

Study

Personality types and student unrest – A correlational study

Dr. Shaheen Falki^{1*}

ABSTRACT

“Cultivation of mind should be the ultimate aim of human existence” - B. R. Ambedkar
Education and human existence go hand in hand and students are the light bearer of the bright future of any country. But why are students at unrest? This study aims to find the relationship between personality type of students and their level of unrest. And the factors contributing to high levels of student unrest. Student Unrest Measuring Scale (by Dr. Vineeta Khanna, 1980) and Type-A/B Behavioral Pattern Scale (by Upinder Dhar and Manisha Jain, 2009) were used for measuring 782 students of AMU, Aligarh. Results showed that personality type A is having a significant positive correlation ($r = .739$) with student unrest while personality type B is having a significant negative correlation ($r = -.635$) with student unrest. Not only this, but both personality types can significantly predict the levels of unrest in a student.

Keywords: *Personality Type A, Personality Type B, Student Unrest, Personality Types*

“A child without education is like a bird without wings.”

This Tibetan proverb effectively tells us about the importance of education in one's life. As it is well-known fact which was given by John Locke, that child's mind is like a clean slate or a 'Tabula Rasa'. Education, knowledge, and experiences fill this slate and help in overall development. Education is not only a promise for the better, brighter, and prosperous future of any individual but of the whole nation itself. Youths, especially students, are the backbone of society. And as everyone says that, it is on their shoulders that the future of the country depends on. However, has anyone ever thought or realized that we have put the entire responsibility of achieving and fulfilling all the functions of the society on the delicate shoulders of students without caring whether they are physically and mentally ready for it or not? The pressure of meeting the challenges that we, as a society, country, and the whole world, throw at them for defending the freedom and integrity of the country is so much that they, at their tender age begin to lose their lifestyle, their freedom, and their dreams. Students who just stepped into the world of understanding themselves and organizing their thoughts and their lives are given a burden of the future not by themselves but by the parents, society, country, etc. As a result of these expectations and responsibilities, an uneasiness and unrest among the students are felt and seen. It is a fact, that not all students are same, for some, these are challenges to be taken while for others these are blockages in their paths, yet for some others, these are just little diversions in their paths. Some students take these challenges willingly while for some these are forced on

¹Department of Psychology, Aligarh Muslim University, Aligarh, India

*Responding Author

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them. Some try to find the solutions to these responsibilities and expectations while others just sit and argue about the unfairness done to them. But all in all, most of the students become frustrated, and stressed due to these and take different paths to find solutions. Personality can be the core reason for these differences in the response of students to their problems and unrest.

Bhattacharya (1967) says that "Student Unrest is a symptom, not a disease. Human unrest is prevailing all over the world today. It is a passing phase of the student's struggle for the betterment of their opportunities; academic, social, and economic. This indiscipline shown today is the result of strain and stress on the student's emotional life." While Patel (1967) defines student unrest as "the indisciplined behavior of the frustrated and hence aggressive student community. Student unrest results mostly from lack of provision of student welfare activities or from want of meeting adequately with student grievances."

The unrest in students is fuelled by not only inner circumstances like their personalities but also outer environment like educational institutions themselves. It is seen that the educational universities, which are considered as building blocks of student's future, are themselves adding fuel to the already tensed mental state of students, as they themselves are unable to fulfill the aims, objectives, and ideas that they promised the students. Due to this, students who are the main organ of university machinery, are not satisfied with the existing system of education and its progress. This emergence of the feeling of dissatisfaction among the minds of the students is creating an atmosphere of tension and thus hampering the climate of the university, and the nation itself.

In earlier times, students were highly submissive, quiet, cool-headed, and peace-loving. All the educational institutions enjoyed pin drop silence and basked in the silent retreats of the students. However, nowadays, students know their rights and their strengths. They now know that if they will not get what was promised to them, they can raise their voices and fight back to get it. They know that their unity is their strength and they can use it against teachers and administration both fairly and unfairly. Whether their unrest and revolt are fair or unfair (depending upon the situation), but one thing is clearly seen that not all students participate in unrest.

