



## Personality Traits, Self-Esteem, and Anger Expression among University Students

Haseeb Ullah<sup>1</sup>, Saba Ehsaan<sup>2</sup>, Mafia Shahzadi<sup>3\*</sup>, Aqila Unbrin<sup>4</sup>

### Abstract

The study aims to determine the relationship between personality traits, self-esteem, and anger expression among university students. This quantitative research study employed a survey research design to investigate the relationship between personality traits, self-esteem, and anger expression among university students. Three questionnaires were utilized to collect data from a purposive sample of 100 university students, which were determined using the G formula for sample size calculation. The result of this study revealed significant relationships between all variables, highlighting the influence of personality traits on self-esteem and anger expression among university students. Additionally, findings indicated openness was the most common personality trait, while neuroticism was the least common. So, it is concluded that personality traits impact self-esteem and anger expression in university students.

**Keywords:** Personality Traits, Self-Esteem, Anger Expression, Students

### 1. Introduction

The human personality is a multifaceted and intricate entity. A person's unique thoughts, feelings, and behavior patterns are referred to as their personality (Kankaraš, 2017). It stems from a combination of experiences and contextual influences along with intrinsic tendencies and inclinations. While personality can alter throughout a lifetime, an adult's essential personality qualities usually don't change much (Wrzus & Roberts, 2017). For students, university is an important time for personal growth and transformation. People are exposed to fresh experiences, difficulties, and chances for self-discovery throughout this time (Anwar et al., 2024). Comprehending the personality characteristics of college students can yield a significant understanding of their adaptation, decision-making mechanisms, and general psychological welfare (Sarmiento et al., 2019). Furthermore, studies have demonstrated that personality qualities influence future results, professional decisions, and academic performance (Gambetti & Giusberti, 2019).

According to (Rothman & Melwani, 2017), personality traits are persistent patterns of thoughts, feelings, and behaviors that affect how people view and engage with the world. Understanding the function of personality and personality traits in college students has drawn more attention in recent years. The distinctive collection of traits, actions, and thought patterns that define each individual is referred to as their personality. According to research, these characteristics have a big impact on a lot of different areas of a person's life, like social relationships, academic achievement, (Steinmayr et al., 2018).

Conscientious students often attain academic success and better grades because they are well-organized, disciplined, and hardworking in their studies. Conversely, those who are receptive to new experiences are more likely to think creatively, look for fresh information, and consider many viewpoints, all of which can help them succeed academically (Kumari et al., 2022).

Success in the workplace is also influenced by personality factors. For instance, extraversion has been connected to higher levels of performance and job satisfaction in the workplace ((Cheung et al., 2022). Because extraverted people are typically gregarious, aggressive, and outgoing, they can succeed in leadership positions, networking, and job interviews. Furthermore, characteristics including emotional stability and conscientiousness have been linked to improved job performance and decreased turnover rates (Rubio-Valdehita et al., 2023).

Personality qualities have an impact on how people relate to and engage with others. According to Costa and McCrae (1992), those with high agreeableness levels, for example, are more likely to be cooperative, sympathetic, and compassionate, which makes it simpler for them to build and sustain healthy relationships. However, because of their propensity for negative feelings and emotional instability, people with high neuroticism may find it challenging to maintain healthy relationships (Al Doghan et al., 2019).

The general assessment and opinion we have of ourselves is referred to as self-esteem. It is essential to our relationships, mental health, and general well-being. Those who possess high self-esteem typically see themselves favorably, have faith in their skills, and exude confidence when facing obstacles in life. Studies have indicated that our sense of self-worth can greatly influence a number of areas in our lives (Imran et al., 2024). For instance, those who have high self-esteem are more likely to be satisfied with their lives, have better mental health outcomes, and experience less anxiety and depression (Evans et al., 2022). A person's self-esteem is greatly influenced by their personality, particularly university students who are dealing with the particular difficulties and demands of today's fast-paced society. In this setting, characteristics like assertiveness, resilience, and self-assurance can have a big influence on how students view themselves and handle

<sup>1</sup> Student at Leads University Lahore

<sup>2</sup> Lecturer at Leads University Lahore/ PhD Scholar, Department of Clinical Psychology, Government College University Lahore

<sup>3\*</sup> Trainer of UNODC and Colombo plan/Independent Researcher. [mafiahshahzadi62@gmail.com](mailto:mafiahshahzadi62@gmail.com)

