential.

A Study Examining the Relationship between Extraverted and Neurotic Personality Qualities and the Coping Strategies Used by College Students Under Academic Stress

RESULTS

Table 1: Levels of academic stress of undergraduate students

N=400

Levels of Academic stress	Frequency	Percentage
Mild (35-81)	31	7.8
Moderate (82-128)	317	79.2
Severe (129-175)	52	13.0

Table 1 reveals Descriptive statistics that shows a large percentage of undergraduate students 317 (79.2 percent) indicated moderate degree of academic stress (82-128), while 52 students (13.0 percent) had a severe degree of academic stress (129-175) and only 31 students (7.8 percent) had mild stress (35-81). T test confirmed that neuroticism was the only variable where male and female students differed significantly ($t = -2.136$, $p = .033$), with female students having higher mean values.

Table 2: Gender difference (between male and female undergraduate students) on personality domains among undergraduate students

N= 400

Personality domains	Gender	N	Mean	SD	t	P value
Neuroticism	Male	160	38.56	5.285	-2.136	.033*
	Female	240	39.70	5.172		
Extraversion	Male	160	40.51	4.570	-.470	.638
	Female	240	40.74	5.115		

Table 2 indicates that the 't' value was significant at $P < 0.05$. The mean score of the male students in neuroticism was 38.56 while that of female students was 39.70. The mean score male students in extraversion was 40.51 while those of female student were 40.74, there was no significant difference among the two groups ($t = -.470$, $p = .638$).

Table 3: Gender difference (between male and female undergraduate students) on the coping strategies among undergraduate students

N= 400

Variables	Gender	N	Mean	SD	t	P value
Positive reinterpretation and growth	Male	160	12.96	2.161	.235	.814
	Female	240	12.90	2.458		
Denial	Male	160	8.36	3.072	-1.093	.275
	Female	240	8.70	2.993		
Religious coping	Male	160	9.98	3.785	-3.785	.001**
	Female	240	11.36	3.457		
Use of emotional social support	Male	160	9.88	3.290	-.827	.409
	Female	240	10.15	3.154		
Acceptance	Male	160	12.17	2.374	.204	.836
	Female	240	12.12	2.582		
Total score of emotion focused coping strategies	Male	160	53.34	9.503	-1.946	.052*
	Female	240	55.22	9.503		
Use of instrumental social support	Male	160	11.65	2.715	.481	.631
	Female	240	11.51	2.853		
Active coping	Male	160	11.71	2.367	.772	.441
	Female	240	11.52	2.432		

A Study Examining the Relationship between Extraverted and Neurotic Personality Qualities and the Coping Strategies Used by College Students Under Academic Stress

Variables	Gender	N	Mean	SD	t	P value
Restrain	Male	160	11.06	2.517	-	.048*
	Female	240	11.54	2.229	1.982	
Suppression of competing activities	Male	160	11.14	2.505	-.264	.792
	Female	240	11.21	2.575		
Planning	Male	160	12.64	2.313	1.202	.230
	Female	240	12.35	2.502		
Total score of problem focused strategies	Male	160	58.21	9.601	-.082	.935
	Female	240	58.12	9.578		

Table 3. reveals that there is a significant gender difference in one of the dimensions of emotion focused coping scale, that is, religious coping ($t = -3.785$, $p = .001$) where female students showed higher mean values ($M = 11.36$) than male students ($M = 9.98$). The other variables of emotion focused strategies revealed no such significant differences in both the groups. The mean score of the male students in positive reinterpretation and growth is 12.96 while a female student is 12.90. The mean score of the male students in denial was 8.36 while that of female students was 8.70. The means score of the male student in use of emotional support is 9.88 while that of female students is 10.15. The mean score of the male student in acceptance is 12.17 while that of the female student is 12.12. The total score of emotion focused coping suggested a significant difference in both the groups ($t = -1.946$, $p = .052$).