Many studies have found that personality affects the level of aggression and frustration in an individual. Personality not only affects an individual's behaviors towards a particular situation but also his outlook towards life as a whole. How an individual perceives a particular situation will affect his or her behavior towards that situation. Some individuals try to adjust to any given situation while others try to move away from in negative situation and still, others try to fight their way in that particular situation. Thus, the personality of students not only has a great effect on how he perceives any given situation and he tries to deal with it, but also the participation of students in unrest.

It was observed that personality characteristic is also one of the main cause of student unrest as social-political student leaders were found to be more impulsive, aggressive (Winborn & Jansen, 1967; Freeman & Brubaker, 1971; Whittaker & Watts, 1971) and dominant (Winborn & Jansen, 1967; Whittaker & Watts, 1971; Lewis, 1970). Winborn & Jansen (1967) in their study also found that most of the social-political leaders had a high level of frustration and low level of ego. Extraverts were highly, positively, and directly correlated with aggression (Sharpe & Desai, 2001; Barlett & Anderson, 2012), verbal aggression (Frost, 1970; Kashani & Shepperd, 1990), and impulsivity (Sanchez-Marin, Reiano-Infante

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& Rodriguez-Troyano, 2001). They also had a low level of stress and anxiety (Verma & Upadhyay, 1980). Jones, Miller & Lynam (2011) in their study found that neuroticism was highly and positively related to anti-social behavior while Sharpe & Desai, (2001) and Barlett & Anderson (2012) found that neuroticism was also highly and positively correlated with aggression. It was noted that impulsivity was strongly related to physical and verbal aggression (Cambell & Muncer, 1994), while anti-social personality was strongly correlated with straight-forwardness, forcefulness, and angry hostility (Kashani & Shepperd, 1990; Jones, Miller & Lynam, 2011). Lastly, it was also found that when anger was combined with narcissism and insults than it led to an exceptionally high level of aggression towards the source of insults (Bushman & Baumeister, 1998).

Objective

1. To investigate the relationship between student unrest and personality types – A & B among students of graduation and master courses of Aligarh Muslim University, Aligarh.
2. To predict whether personality types have any effects on the level of student unrest among students of graduation and master courses of Aligarh Muslim University, Aligarh.

Hypothesis

1. **H1a:** There will be a positive correlation between Personality Type A and its dimensions with Student Unrest and its dimensions among students of graduation and master courses of Aligarh Muslim University, Aligarh.
2. **H1b:** There will be a negative correlation between Personality Type B and its dimensions with Student Unrest and its dimensions among students of graduation and master courses of Aligarh Muslim University, Aligarh.
3. **H2a:** There will be a significant prediction of Student Unrest and its dimensions by Personality Type A and its dimensions (other than zero) among students of graduation and master courses of Aligarh Muslim University, Aligarh.
4. **H2b:** There will be a significant prediction of Student Unrest and its dimensions by Personality Types B and its dimensions (other than zero) among students of graduation and master courses of Aligarh Muslim University, Aligarh.

METHODOLOGY

Sample

The present study uses a quantitative approach method where primary data is collected using a convenience sampling technique. The initial sample consists of 1000 students of Aligarh Muslim University, Aligarh. Out of 1000, only 782 were selected for the final study as 218 failed to complete the full questionnaire. The age range of all the participants was from 17 to 24. The data was collected by the means of questionnaire method.

Measures

1. **Personal Data Sheet** - Personal datasheet includes information related to the subjects like their names, age, gender, courses students are enrolled in, etc.
2. **Student Unrest Measuring Scale** - It was developed by Dr. Vineeta Khanna (1980). It consists of 50 items divided into five dimensions of college life namely – Fellow Students, Teachers, Physical Amenities in the college, College Administration, and Curriculum & Examination system. There are 10 items for each dimension. The subjects have to give their responses to a 3-point Likert scale ranging from ‘Yes’, ‘Doubtful’, and ‘No’. The split-half

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reliability coefficient of this test is 0.76, which is considered satisfactory for our study. The validity of this scale is 0.51.

