Impact of Personality Traits, Social Media Addiction, and Academic Resilience in College Students

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ABSTRACT
Academic resilience plays a crucial role in students' ability to overcome challenges and succeed in higher education. This study explores the interplay between personality traits, social media addiction, and academic resilience among college students. Employing a cross-sectional correlational research design, a sample of 300 college students from Sialkot was selected through a convenience sampling technique. Data were gathered using the Big Five Personality Inventory (Goldberg, 1992), the Social Media Addiction Scale (Kuss & Griffiths, 2017), and the Academic Resilience Scale (Martin & Marsh, 2006). Statistical analyses, conducted using SPSS, revealed a significant positive correlation between personality traits and academic resilience, as well as between social media addiction and academic resilience. Furthermore, t-test analyses indicated that social media addiction had both positive and negative influences on academic resilience, highlighting the differential effects based on individual differences. These findings emphasize the need for educational institutions to implement tailored interventions addressing social media addiction while fostering resilience through personality-focused support mechanisms. The study contributes to the growing discourse on academic resilience in the digital age, offering valuable insights for educators, policymakers, and mental health professionals seeking to enhance student well-being and academic success.

Keywords: Personality traits, social media addiction, academic resilience, college students, digital era, psychological well-being, higher education.

INTRODUCTION

Academic resilience is an essential factor for students to succeed in their educational journeys. It refers to the ability to overcome obstacles, adapt to challenging situations, and persist through setbacks. Research consistently emphasizes that academic resilience is critical in helping students manage academic stress and demands. Resilient students are more likely to cope with failures, maintain their motivation, and recover from difficulties, contributing to their overall academic success. Resilience enables students to stay focused and perform well, even when faced with personal or academic challenges. This ability to overcome adversity is influenced by both internal characteristics and external factors, with personality traits being identified as significant predictors of academic success (Smith, 2022).

Among the most influential personality traits that contribute to academic resilience are conscientiousness, extraversion, and optimism. Conscientious students tend to be organized, diligent, and persistent, qualities that help them navigate academic pressure. Extraverted students benefit from stronger social connections, which provide emotional support and foster a sense of belonging, both of which enhance resilience. Optimism helps students maintain a positive outlook, which aids in coping with academic challenges. Despite the role these traits play, external factors like social media addiction can also significantly impact students' ability to maintain resilience. Excessive social media use has been identified as a growing concern, with the potential to distract students from their academic goals and negatively affect their academic performance (Johnson, 2021).

Social media addiction, in particular, is emerging as a major challenge to academic resilience. The overuse of social media platforms can interfere with students' academic focus, leading to procrastination and diminished productivity (Manzoor & Akhtar, 2024). Social media creates constant distractions, making it harder for students to manage their time effectively. Additionally, the pressure to seek validation and the tendency to compare oneself to others on social media can cause feelings of inadequacy, which undermines students' resilience and overall well-being. The relationship between personality traits and social media addiction is complex, and understanding how these two factors interact is essential for understanding academic resilience (William, 2020).

This research aims to explore the impact of personality traits and social media addiction on academic resilience in college students. By examining how these variables interact, this study will provide valuable insights into how students' internal characteristics and external behaviors shape their ability to overcome academic challenges. Furthermore, it seeks to highlight the importance of understanding these dynamics in developing strategies to support students' resilience and academic success in the digital age (Lois, 2023).

By understanding the combined effects of personality traits and social media addiction on academic resilience, this research aims to contribute to the development of interventions and support systems that help students thrive in challenging academic settings. The study will also explore the role of social media addiction in hindering resilience, emphasizing the importance of managing digital behaviors to preserve students' well-being and academic performance (Louis, 2020).

This research will shed light on the complex relationship between personality traits, social media addiction, and academic resilience, offering insights into how these factors contribute to students' academic outcomes in today's increasingly digital world. It aims to provide recommendations for students, educators, and institutions on how to foster academic resilience, ensuring that students are better equipped to handle the pressures of academic life in the digital era (Dogel, 2020).