<sup>4</sup> Principal Clinical Psychologist Punjab Institute of Mental Health Lahore

their academic journeys (Jabeen et al., 2023). Students may feel a great deal of pressure to live up to high standards due to the competitive nature of universities and the ongoing requirement to achieve academic excellence. Self-esteem can also be influenced by social dynamics and the need to blend in or be accepted by others. It's critical to acknowledge these obstacles and provide a nurturing atmosphere that encourages university students to have high self-esteem (Lauwrens & Grunow, 2012)

### 1.1. Rationale of the Study

The study aims to explore the relationship between personality traits, self-esteem, and anger expression in the context of university students. By examining these factors, the study hopes to provide insights into the psychological well-being and emotional regulation of university students. It's also helpful to mention that personality traits have been studied extensively in psychology and have been linked to various outcomes such as academic performance, career success, and overall well-being. Additionally, this study can highlight the relevance of studying personality traits in the specific context of Indigenous research, such as among university students. However, there is still much to uncover about the specific personality traits that are most relevant to university students and how they may impact their experiences and well-being. Therefore, the present study aims to further explore the relationship between personality traits and various outcomes among university students, with a focus on understanding how these traits may influence self-esteem, and anger expression.

### 1.2. Significance and Scope of the Study

The significance of the study "Personality Traits, Self-Esteem, and Anger Expression among University Students" lies in its potential to contribute to our understanding of the emotional well-being and coping mechanisms of university students. By examining the relationship between personality traits, self-esteem, and anger expression, the study can shed light on the factors that influence how students manage and express their anger. This knowledge can be valuable in developing interventions and support systems to promote healthier emotional regulation and overall mental health among university students.

In terms of scope, the study focuses specifically on university students. It aims to gather data and insights from this specific population to understand how personality traits and self-esteem may impact anger expression within the university context. The findings of the study can potentially be used to inform interventions and support programs tailored to the unique needs of university students in managing their anger and promoting emotional well-being.

### Hypotheses of the Study

- There will likely be a significant relationship between personality traits, self-esteem, and anger expression among university students.
- There will likely be a significant relationship between personality traits and anger expression among university students.
- Self-esteem will likely be a strong predictor of Anger Expression.

## 2. Method

In this research, a correlation research design was chosen to determine the relationship Between Personality Traits, Self-Esteem, and Anger Expression among University Students. A convenient sampling technique was used to collect the data from University Students from September 2023 to March 2024. The inclusion criteria involved, the participants who are currently enrolled in the honors program with aged between 16 to 35 years, both male and female students. The participants with medical and psychiatric comorbidity, and physical and intellectual disability were excluded.

### 2.1. Instruments

#### 2.1.1. Demographic sheet.

Personal information form comprised items related to the participant's name (optional), age, education, working/non-working, marital status, family structure, range of total family income, and comorbidities.

#### 2.1.2. The Personality Trait Questionnaire

The Personality Trait Questionnaire (PTQ) is a psychometric tool used to assess individual differences in personality traits based on research-derived models, such as the Five-Factor Model (FFM), which includes traits like openness, conscientiousness, extraversion, agreeableness, and neuroticism. It typically consists of self-report items designed to measure the frequency or intensity of specific behaviors, thoughts, and feelings that correspond to these traits. The high scores on traits like extraversion may suggest more outgoing, energetic behavior, low scores on neuroticism could indicate emotional stability and average scores usually reflect typical or balanced levels of the trait (Tsaousis, 1998)

#### 2.1.3. Self Esteem Scale

The Rosenberg Self-Esteem Scale is a widely used psychological tool developed by Morris Rosenberg in 1965. It aims to measure an individual's self-esteem, which is their overall evaluation and perception of themselves. The scale consists of 10 statements that participants respond to on a scale ranging from strongly agree to strongly disagree. By completing the questionnaire, individuals can gain insights into their self-esteem levels and how they perceive themselves. The Rosenberg Self-Esteem Scale is a valuable tool in understanding self-esteem and its

impact on various aspects of life, such as mental well-being, relationships, and personal development (Rosenberg et al., 1995)

#### 2.1.4. Anger Expression Scale

The State-Trait Anger Expression Inventory (STAXI) was developed by Charles Spielberger in 1988. The STAXI assesses different aspects of anger, including anger expression, anger control, and anger intensity. It consists of multiple items that participants respond to based on their feelings and experiences with anger. The scale can provide insights into how individuals express and manage their anger (van Elderen et al., 1997)

#### 2.1.5. Procedure

Initially, the study protocol was submitted to the Ethical Research Committee (ERC), and the study was approved by the Board of Studies (BOS) final approval was taken from the Institutional Review Board (IBR) on 18-5-2023, Government College University Faisalabad. The researcher briefly described the participants about the purpose of the study. After it informed consent was given to patients and they were asked to read and sign it if you are willing to participate in the study. it was assured the received information will remain confidential and you have a right to withdraw from the study anytime if you feel discomfort version 21.0 of the Statistical Package for Social Sciences (SPSS) was used for all analyses.