3. Type-A/B Behavioral Pattern Scale (ABBPS)

This scale is developed by Upinder Dhar and Manisha Jain (2009) to measure two different types of personality among students – Type-A and Type-B. This scale consists of 33 items and is divided into two parts: – 1 and 2. Part 1 measures Type-A personality. There are 17 items and 6 dimensions in this part. The dimensions are – Tense, Impatient, Restless, Achievement, Orientated, Domineering, and Workaholic. While Part 2 measures Type-B personality. There are five dimensions and 16 items in this part. The dimensions are – Complacent, Easy Going, Non-Assertive, Relaxed, and Patient. Responses are given on a 5-point Likert scale ranging from Strongly Agree to Strongly Disagree. Individuals with very high scores on part 1 will be considered as Type-A personality while an individual with a very high score on part 2 will be considered as Type-B personality. The odd-even reliability calculated by the reliability coefficient of both parts is .54, each. The scale has high content and face validity. The reliability index was found to be .73 for both parts separately.

Procedure

Prior to data collection, the investigator explained the purpose of the study to all the subjects. The investigator also established a rapport with the subjects and explained to them that there are no right or wrong answers and as far as possible they should answer truthfully. The subjects were assured that all their responses would be kept strictly confidential and would be utilized for research purposes only. After establishing rapport, data were collected both individually and in groups. Both the scales along with personal data sheets were administered. After the completion of the questionnaire, all the participants were thanked and given contact numbers in case they wished to know the individual results of a questionnaire administered on them. The convenience sampling method was used to collect the sample from Aligarh Muslim University, Aligarh. The total number of participants was 1000 on which the questionnaires were administered, but 218 questionnaires were excluded because they were either partially or totally incomplete. Therefore, the final sample on which the data analysis was performed was 782.

Statistical Techniques

Data are analyzed using the Statistical Package for Social Sciences (SPSS) version 20.0. In order to answer the research question, the following statistics were used in our study.

Test of Normality was used by calculating z-value (Skewness & Kurtosis) for each variable. Cronbach's Alpha was used to determine the reliability and internal consistency of each questionnaire of the current sample.

Pearson's Product-Moment Correlation Coefficient was used to find out the strength, magnitude, and direction of the relationship between the criterion variable, Student Unrest, and the predictor variables, Personality Type A & B.

Stepwise Multiple Linear Regression Analysis (MLRA) was used to predict the relationship between student unrest (criterion variable) and personality Type-A & B, (predictor variables).

Ethical Consideration

1. The written informed consent in the form of their signature was taken from all the participants on the questionnaire provided to them for the study.
2. Confidentiality of the participants and their results were taken utmost care of.

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Statistical Analysis

Many statistical analysis tools were used to arrive at the results, which are not only reliable but can also be generalized.

1. **Normality of The Tests** Normality of all the data on both the scales was measured and the z-score was calculated, it was found that all the variables were in the approx. normal range (± 1.96). This was done by using SPSS (Version-20.0) software package.
2. **Reliability of the Tests** The reliability of the test was done using Cronbach's Alpha, which helps in measuring the internal consistency of items in the scale. The range of Cronbach's Alpha should be between 0 to 1. The closer the alpha is to 1 the greater the internal consistency of the items in that particular questionnaire.

Table 1: Reliability (Cronbach's Alpha)

| Scales | No. of Items | Cronbach's Alpha Reliability | Original Reliability of Scales |
|--------------------|--------------|------------------------------|--------------------------------|
| Student Unrest | 50 | .829 | .760 |
| Personality Type A | 17 | .885 | .730 |
| Personality Type B | 16 | .934 | .730 |

Table 1 shows the number of items each of the scales has, their internal consistency i.e. Cronbach's Alpha value with the present sample, and the original reliability of the scales. All the values are close to 1 which shows that the internal consistency of all the scales or questionnaire are highly significant on the present sample thus all these tests are reliable.

Pearson Product Moment Correlation Coefficient (Variables only)

Correlation helps in measuring the association or relationship between two continuous variables. It measures both the strength and direction of the relationship that two variables share. It is denoted by 'r' and its value ranges from -1 to +1.

Table 2: Descriptive Statistics for Overall Student Unrest and Personality Types A & B

| Overall Variables | Mean | Std. Deviation |
|--------------------|-------|----------------|
| Student Unrest | 33.53 | 13.268 |
| Personality Type A | 56.25 | 11.762 |
| Personality Type B | 56.25 | 13.848 |

Table 2 shows the mean scores and SD of the overall variables. The mean score of overall Student Unrest is 33.53 and SD is 13.268 while the mean score of overall Personality Type A is 56.25 and SD is 11.762. The overall mean of Personality Type B is 56.25 and SD is 13.848.