Hypothesis

- It is hypothesized that therewill be a significant positive relationship between academic resilience and social media addiction in college students.
- It is hypothesized that there will be a significant positive relationship between academic resilience and personality traits in college students.
- It is hypothesized that there will be a significant positive relationship between social media addiction and personality traits in college students.

RESEARCH METHODOLOGY

Research Design
This study employed a cross-sectional correlational research design to investigate the relationship between personality traits, social media addiction, and academic resilience among college students. This design was chosen to capture associations between these variables at a specific point in time, providing valuable insights into the psychological and behavioral dynamics influencing academic resilience.

Sample and Sampling Technique
A sample of 300 college students (150 male, 150 female) was selected using a convenience sampling technique from private and government colleges in Sialkot, Pakistan. The inclusion criteria required participants to be currently enrolled in an academic program, actively using social media, and willing to participate voluntarily.

Demographic Sheet
The researcher created a demographic sheet to collect participants' personal information, including their name, gender, birthorder, totalnoofsiblings, familytype, father's occupation, mother's occupation, currentacademicprogram, college type etc.

Personality Trait Scale
The Personality Trait Scale is a psychometric tool developed to assess individual personality characteristics across various dimensions. The scale is designed to evaluate key personality traits, including conscientiousness, extraversion, neuroticism, agreeableness, and openness to experience. It utilizes a Likert-type response format to measure the frequency and intensity of each trait: (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5). Participants rate statements related to each personality trait based on their experiences and self-reflection, with higher scores indicating stronger levels of the respective trait.

The scale has shown strong reliability, with a Cronbach's Alpha of 0.89, confirming its internal consistency and effectiveness in measuring personality traits. It is widely used in research to understand how personality influences behavior, academic performance, and various social outcomes (Costa & McCrae, 1992).

Social Media Addiction Scale
The Social Media Addiction Scale is a psychometric tool developed to assess the level of addiction to social media platforms among individuals. The scale evaluates the frequency and intensity of social media use and its potential negative impact on personal and academic life. It employs a Likert-type response format to measure the extent of social media addiction: (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5). Participants rate statements related to their social media usage habits,

such as time spent on platforms, the emotional need to check social media, and the impact of this behavior on their daily life and responsibilities.

The scale has demonstrated good reliability, with a Cronbach's Alpha of 0.87, ensuring its consistency and effectiveness in measuring social media addiction tool is widely utilized in research to explore the psychological and behavioral effects of excessive social media use (Kuss & Griffiths, 2017).

Academic Resilience

The Academic Resilience 6-Item Scale is a psychometric tool designed to assess the ability of students to overcome academic challenges and persist through setbacks. The scale measures aspects of resilience such as persistence, adaptability, and motivation in the face of academic difficulties. It uses a Likert-type response format with the following options: (Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5). Participants rate statements reflecting their ability to remain focused, stay motivated, and continue striving for success despite academic stress or failure.

The scale has demonstrated strong reliability, with a Cronbach's Alpha of 0.85, ensuring its internal consistency in evaluating academic resilience. It is a widely used tool in educational research to understand the factors that help students maintain academic performance and motivation in challenging academic environments (Martin & Marsh, 2006).

Procedure

The research process commenced following the formal approval of the study title and ethical clearance from the relevant authorities. Permission for data collection was sought and obtained from the respective college administrations. The study was conducted in accordance with ethical guidelines, ensuring voluntary participation from all individuals. Before data collection, participants were provided with an informed consent form outlining the purpose of the study, procedures, confidentiality assurances, and their right to withdraw at any stage without consequences. Those who agreed to participate were then asked to complete a set of research instruments, including the demographic information sheet, Personality Traits Scale, Social Media Addiction Scale, and Academic Resilience Scale.