### 3. Results

**Table 1: Demographic Characteristics of the Sample (N=100)**

Variables	f	%
<b>Age</b>		
Less than 18 years	15	15%
18 to 25 years	75	75%
26 to 35 years	10	10%
<b>Gender</b>		
Male	46	46%
Female	54	54%
<b>Birth Order</b>		
First Born	23	23%
Middle Born	38	38%
Last Born	30	30%
Only Child	9	9%

Table 1 presents the demographic characteristics of a sample of 100 individuals. The majority of participants are aged 18 to 25 years (75%), with a nearly equal gender distribution (46% male, 54% female). Birth order shows a varied distribution, with 38% being middle-born and 23% first-born.

**Table 2: Correlations between Personality Traits, Self-esteem**

Scales	Self-Esteem
Openness,	.79**
Agreeableness	.56*
Conscientiousness	.51*
Extraversion	.68**
Neuroticism	.31*

\*p<0.05, \*\*p<0.01

Table 2 shows the correlations between personality traits and self-esteem among university students. Openness (.79\*\*) and extraversion (.68\*\*) have the strongest positive correlations with self-esteem, followed by agreeableness (.56\*) and conscientiousness (.51\*). Neuroticism shows a weaker, but still significant, positive correlation (.31\*).

**Table 3: Correlations between Personality Traits, and Anger Expression**

Personality Traits	State Anger	Trait Anger	Anger-in	Anger-out	Anger Control
Openness	.51*	1.54	1.32	-.31	.66**
Agreeableness	1.32	2.12	.61*	-.65*	1.43
Extraversion	1.22	.12	.15	.57*	.17
Neuroticism	.67*	.71*	1.43	1.29	0.11
Conscientiousness	1.54	1.62	0.01	.23	1.67

\*p<0.05, \*\*p<0.01

The table shows correlations between personality traits and anger expression. Openness and agreeableness are linked to anger control and anger expression, while neuroticism relates to state and trait anger. Extraversion and conscientiousness have weaker associations across anger dimensions.

**Table 4: Hierarchical Regression Analysis for Variables Predicting Self-Esteem (N = 100)**

Variables	B	95% CI	SE B	$\beta$	R <sup>2</sup>	$\Delta R^2$
<b>Step 1</b>					.43***	.43***
Constant	55.5	45.5	65.5	5.0		
Personality Traits	.99	.71	1.3	.14	.66***	
<b>Step 2</b>					.56***	.54***
Constant	31.3	16.7	46.0	7.3		
Personality Traits	.65	.35	.96	.15	.43***	
Self-Esteem	.55	.29	.81	.13	.42***	

The table presents a hierarchical regression analysis predicting self-esteem. In Step 1, personality traits significantly predict self-esteem, explaining 43% of the variance. In Step 2, adding self-esteem as a predictor improves the model, explaining 56% of the variance, with personality traits and self-esteem both showing significant contributions.

#### 4. Discussion

Personality qualities, self-worth, and the ability to express anger are important variables that have a big impact on students' quality of life. The first hypothesis states that personality traits, self-esteem, and expression of anger among university students are likely to be significantly correlated. It's interesting to note that the results indicate that university students' most prevalent personality feature is openness to new experiences. This characteristic shows a readiness to investigate innovative concepts, partake in intellectual activities, and welcome fresh encounters.

Many studies support the findings of the present study. Personality traits can vary, but according to research, openness is indeed one of the most common traits. It's associated with being curious, imaginative, and open to new experiences (Kaufman, 2013). On the other hand, neuroticism tends to be less common. It involves being more prone to negative emotions like anxiety and worry. Previous literature suggests that the most widely seen personality trait is openness to experience among young population. Research suggests that openness is one of the most common personality traits among individuals (Chamorro-Premuzic et al., 2009). Openness is characterized by a willingness to explore new ideas, being imaginative, and having a broad range of interests. People who score high in openness tend to be more creative, intellectually curious, and open to new experiences. This trait is often associated with being adventurous and having a broad perspective on the world (Connelly et al., 2014)