Table 3: Inter-Correlation Matrix of Student Unrest, Personality Type A & B. (N=782)

| Variables | Personality Type A | Personality Type B | Student Unrest |
|--------------------|--------------------|--------------------|----------------|
| Personality Type A | 1 | -.852** | .739** |
| Personality Type B | | 1 | -.635** |
| Student Unrest | | | 1 |

***Correlation is significant at 0.01 level (2-tailed)*

From the above table 3, the correlation matrix, it is seen that there are 3 variables – Student Unrest, Personality Type A and Personality Type B and their data for 782 students. Pearson's Product-Moment Correlation Coefficient is used to measure the correlation between all the scales. Student Unrest is significantly positively correlated with Personality

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Type A with $r = .739$ at $p < .001$ level of significance. This means that when values of Personality Type A increase, the values of Student Unrest also increase. Student Unrest is significantly and inversely correlated with Personality Type B with $r = -.635$ at $p < .001$ level of significance. This means that as the scores of Personality Type B increase, the scores of Student Unrest decrease. It also means that individuals with Type A personality are more likely to have Student Unrest than students with Type B personality because Type B personality is inversely correlated with Student Unrest. This can also be seen when Personality Type A is correlated with Personality Type B. There is a high inverse correlation between them ($r = -.852$, $p < .001$) meaning when one type of personality score increases the scores of other decreases, which means that the person can have either Type A personality or Type B personality. And if the person is having Type A than he/she is more likely to have Student Unrest.

Pearson Product Moment Correlation Analysis (Variables with their Dimensions)

The correlation analysis is done with the Pearson Product-Moment Correlation. Table 4 its dimensions with 2 predictor variables and their dimensions. The criterion variable Student Unrest has 5 dimensions namely Fellow Students, Teachers, Physical Amenities, College Administration, and Curriculum & Examination System. The predictor variable 1, Personality Type A, has 6 dimensions namely – Tense, Impatience, Restless, Achievement Oriented, Domineering, and Workaholic. While the predictor variable 2, Personality Type B, has 5 dimensions namely – Complacent, Easy Going, Non-Assertive, Relaxed, and Patient.

Table 4 shows that all the dimensions of Student Unrest (fellow students, teachers, physical amenities, college administration, and curriculum and examination systems) are positively and significantly correlated with all the dimensions of personality type A (tense, impatience, restless, achievement-oriented, domineering and workaholic). The correlation of overall Student Unrest with overall personality type A is also positive and significant. ($r = .73$, $p < .001$). Therefore, our hypothesis H1a which states that there will be a positive correlation between Personality Type A and its dimensions with Student Unrest and its dimensions among students of graduation and master courses of Aligarh Muslim University, Aligarh, is proven and supported at $p < .001$. This finding indicates that students who have personality type A also have higher levels of Student Unrest.

Table 4 – Inter-Correlation (With Dimensions): Personality Type A, Personality Type B and Student Unrest