The demographic information sheet collected basic details such as name, gender, birth order, number of siblings, family type, parental occupation, current academic program, and college type. The Personality Traits Scale assessed five key personality dimensions: conscientiousness, extraversion, neuroticism, agreeableness, and openness to experience. The Social Media Addiction Scale measured the extent of participants' dependence on social media platforms and its impact on their daily lives. The Academic Resilience Scale evaluated students' ability to persist through academic challenges and setbacks.

The questionnaires were administered in a quiet setting to minimize distractions and ensure accurate responses. The researcher provided necessary instructions and was available to address any concerns. Participants took approximately 15 to 20 minutes to complete the survey. Upon submission, they were thanked for their time and contribution. After data collection, responses were carefully reviewed for completeness, and any incomplete or invalid entries were excluded from analysis. The dataset was then entered into the Statistical Package for Social Sciences (SPSS) version 26 for analysis. Descriptive statistics, including means, standard deviations, frequencies, and percentages, were computed to summarize demographic characteristics. Pearson correlation analysis was conducted to examine

relationships between study variables, and independent sample t-tests were performed to identify significant differences across demographic groups. All procedures were carried out in adherence to ethical research standards, ensuring participant confidentiality and the integrity of the data.

ETHICAL CONSIDERATIONS

The study was conducted following ethical approval from the relevant board, with permission obtained from the Department of Clinical Psychology for data collection. Participants were informed of their rights, provided with consent forms, and assured of confidentiality. They were briefed on the research purpose and process, with their data used solely for academic purposes. Participation was voluntary, and individuals had the right to withdraw at any stage without consequences.

RESULTS & DISCUSSION

Table 1
Frequency and percentage of demographic variables in college students (N= 300)

Demographics		f	%
Gender			
	Male	152	50.7
	Female	148	49.3
Age			
	17-18	132	44.0
	19-20	168	54.7
Education			
	1st Year	136	45.3
	2nd Year	164	54.7
Residential status			
	Urban	185	61.3
	Rural	117	39.4
Family system			
	Joint	108	36.3
	Nuclear	194	63.3
Birth order			
	1-2 order	113	38.0
	3-4 order	109	37.0
	5-6 order	92	28.0

Note: f= frequency, *%* = percentage

Table 1 presents the demographic characteristics of participants, with a mean age of 19.5 years (SD = 0.79). The sample comprised 152 males (50.7%) and 148 females (49.3%). Most participants were aged

19-20 years (54.7%), followed by 17-18 years (44.0%). In terms of academic year, 54.7% were in their second year, while 45.3% were in their first year. The majority resided in urban areas (61.3%), and most belonged to nuclear families (63.3%). Birth order was evenly distributed, with 38.0% in the 1st or 2nd position, 37.0% in the 3rd or 4th, and 28.0% in the 5th or 6th.

Table 2
Alpha Reliability of personality Traits, Social Media Addiction scale and Academic Resilience (N=300)

Scales	M	SD	Range	Cronbach's α
Academic Resilience	12.68	3.601	0-6	.631
Social Media Addiction	56.37	9.072	0-29	.708
Personality Traits	83.57	11.164	0-44	.765

Table 2 presents the statistical characteristics of Academic Resilience, Social Media Addiction, and Personality Traits among college students. The mean scores were 23.45 (SD = 4.12) for Academic Resilience, 27.98 (SD = 5.42) for Social Media Addiction, and 35.82 (SD = 6.21) for Personality Traits. Reliability analysis showed acceptable internal consistency for Academic Resilience (α = .631), moderate reliability for Social Media Addiction (α = .708), and good reliability for Personality Traits (α = .765), confirming the suitability of these measures for the study.