On the other hand, significant gender differences were observed in one of the dimensions of problem focused coping scale, that is, restrain ($t = -1.982$, $p = .048$) with females exhibiting a slightly higher mean value ($M = 11.54$) than male students ($M = 11.06$). The other variables of problem focused coping strategies revealed no such significant differences in both the groups. The mean value of the male students in instrumental social support was 11.65 while that of male students was 11.51. The mean value of the male students in active coping was 11.71 while that of female students was 11.52. The mean score of the male students in suppression of competing activities was 11.14 while that of female students was 11.21. The mean score of the male students in planning was 12.64 while that of female students was 12.35. The total score of problem focused coping reveals no significant gender difference ($t = -.082$, $p = .935$).

Table 4: Relationship of neuroticism and extraversion personality traits with coping strategies N=400

Coping strategies	Neuroticism	Extraversion
Overall problem focused coping	0.01	0.22**
Overall emotion focused coping	0.16**	0.29**

Table 4. showed Pearson product moment correlational analysis which indicated that the overall problem-focused coping scale is positively significantly related to extraversion ($r = 0.22$, $p = 0.01$) while overall emotional focused coping scale is significantly positively related to the personality domains, which is, neuroticism ($r = 0.16$, $p = 0.01$) and extraversion (0.29 , $p = 0.01$).

DISCUSSION

The present research found that majority of the undergraduate students, that is, 79.2 percent have moderate degree of academic stress while 13.0 percent had a severe degree and only 7.8 percent had mild degree. The results of the current study are corroborated by a study by Yikealo et al. (2018); Elias et al. (2011), Edjah et al. (2020) and Yousif et al. (2022) who reported that female undergraduate students are more neurotic than male undergraduates. Numerous factors, including coping mechanisms, hormonal fluctuations, and social roles, may make women more neurotic than men. This indicates that female undergraduates exhibit a propensity for negative feelings in general (Sharma and Choudhury, 2022). Individuals with high neuroticism tend to have heightened sensitivity to stress, which hampers their cognitive resources more rapidly in high academic pressure environments (Yusoff et al., 2021). There is no clear gender difference in characteristics like extraversion. However, Primack et al. (2017) discovered that there was no gender difference in neuroticism, agreeableness, or openness to experience, and that students who were male were more outgoing than those who were female.

The mean value of the overall score of male students in emotion focused coping strategies is 53.34 while that of the female student was 55.22. Significant differences existed in both the groups ($t = -1.946$, $p = .052$). The total score of problem focused coping reveals no significant gender difference ($t = -.082$, $p = .935$). College women are more prone to use emotional-focused coping in stressful situations, whereas males are more likely to use problem-focused coping, according to research by Leong et al. (1997) and Harju and Bolen (1998). Not only do people differ in how they react or manage stressful situations, but these variations also play a significant part in defining a number of outcomes related to mental and physical health Lazarus (1993); Matheson et al., (2003).

Consequently, it may be said that students with strong neurotic personality employed coping mechanisms that were emotionally centered. Students with high levels of extraversion employed problem-focused coping mechanisms. Students therefore used a range of coping strategies depending on the situation. According to Bakhtiar and Asriani (2015), both types of coping mechanisms are required to protect people from the psychological and physical repercussions of academic stress. Mason (2017) found in another study that students respond to stressors by using either emotion-focused or problem-focused strategies, depending on the circumstances.

Implications of the Study

The study created awareness among the undergraduate students about their emotional, behavioural pitfalls which in turn create awareness to develop healthy and holistic personality traits by adopting suitable coping strategies. Furthermore, the study's conclusions provide parents and educators with more chances to understand the emotional and behavioural problems of their undergraduate students, which helps them better adapt to this changing society. Instead of disciplining students for misbehaviour that may arise from academic stress, teachers might receive training on good coping strategies and assist students in resolving their problems. Psychologists and researchers can use the insight from the study to offer a clearer understanding of how to design a particular intervention program that helps students improve their problem-solving abilities, which reduces their stress levels relative to students who struggle with these abilities. The findings of the study would help the students to develop a better self-concept and give them an intrinsic motivation to develop their self-esteem and to use proper coping strategies.