| | | Correlations | | | | | | | | | | | | | | | | | | |
|--------------------|-----|--------------|------|------|------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|
| | | X1 | X2 | X3 | X4 | X5 | X6 | X7 | X8 | X9 | X10 | X11 | X12 | X13 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Personality Type A | X1 | 1 | .176 | .614 | .613 | .580 | .280 | .837 | .182 | .459 | .476 | .416 | .447 | .558 | .092 | .015 | .071 | .011 | .077 | .075 |
| | X2 | | 1 | .156 | .328 | .290 | .280 | .517 | .052 | .138 | .110 | .049 | .153 | .140 | -.021 | -.080 | -.021 | -.147 | -.072 | -.089 |
| | X3 | | | 1 | .504 | .554 | .374 | .787 | .215 | .400 | .429 | .367 | .366 | .508 | .136 | .107 | .137 | .059 | .096 | .150 |
| | X4 | | | | 1 | .579 | .173 | .797 | .103 | .560 | .500 | .403 | .500 | .623 | -.030 | -.057 | -.041 | -.066 | -.075 | -.075 |
| | X5 | | | | | 1 | .320 | .809 | .248 | .380 | .399 | .454 | .405 | .523 | .232 | .140 | .102 | .034 | .021 | .142 |
| | X6 | | | | | | 1 | .594 | .190 | .059 | .079 | .183 | .127 | .190 | .160 | .048 | .093 | -.021 | .034 | .088 |
| Personality Type B | X7 | | | | | | | 1 | .263 | .560 | .564 | .546 | .543 | .686 | .121 | .047 | .085 | -.008 | .034 | .079 |
| | X8 | | | | | | | | 1 | .221 | .291 | .286 | .283 | .689 | .047 | -.051 | -.134 | -.075 | -.130 | -.105 |
| | X9 | | | | | | | | | 1 | .662 | .559 | .507 | .820 | -.149 | -.070 | -.069 | -.129 | -.043 | -.122 |
| | X10 | | | | | | | | | | 1 | .602 | .613 | .841 | -.046 | -.058 | -.007 | -.096 | -.009 | -.055 |
| | X11 | | | | | | | | | | | 1 | .593 | .806 | .079 | .031 | .005 | -.044 | .028 | .025 |
| | X12 | | | | | | | | | | | | 1 | .816 | -.063 | -.093 | -.085 | -.180 | -.110 | -.144 |
| Student Unrest | X13 | | | | | | | | | | | | | 1 | -.033 | -.056 | -.056 | -.117 | -.050 | -.086 |
| | Y1 | | | | | | | | | | | | | | 1 | .417 | .398 | .323 | .269 | .641 |
| | Y2 | | | | | | | | | | | | | | | 1 | .400 | .403 | .412 | .708 |
| | Y3 | | | | | | | | | | | | | | | | 1 | .490 | .442 | .800 |
| | Y4 | | | | | | | | | | | | | | | | | 1 | .488 | .736 |
| | Y5 | | | | | | | | | | | | | | | | | | 1 | .721 |
| Y6 | | | | | | | | | | | | | | | | | | | 1 | |

X1 = Tense, X2 = Impatience, X3 = Restless, X4 = Achievement Oriented, X5 = Domineering, X6 = Workaholic, X7 = Overall Personality Type A, X8 = Complacent, X9 = Easy Going, X10 = Non-Assertive, X11 = Relaxed, X12 = Patient, X13 = Overall Personality Type B, Y1 = Fellow Students, Y2 = Teachers, Y3 = Physical Amenities, Y4 = College Administration, Y5 = Curriculum and Examination System, Y6 = Overall Student Unrest

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It is also seen that all the dimensions of Student Unrest (fellow students, teachers, physical amenities, college administration, and curriculum and examination systems) are negatively and significantly correlated with all the dimensions of personality type B (complacent, easy-going, non-assertive, relaxed and patient). It is also seen that there is a negatively significant correlation between overall Student Unrest and personality type B ($r = -.63, p < .001$). Therefore, our hypothesis H1b which states that there will be a negative correlation between Personality Type B and its dimensions with Student Unrest and its dimensions among students of graduation and master courses of Aligarh Muslim University, Aligarh, is also proven and supported at $p < .001$. This finding indicates that students with type B personality will have lower levels of Student Unrest.

Multiple Linear Regression Analysis (MLRA)

For performing multiple linear regression there are many assumptions that are to be seen. Some of the most important assumptions are – Linearity, Multi-Collinearity, Heteroscedasticity, Normality, and Independence which should be passed by criterion variable.

Table 5: Robustness Assumptions Checks for Multiple Regression

| Criterion Variable | R ² | Test of Robustness | | | | | Whether Robustness Verified |
|--------------------|----------------|--------------------------|------------------|---|--------------------|--|-----------------------------|
| | | Linearity Residual Plots | Homoscedasticity | Multi-Collinearity Tolerance & VIF (Range: Tol- 0-1, VIF-0-9) | Normality PP Plots | Independence Durbin-Watson (Range: DW < 3) | |
| | | 1 | 2 | 3 | 4 | 5 | |
| Student Unrest | .704 | Satisfied | Satisfied | Tol: .253 - .826 VIF: 1.210 – 3.952 | Satisfied | 1.959 | All are satisfied. |

It is seen in Table 5, that the robustness checks of all the 5 important assumptions namely Linearity, Homoscedasticity, Multi-collinearity, Normality, and Independence are satisfied by both predictor variables – personality type A and personality type B.