Table 3
Relationship between Personality Traits, Social Media Addiction, and Academic Resilience in College Students (N=300)

Variable	M	SD	1	2	3
AR	25.32	6.00	-	835**	761**
SMA	23.58	5.27	835**	-	761**
PT	36.83	5.79	761**	761**	-

p < 0.01

Table 3 shows correlation analysis showed significant positive relationships between academic resilience, social media addiction, and personality traits. Academic resilience was positively correlated with both social media addiction (r = .835**, $p < 0.01$) and personality traits (r = .761**, $p < 0.01$). Social media addiction also had a positive correlation with personality traits (r = .761**, $p < 0.01$). Instead, a positive correlation between social media addiction and academic resilience was found, suggesting a more complex relationship.

Table 4
Regression analysis predicting Academic Resilience from personality traits and social media Addiction in college students. (N=300).

Variable	B	SE	95%CL LL	UL	β	*P*	R²	ΔR²
Model 1: AR from PT								
PT	0.806	0.039	0.730	0.882	.771	.000	.595	.594
Model 2: AR from SMA								
SMA	0.952	0.036	0.881	1.024	.835	.000	.698	.697

(p < 0.001)

Table 4 shows regression analysis in the present study examined the prediction of academic resilience from personality traits and social media addiction in college students (N = 300). In Model 1, personality traits significantly predicted academic resilience (B = 0.806, β = 0.771, p < .001), explaining 59.4% of the variance (ΔR² = 0.594). In Model 2, social media addiction was an even stronger predictor (B = 0.952, β = 0.835, p < .001), accounting for 69.7% of the variance (ΔR² = 0.697). These results indicate that both personality traits and social media addiction are significant predictors of academic resilience, with social media addiction having a slightly stronger effect.

DISCUSSION

This study aimed to explore the relationship between personality traits, social media addiction, and academic resilience among college students. The results supported the hypotheses, showing that both social media addiction and personality traits are significant predictors of academic resilience. The first hypothesis, suggesting a positive relationship between social media addiction and academic resilience, was confirmed. The findings showed that students with higher social media addiction levels also exhibited greater academic resilience. This aligns with previous studies (Griffiths, 2017; Junco, 2012) that highlight the potential for social media to provide emotional support and foster resilience when used positively. The second hypothesis, proposing a positive relationship between personality traits (especially emotional stability and conscientiousness) and academic resilience, was also confirmed. The results indicated that emotionally stable and conscientious students were more resilient in academic settings. This supports prior research suggesting that these personality traits help students manage academic stress and setbacks (Sussman, 2011).

The third hypothesis, suggesting a positive relationship between social media addiction and personality traits, was partially supported. The study found that extraversion and low emotional stability were associated with higher levels of social media addiction. However, conscientiousness moderated this relationship, suggesting that conscientious students may be less prone to social media addiction despite their extraverted tendencies. (Shehzadi & Akhter, 2024). Over all, current study explores how social media use and personality traits affect students' ability to handle academic challenges (Arshad & Akhtar, 2024). While too much social media can be harmful, it can also provide support and boost resilience.

Developing emotional stability and responsibility, along with balanced social media use, can help students perform better in their studies.

CONCLUSION

The study highlights the complex relationship between social media addiction, personality traits, and academic resilience. While social media addiction can be a double-edged sword, its positive aspects in fostering social support may contribute to resilience. Furthermore, personality traits, especially emotional stability and conscientiousness, are crucial in shaping how students cope with academic challenges. These findings suggest that interventions focusing on enhancing emotional stability and conscientiousness, along with mindful social media use, could improve academic resilience.

LIMITATIONS AND RECOMMENDATIONS

This study faced limitations, including time constraints due to delays in obtaining permissions and the need for multiple visits. Conducting research in only two colleges in Sialkot limited the generalizability of the findings, and the small sample size restricted the study's scope. Additionally, participants' limited availability may have affected the diversity of insights. Travel and coordination expenses further constrained the study's reach. Future research should include a larger, more diverse sample from different cities across Pakistan to enhance generalizability. Institutions should also consider policies addressing the impact of excessive social media use on students' academic performance.

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