In the same way, Poropat (2009) found that openness to experience is commonly seen personality traits among young leaders. Another study showed similar results and found that the openness is the most common type of personality trait that was seen among young entrepreneurs ((Forgeard et al., 2022). On the other hand, one study found that conscientiousness is the most common personality trait is observed among school teachers in South Africa Jony, et. al., 2019). However, Personality traits can influence the way people respond to stressful conditions in competitive settings and extraversion personality trait is likely produce consequences on performance in real-world scenarios (Nye et al., 2013)

In addition, the least common personality trait is neuroticism and many study did support the research findings. One study found that neuroticism affect cognitive abilities show a critical impact on achievement test scores and educational attainment, personality traits produce distinct incentives to knowledge acquisition. This trait of personality is least common among personality traits ((Wortman & Wood, 2011). On the other hand, neuroticism is considered to be one of the least common personality traits. Neuroticism is characterized by a tendency to experience negative emotions such as anxiety, worry, and mood swings. Individuals who score high in neuroticism may be more prone to stress and have difficulty managing their emotions effectively ((Asquith et al., 2022)

The second hypothesis is that there will likely to be significant relationship between personality traits, self-esteem, and anger expression among university students. The present study found that that openness, extraversion, and agreeableness have stronger positive relationships with self-esteem, while conscientiousness and neuroticism have moderate positive relationships.

Research has shown that there are indeed relationships between personality traits and self-esteem. Several studies have found that openness, extraversion, and agreeableness tend to have stronger positive relationships with self-esteem (Wang et al., 2012) Individuals who score high in openness are often more self-assured and have a positive view of themselves. They are more likely to embrace their unique qualities and feel confident in their abilities ((Zeigler-Hill et al., 2015) Similarly, extraversion is associated with higher self-esteem. Extraverted people tend to be outgoing, sociable, and confident in social situations. Their ability to connect with others and enjoy social interactions contributes to their overall sense of self-worth. In the same way. agreeableness, characterized by being compassionate, cooperative, and empathetic, is also linked to higher self-esteem. Agreeable individuals often have positive relationships with others, which can boost their self-esteem and sense of belonging (Hong et al., 2020) On the other hand, conscientiousness and neuroticism have moderate positive relationships with self-esteem. Conscientious individuals are typically responsible, organized, and diligent. Their strong work ethic and ability

to achieve their goals contribute to a sense of accomplishment and higher self-esteem (Weidmann et al., 2017). Neuroticism, which involves being prone to negative emotions and experiencing higher levels of anxiety and stress, has a more complex relationship with self-esteem. While high levels of neuroticism can be associated with lower self-esteem, some individuals may use their self-awareness to motivate personal growth and improve their self-esteem (Cheng & Furnham, 2003)

Another study provided a good body of knowledge that these relationships can vary among individuals and across different contexts. Factors such as cultural influences, personal experiences, and individual differences can also play a role in shaping the relationship between personality traits and self-esteem (Cheng & Furnham, 2003)

## 5. Conclusion

The study concluded that the most common personality trait was openness and the least common personality trait was neuroticism. The study likely explored how different personality traits influence self-esteem levels and the expression of anger among university students. Furthermore, the study explored that personality traits, such as introversion/extroversion, openness, conscientiousness, agreeableness, and neuroticism, can impact self-esteem and the way individuals' express anger. Understanding these relationships can be valuable in identifying potential factors that contribute to students' overall well-being and mental health. It may also help develop interventions or strategies to support students in managing their anger and improving their self-esteem.

## 6. Implications

These are the implications of the current study.

- Analyze how traits like extraversion, neuroticism, and agreeableness influence anger expression among students.
- Use insights from personality analysis to develop specific strategies for managing anger more healthily.
- Explore the correlation between self-esteem and anger expression to identify potential relationships.
- Develop interventions that enhance self-esteem, leading to better
- Focus on interventions that support students' overall emotional health and contribute to a positive campus environment.
- Aim to assist students in their personal development, which can enhance their academic success and well-being during their university journey

## 7. Limitations

There are a few limitations of the current study

- Findings from the study may not apply to all universities in Lahore or other regions.
- Results are influenced by the specific characteristics of the participating universities and their student populations.
- A limited sample size may restrict the reliability and representativeness of the findings.
- Self-reported data collected through surveys can introduce biases, affecting the accuracy of the results.
- The reliance on quantitative research may overlook qualitative insights that could enrich understanding.
- The cultural context of the participating institutions might influence findings, limiting broader applicability.