Step-wise linear regression method, which is the most commonly used method for selecting a predictor variable is used. If any of the predictor variables fails to meet the entry requirement that is both FIN: F-to-enter or PIN: Probability F-to-enter, then that variable is removed from the further process and calculation. In this method, the choice of the predictive variable is carried and, in each step, a variable is considered for addition to or subtraction from the set of explanatory variables based on some pre-specified criterion.

Multiple Linear Regression Analysis – Personality Type A and its Dimensions as a Predictor of Student Unrest

There are 6 dimensions of Personality Type A – Tense, Impatience, Restless, Achievement Oriented, Domineering, and Workaholic. All these 6 dimensions will be tested by Multiple Linear Regression Analysis (MLRA) by the stepwise method to know which are the strongest and most significant predictors of the criterion variable - Student Unrest.

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Table 6: MLRA of the Most Predictive Dimensions of Personality Type A Variable with Student Unrest

| Predictors | β | R | R ² | ΔR^2 | F | Df | p | f ² |
|--|---------|------|----------------|--------------|---------|---------|------|----------------|
| Dimensions of Personality Type A | | | | | | | | |
| (Model 4 : Y1= a + β_3X_3 + β_1X_1 + β_5X_5 + β_6X_6) | | | | | | | | |
| X3 | 1.437 | .654 | .427 | .427 | 582.415 | (1,780) | .000 | .745 |
| X1 | 1.020 | .721 | .519 | .518 | 421.003 | (1,779) | .000 | 1.079 |
| X5 | 1.098 | .747 | .557 | .556 | 326.11 | (1,778) | .000 | 1.252 |
| X6 | 1.002 | .757 | .573 | .571 | 260.495 | (1,777) | .000 | 1.331 |
| Constant | -9.999 | | | | | | | |

X3 = Restless, X1 = Tense, X5 = Domineering, X6 = Workaholic, Y1 = Student Unrest

Table 6 shows the stepwise MLRA (Multiple Linear Regression Analysis) of the most significant predictive dimensions of Personality Type A. Initially all the dimensions of Personality Type A were considered as significant predictors of Student Unrest but after using stepwise MLRA it was observed that only 4 out of 6 were significantly affecting Student Unrest. These were Restless, Tense, Domineering, and Workaholic. The rest of the dimensions like Impatience and Achievement Oriented are not significantly predicting Student Unrest.

The dimension which has the most significant effect on Student Unrest was Restless with R = .654, R² = .427 and ΔR^2 = .427. The F-value or value of ANOVA was 582.415 with df (1,780) was significant (p < .001). It was observed that Restless alone could explain 42.7% Student Unrest in an individual student. The Cohen's effect size (f² = .745) suggested a large or strong association of Restless dimension with Student Unrest.

When Restless was combined with the second most significantly affecting variable – Tense the values changed. The new values were R = .721, R² = .519 and ΔR^2 = .518. The F-value was (1,779) = 421.003 which was also significant (p < .001). It was also observed that their combined effect on Student Unrest increased to 51.9%. Cohen's effect size (f² = 1.079) suggested a large or strong association of Restless and Tense dimensions with Student Unrest.

Similarly, when both these (Restless & Tense) were combined with the third strongest predictor Domineering the values changed to R = .747, R² = .557, ΔR^2 = .556 and F (1,778) = 326.11 which was also significant (p < .001). And their combined effect on Student Unrest raised to 55.7%. Cohen's effect size (f² = 1.252) suggested a large or strong association of Restless, Tense, and Domineering dimensions with Student Unrest.

Finally, the last strongest variable Workaholic when combined with these three gave the values of R = .757, R² = .573, ΔR^2 = .571 with F (1,777) = 260.495 significant at p < .001. Thus again increasing the effect on criterion variable Student Unrest to 57.3%. Cohen's effect size (f² = 1.331) suggested a large or strong association of Restless, Tense, Domineering, and Workaholic dimensions with Student Unrest.

β -value or beta value shows the variables which have the most effect on the criterion variable Student Unrest i.e., which are the strongest predictor of the criterion variable. Restless is having the most effect on Student Unrest followed by Tense, Domineering,

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and Workaholic. In other words, the best and the strongest predictor of Student Unrest in Personality Type A is the dimension of Restless with β -value of 3.558.