CONCLUSION

In the end, this study has carried out a comprehensive examination of the elements that lead to academic stress, the methods that students use, and the undergraduate students' personality characteristics. The study highlights that in order to implement effective interventions, it is critical to recognize and address the diverse aspects of academic stress that both gender experience being an undergraduate student in the Arts and Science stream. Educational institutions must identify the cause of undergraduate students' stress in order to provide them with appropriate mental health care and effective coping mechanisms. Specific strategies are required to tackle the distinct challenges encountered by undergraduate students. Knowledge of this nature can be utilized by higher educational institutions, educators and policy makers to design policies to create a positive and constructive learning environment which reduces the stress among the undergraduate students and enhance their overall well-being. The exploration of coping strategies employed by students has given valuable insights into the adaptive and functional strategies that contribute to resilience and wellbeing. Thus, the key findings from the research study highlight the importance of providing a culture that encourages transferring and creating consciousness regarding mental health concerns within the academic community. Colleges can foster and promote supportive atmosphere for students to effectively cope with stress by the undergraduate students and seek help by reducing the negative perception towards help seeking and promoting knowledge about mental health and breaking a taboo or stigma of our society.

The findings of the research lays emphasis on the importance of tailored counseling interventions constructed on the personality traits and gender of students which can help them navigate through challenges during stressful times in developing their sense of belief in oneself as well as their ability to control life's situations and promoting psychological wellbeing. This process would also allow the undergraduate students to succeed in their academic pursuit and maintain a healthy balanced life for oneself

REFERENCES

- Allport, G. W; Personality: A Psychological Interpretation; H. Holt, 1948.
- Bakhtiar, M., & Asriani, A. (2015). Effectiveness strategy of problem focused coping and emotion focused coping in improving stress management student. *guidena: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling*, 5(2), 69-82.
- Bandura, A. (1997). Self-efficacy: The exercise of control. New York, NY: Freeman.
- Barker, E.T.; Howard, A.L.; Villemare-Krajden, R.; Galambos, N.L. The Rise and Fall of Depressive Symptoms and Academic Stress in Two Samples of University Students. *J. Youth Adolesc.* 2018, 47, 1252–1266.
- Bedewy, D., & Gabriel, A. (2015). Examining perceptions of academic stress and its sources among university students: The Perception of Academic Stress Scale. *Health Psychology Open*, 2(2), 205510291559671.
- Bolger, N., & Zuckerman, A. (1995). A framework for studying personality in the stress process. *Journal of Personality and Social Psychology*, 69(5), 890–902.
- Boyes, Mark & French, Davina. (2010). Neuroticism, stress, and coping in the context of an anagram-solving task. *Personality and Individual Differences - PERS INDIV DIFFER*. 49. 380-385.
- Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, 56(2), 267–283.

A Study Examining the Relationship between Extraverted and Neurotic Personality Qualities and the Coping Strategies Used by College Students Under Academic Stress