## References

- Al Doghan, M. A., Bhatti, M. A., & Juhari, A. S. (2019). Do Psychological Diversity Climate, HRM Practices, and Personality Traits (Big Five) Influence Multicultural Workforce Job Satisfaction and Performance? Current Scenario, Literature Gap, and Future Research Directions. *Sage Open*, 9(2), 2158244019851578. <https://doi.org/10.1177/2158244019851578>
- Anwar, N., Shahzadi, M., Shahzadi, M., Khanum, S., & Imtiaz, M. (2024). Distress Tolerance and Mental Health Problems among University Students: Distress Tolerance and Mental Health. *Pakistan Journal of Health Sciences*, 73–78. <https://doi.org/10.54393/pjhs.v5i03.1336>
- Asquith, S. L., Wang, X., Quintana, D. S., & Abraham, A. (2022). The role of personality traits and leisure activities in predicting wellbeing in young people. *BMC Psychology*, 10(1), 249. <https://doi.org/10.1186/s40359-022-00954-x>
- Chamorro-Premuzic, T., Reimers, S., Hsu, A., & Ahmetoglu, G. (2009). Who art thou? Personality predictors of artistic preferences in a large UK sample: The importance of openness. *British Journal of Psychology*, 100(3), 501–516. <https://doi.org/10.1348/000712608X366867>
- Cheng, H., & Furnham, A. (2003). Personality, self-esteem, and demographic predictions of happiness and depression. *Personality and Individual Differences*, 34(6), 921–942. [https://doi.org/10.1016/S0191-8869\(02\)00078-8](https://doi.org/10.1016/S0191-8869(02)00078-8)
- Cheung, T., Graham, L. T., & Schiavon, S. (2022). Impacts of life satisfaction, job satisfaction and the Big Five personality traits on satisfaction with the indoor environment. *Building and Environment*, 212, 108783. <https://doi.org/10.1016/j.buildenv.2022.108783>