Initially, all the 6 dimensions of Personality Type A were considered as significant predictors of Student Unrest but after using stepwise MLRA it was seen that only 4 out of the 6 variables were able to predict a significant amount of Student Unrest in an individual. Restless, Tense, Domineering and Workaholic passed on the criteria to predict Student Unrest with $R^2 = .573$, $F(1,777) = 260.495$, $p < .001$. Therefore, it can be inferred that these 4 dimensions combined together were able to explain about 57.3% of Student Unrest in an individual. Therefore, hypothesis H2a which states that there will be a significant prediction of Student Unrest and its dimensions by Personality Type A and its dimensions (other than zero) among students of graduation and master courses of Aligarh Muslim University, Aligarh, is proven and supported at $p < .001$ level of significance meaning that the slope of the regression line is not zero. It also indicates that any change in predictor variable Personality Type A will result in changes in the criterion variable i.e. Student Unrest.

Multiple Linear Regression Analysis – Personality Type B and its Dimensions as a Predictor of Student Unrest

There are 5 dimensions of Personality Type B – Complacent, Easy Going, Non-Assertive, Relaxed, and Patient. All these 5 dimensions will be tested by Multiple Linear Regression Analysis (MLRA) by the stepwise method to know which are the strongest and most significant predictors of the criterion variable - Student Unrest.

Table 7: MLRA of the Most Predictive Dimensions of Personality Type B Variable with Student Unrest

| Predictors | β | R | R^2 | ΔR^2 | F | df | p | f^2 |
|--|---------|------|-------|--------------|---------|---------|------|-------|
| Dimensions of Personality Type B | | | | | | | | |
| (Model 4 : $Y_1 = a + \beta_9X_9 + \beta_{12}X_{12} + \beta_{11}X_{11} + \beta_{10}X_{10}$) | | | | | | | | |
| X9 | -1.022 | .586 | .343 | .343 | 408.090 | (1,780) | .000 | .522 |
| X12 | -.618 | .621 | .386 | .384 | 244.942 | (1,779) | .000 | .628 |
| X11 | -.700 | .630 | .397 | .395 | 170.802 | (1,778) | .000 | .658 |
| X10 | -1.038 | .638 | .407 | .404 | 133.137 | (1,777) | .000 | .686 |
| Constant | 69.963 | | | | | | | |

X9= Easy Going, X12= Patient, X11= Relaxed, X10= Non-Assertive, Y1 = Student Unrest

Table 7 shows the stepwise MLRA (Multiple Linear Regression Analysis) of the most significant predictive dimensions of Personality Type B. Initially all the dimensions of Personality Type B were considered as significant predictors of Student Unrest but after using stepwise MLRA it was observed that only 4 out of 5 dimensions were significantly predicting Student Unrest. These were Easy Going, Patient, Relaxed, and Non-Assertive. The last dimension of Personality Type B - Complacent is not significantly predicting Student Unrest.

The dimension which had the most significant effect on Student Unrest was Easy Going with $R = .586$, $R^2 = .343$, and $\Delta R^2 = .343$. The F-value or value of ANOVA was 408.090 with df (1,780) was significant ($p < .001$). It was observed that Easy Going alone could explain 34.3% Student Unrest in an individual student. The Cohen's effect size ($f^2 = .522$)

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suggested a large or strong association of Easy-Going dimension of Personality Type B with Student Unrest.

When Easy Going was combined with the second most significantly effecting variable – Patient the values changed. The new values were $R = .621$, $R^2 = .386$ and $\Delta R^2 = .384$. The F-value was $(1,779) = 244.942$ which was significant at $p < .001$. It was also observed that their combined effect on Student Unrest increased to 38.6%. The Cohen's effect size ($f^2 = .628$) suggested a large or strong association of Easy Going and Patient dimensions of Personality Type B with Student Unrest.

Similarly, when both these (Easy Going & Patient) were combined with the third strongest predictor Relaxed the values changed to $R = .630$, $R^2 = .397$, $\Delta R^2 = .395$ and $F(1,778) = 170.802$ which was also significant ($p < .001$). And their combined effect on Student Unrest raised to 39.7%. Cohen's effect size ($f^2 = .658$) suggested a large or strong association of Easy Going, Patient, and Relaxed dimensions of Personality Type B with Student Unrest.