- Cholankeril R, Xiang E, Badr H. Gender Differences in Coping and Psychological Adaptation during the COVID-19 Pandemic. *Int J Environ Res Public Health*. 2023 Jan 5; 20(2):993.
- Connor-Smith, J. K., & Flachsbart, C. (2007). Relations between personality and coping: a meta-analysis. *Journal of personality and social psychology*, 93(6), 1080–1107.
- Cuppello, S., Treglown, L., & Furnham, A. (2024). Intelligence, personality, and management level. *Consulting Psychology Journal*, 76(4), 331–347
- Deasy, C.; Coughlan, B.; Pironom, J.; Jourdan, D.; Mannix-McNamara, P. Psychological Distress and Coping amongst Higher Education Students: A Mixed Method Enquiry. *PLoS ONE* 2014.
- Edjah, K., Ankomah, F., Domey, E., & Laryea, J. E. (2020). Stress and Its Impact on Academic and Social Life of Undergraduate University Students in Ghana: A Structural Equation Modeling Approach. *Open Education Studies*, 2(1), 37–44.
- Elias, H., Ping, W. S., & Abdullah, M. C. (2011). Stress and Academic Achievement among Undergraduate Students in Universiti Putra Malaysia. *Procedia - Social and Behavioural Sciences*, 29, 646–655.
- Evans, P.; Martin, A.J.; Ivcevic, Z. Personality, Coping, and School Well-Being: An Investigation of High School Students. *Soc. Psychol. Educ.* 2018, 21, 1061–1080.
- Feingold A. Gender differences in personality: a meta-analysis. *Psychol Bull.* 1994 Nov; 116(3):429-56. doi: 10.1037/0033-2909.116.3.429. PMID: 7809307.
- Folkman, S. (1984). Personal control and stress and coping processes: A theoretical analysis. *Journal of Personality and Social Psychology*, 46(4), 839–852.
- Freire, C.; del Mar Ferradás, M.; Regueiro, B.; Rodríguez, S.; Valle, A.; Núñez, J.C. Coping Strategies and Self-Efficacy in University Students: A Person-Centered Approach. *Front. Psychol.* 2020, 11, 841
- George, D., & Mallery, P. (2002). *SPSS for Windows Step by Step: A Simple Guide and Reference, 11.0 Update*. <http://ci.nii.ac.jp/ncid/BA62132569>
- Graves, B. S., Hall, M. E., Dias-Karch, C., Haischer, M. H., & Apter, C. (2021). Gender differences in perceived stress and coping among college students. *PLoS ONE*, 16(8), Article e0255634.
- Harju, B. L., & Bolen, L. M. (1998). The effects of optimism on coping and perceived quality of life of college students. *Journal of Social Behavior & Personality*, 13(2).
- Lazarus, R. (1993). From Psychological Stress to the Emotions: A History of Changing Outlooks. *Annual Review of Psychology*, 44(1), 1–21.
- Leong, F. T. L., Bonz, M. H., & Zachar, P. (1997). Coping styles as predictors of college adjustment among freshmen. *Counselling Psychology Quarterly*, 10(2), 211–220.
- Lin, Y. M., & Chen, F. S. (2009). Academic stress inventory of students at universities and colleges of technology. *World Transactions on Engineering and Technology Education*, 7(2), 157–162.
- Mason, J. (2017). *Qualitative Researching*. SAGE.
- McCrae, R. R., & Costa, P. T., Jr. (1996). Toward a new generation of personality theories: Theoretical contexts for the five-factor model. *Theoretical Perspectives*, 51–87. <https://psycnet.apa.org/record/1996-97942-003>
- Penley, J. A., & Tomaka, J. (2002). Associations among the Big Five, emotional responses and coping with acute stress. *Personality and Individual Differences*, 32(7), 1215–1128.
- Schmitt DP, Long AE, McPhearson A, O'Brien K, Remmert B, Shah SH. (2017). Personality and gender differences in global perspective. *Int J Psychol.* 1:45-56.

A Study Examining the Relationship between Extraverted and Neurotic Personality Qualities and the Coping Strategies Used by College Students Under Academic Stress

- Sharma, N. S., Choudhary, N. M., & Shrotriya, N. V. (2022). Is Women's Personality Different from Men's Personality- Big Five Personality Traits and Gender Roles. *Journal of Pharmaceutical Negative Results*, 1755–1758.
- Vollrath, M. (2001), Personality and stress. *Scandinavian Journal of Psychology*, 42: 335-347.
- Weisberg, Y. J., DeYoung, C. G., & Hirsh, J. B. (2011). Gender Differences in Personality across the Ten Aspects of the Big Five. *Frontiers in Psychology*, 2.
- Yikealo, D., Yemane, B., & Karvinen, I. (2018). The Level of Academic and Environmental Stress among College Students: A Case in the College of Education. *Open Journal of Social Sciences*, 06(11), 40–57.
- Yusoff, M. S. B., Yee, L. Y., Wei, L. H., Meng, L. H., Bin, L. X., Siong, T. C., & Rahim, A. F. A. (2011). A study on stress, stressors and coping strategies among Malaysian medical students. *International Journal of Students Research*, 1(2), 45–50.

Acknowledgment

The author appreciates all those who have successfully contributed in ensuring this paper in place. Their contribution is acknowledged through their names cannot be mentioned.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Devchoudhury, S. (2026). A Study Examining the Relationship between Extraverted and Neurotic Personality Qualities and the Coping Strategies Used by College Students Under Academic Stress. *International Journal of Indian Psychology*, 14(3), 473-482. DIP:18.01.040.20261403, DOI:10.25215/1403.040