- Connelly, B. S., Ones, D. S., Davies, S. E., & Birkland, A. (2014). Opening Up Openness: A Theoretical Sort Following Critical Incidents Methodology and a Meta-Analytic Investigation of the Trait Family Measures. *Journal of Personality Assessment*, 96(1), 17–28. <https://doi.org/10.1080/00223891.2013.809355>
- Evans, A. M., Meyers, M. C., De Calseyde, P. P. F. M. V., & Stavrova, O. (2022). Extroversion and Conscientiousness Predict Deteriorating Job Outcomes During the COVID-19 Transition to Enforced Remote Work. *Social Psychological and Personality Science*, 13(3), 781–791. <https://doi.org/10.1177/19485506211039092>
- Forgeard, M., Roepke, A. M., Atlas, S., Bayer-Pacht, E., Björqvinnsson, T., & Silvia, P. J. (2022). Openness to experience is stable following adversity: A case-control longitudinal investigation. *European Journal of Personality*, 36(4), 483–506. <https://doi.org/10.1177/08902070221076902>
- Gambetti, E., & Giusberti, F. (2019). Personality, decision-making styles and investments. *Journal of Behavioral and Experimental Economics*, 80, 14–24. <https://doi.org/10.1016/j.socec.2019.03.002>
- Hong, M., Dyakov, D. G., & Zheng, J. (2020). Self-esteem and psychological capital: Their mediation of the relationship between Big Five personality traits and creativity in college students. *Journal of Psychology in Africa*, 30(2), 119–124. <https://doi.org/10.1080/14330237.2020.1744286>
- Imran, H., Rehman, S., Khanum, S., & Shahzadi, M. (2024). Association of Self-Esteem, Narcissistic Tendencies, and Selfie-Posting Behavior among Young Adults: Association between Self-Esteem, Narcissism and Selfies. *Pakistan Journal of Health Sciences*, 26–31. <https://doi.org/10.54393/pjhs.v5i01.1266>
- Jabeen, M., Shahzadi, M., & Amin, Z. (2023). Demographic Predictors of Conflict Resolution Styles Among Pakistani Adults. *Journal of Professional & Applied Psychology*, 4(4), Article 4. <https://doi.org/10.52053/jpap.v4i4.215>
- Kankaraš, M. (2017). Personality matters: Relevance and assessment of personality characteristics. OECD. <https://doi.org/10.1787/8a294376-en>
- Kaufman, S. B. (2013). Opening up Openness to Experience: A Four-Factor Model and Relations to Creative Achievement in the Arts and Sciences. *The Journal of Creative Behavior*, 47(4), 233–255. <https://doi.org/10.1002/jocb.33>
- Kumari, K., Ali, S. B., Batool, M., Cioca, L.-I., & Abbas, J. (2022). The interplay between leaders' personality traits and mentoring quality and their impact on mentees' job satisfaction and job performance. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.937470>
- Lauwrens, Z., & Grunow, M. (2012). POSITIVE INTERVENTIONS INTO ASSISTING YOUNG PEOPLE IN DEALING WITH TOXIC INFLUENCES PERPETUATED BY A FAST PACED 21ST CENTURY LIFESTYLE. *EDULEARN12 Proceedings*, 464–480. 4th International Conference on Education and New Learning Technologies.
- Nye, J. V., Orel, E., & Kochergina, E. (2013). Big Five Personality Traits and Academic Performance in Russian Universities (SSRN Scholarly Paper 2265395). <https://doi.org/10.2139/ssrn.2265395>
- Rosenberg, M., Schooler, C., Schoenbach, C., & Rosenberg, F. (1995). Global Self-Esteem and Specific Self-Esteem: Different Concepts, Different Outcomes. *American Sociological Review*, 60(1), 141–156. <https://doi.org/10.2307/2096350>
- Rothman, N. B., & Melwani, S. (2017). Feeling Mixed, Ambivalent, and in Flux: The Social Functions of Emotional Complexity for Leaders. *Academy of Management Review*, 42(2), 259–282. <https://doi.org/10.5465/amr.2014.0355>
- Rubio-Valdehita, S., Díaz-Ramiro, E. M., & López-Núñez, M. I. (2023). What Does the Feeling of Job Success Depend On? Influence of Personal and Organizational Factors. *Societies*, 13(6), Article 6. <https://doi.org/10.3390/soc13060140>
- Sarmiento, A. V., Pérez, M. V., Bustos, C., Hidalgo, J. P., & del Solar, J. I. V. (2019). Inclusion profile of theoretical frameworks on the study of sociocultural adaptation of international university students. *International Journal of Intercultural Relations*, 70, 19–41. <https://doi.org/10.1016/j.ijintrel.2019.02.004>
- Steinmayr, R., Heyder, A., Naumburg, C., Michels, J., & Wirthwein, L. (2018). School-Related and Individual Predictors of Subjective Well-Being and Academic Achievement. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.02631>
- Tsaousis, I. (1998). The traits personality questionnaire (TPQue): A Greek measure for the five factor model. *Personality and Individual Differences*, 26(2), 271–283. [https://doi.org/10.1016/S0191-8869\(98\)00131-7](https://doi.org/10.1016/S0191-8869(98)00131-7)
- van Elderen, T., Maes, S., Komproe, I., & van der Kamp, L. (1997). The development of an anger expression and control scale. *British Journal of Health Psychology*, 2(3), 269–281. <https://doi.org/10.1111/j.2044-8287.1997.tb00541.x>
- Wang, J.-L., Jackson, L. A., Zhang, D.-J., & Su, Z.-Q. (2012). The relationships among the Big Five Personality factors, self-esteem, narcissism, and sensation-seeking to Chinese University students' uses of social

- networking sites (SNSs). *Computers in Human Behavior*, 28(6), 2313–2319. <https://doi.org/10.1016/j.chb.2012.07.001>
- Weidmann, R., Ledermann, T., & Grob, A. (2017). Big Five traits and relationship satisfaction: The mediating role of self-esteem. *Journal of Research in Personality*, 69, 102–109. <https://doi.org/10.1016/j.jrp.2016.06.001>
- Wortman, J., & Wood, D. (2011). The personality traits of liked people. *Journal of Research in Personality*, 45(6), 519–528. <https://doi.org/10.1016/j.jrp.2011.06.006>
- Wrzus, C., & Roberts, B. W. (2017). Processes of Personality Development in Adulthood: The TESSERA Framework. *Personality and Social Psychology Review*, 21(3), 253–277. <https://doi.org/10.1177/1088868316652279>
- Zeigler-Hill, V., Holden, C. J., Enjaian, B., Southard, A. C., Besser, A., Li, H., & Zhang, Q. (2015). Self-Esteem Instability and Personality: The Connections Between Feelings of Self-Worth and the Big Five Dimensions of Personality. *Personality and Social Psychology Bulletin*, 41(2), 183–198. <https://doi.org/10.1177/0146167214559719>