Finally, the last strongest variable Non-Assertive when combined with these three gave the values of $R = .638$, $R^2 = .407$, $\Delta R^2 = .404$ with $F(1,777) = 133.137$ significant at $p < .001$. Thus again increasing the effect on criterion variable Student Unrest to 40.7%. Cohen's effect size ($f^2 = .686$) suggested a large or strong association of Easy Going, Patient, Relaxed and Non-Assertive dimensions of Personality Type B with Student Unrest.

β -value or beta value shows the variables which have the most effect on the criterion variable Student Unrest i.e., which are the strongest predictor of the criterion variable. Easy Going is having the most effect on Student Unrest followed by Patient, Relaxed, and Non-Assertive. In other words, the best and the strongest predictor of Student Unrest in Personality Type B is the dimension of Easy Going with β -value of -2.529.

Initially, all the 5 dimensions of Personality Type B were considered as significant predictors of Student Unrest but after using stepwise MLRA it was seen that only 4 out of the 5 variables were able to predict a significant amount of Student Unrest in an individual. Easy Going, Patient, Relaxed, and Non-Assertive passed on the criteria to predict Student Unrest with $R^2 = .407$, $F(1,777) = 133.137$, $p < .001$. Therefore, it can be inferred that these 4 dimensions combined together were able to explain about 40.7% of Student Unrest in an individual. Therefore, hypothesis H2b which states that there will be a significant prediction of Student Unrest and its dimensions by Personality Types B and its dimensions (other than zero) among students of graduation and master courses of Aligarh Muslim University, Aligarh, is proven and supported at $p < .001$ level of significance meaning that the slope of the regression line is not zero. It also indicates that any change in predictor variable Personality Type B will result in changes in the criterion variable i.e. Student Unrest.

DISCUSSION OF THE RESULTS

Discussion tries to unfold the main findings of the study by explaining their meanings, reasons, and significance. In simple words, a discussion is the explanation, interpretation, and importance of our study's results.

It is observed that Personality Type A is significantly positively correlated with Student Unrest while Personality Type B is significantly inversely correlated with Student Unrest which means students with Personality Type A are most likely to be in unrest when compared with Personality Type B students. It is also observed that Restless, Tense,

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Domineering and Workaholic dimensions of Personality Type A are significant predictors of Student Unrest with Restless as the strongest predictor while Easy Going, Patient, Relaxed and Non-Assertive dimensions of Personality Type B are significant predictors of Student Unrest with Easy Going as the strongest predictor. As there are no direct study of Personality Types A & B with Student Unrest so studies of different dimensions of Personality Types (A & B) and Student Unrests were reviewed and it was seen in many studies that 'Domineering' dimension of Personality Type A, which is one of the strongest predictors of Student Unrest in this study, is highly positively correlated with indiscipline (Bhalla, 1970), activism (Lewis, 1970; Watts & Whittaker, 1971), aggression (Kashani & Shepperd, 1990) which all are different aspects of Student Unrest. This can be attributed to the fact that generally for obtaining dominance over someone or control over the situation or someone in a conflicting situation, the best way to deal is to use aggression (verbal or physical - like fighting, destroying other's property or any other type of violence) just to hurt other, put them down and finally show who is the boss (dominance over someone or situation). It was also seen that 'Complacent' which is the dimension of Personality Type B is negatively correlated with aggression (Freeman & Brubaker, 1971) Therefore, all these studies support our findings that Personality Type A students are more likely to be in unrest when compared to Personality Type B students. It can be attributed to the fact that when a person feels fully satisfied in his life and worry less there is a high chance that he will not get easily angry with anyone. Even if he gets angry then his way will not be aggressive. Type A personality individuals are mostly high achievers and do not accept failures easily thus when anything is acting as a hindrance in their path to success, they get impatient and aggressive and thus they try to remove that obstacle with whatever means they can find. That is why the level of unrest in them is higher.

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Centre of Advanced Study in Education, Faculty of Education and Psychology, MS University of Baroda.

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Conflict of Interest

The author declared no conflict of interest.

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