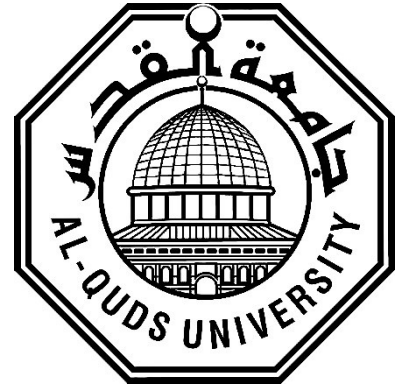


Deanship of Graduate Studies

Al-Quds University



**The Big Five personality traits of millennial immigrants
and digital natives in Palestine**

Enas M.B Haj Ali

MA Thesis

Jerusalem / Palestine

1446/2024

The Big Five personality traits of millennial immigrants and digital natives in Palestine

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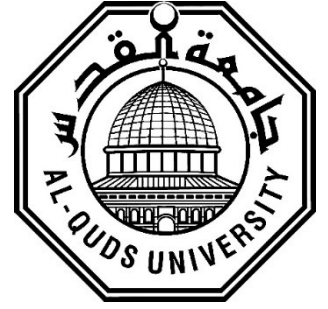
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Dedications

I dedicate my thesis work to my family, friends, and professors.

The thesis is dedicated to my professors and mentors, Dr. Nader Salha and Dr. Walid Shurfaa thank you for the enriching, extremely tough, and interesting experience of the educational journey of research Without them my experience would have been nothing.

I am grateful to my parents and siblings, especially my brother Bashir who always encouraged me and never left my side, thank you for being my supporter, best friend, and my superhero.

I also dedicate this thesis to my friends who shared this journey with me at Al-Quds University, with all the hardness, stress, fun, and enthusiasm they were always by my side, thank you for being the best part of this experience.

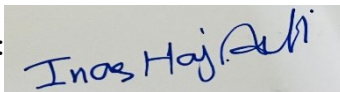
To those great people who inspired me. thank you for being the sunshine of journey.

Inés Haj Ali

Declaration:

I certify that this thesis submitted for the degree of master is the result of my research, except where otherwise acknowledged, and that this study or any part of the same has not been submitted for a higher degree to any other university or institution.

Signed:

A rectangular box containing a handwritten signature in blue ink that reads "Enas Haj Ali".

Enas Mahmoud Bashir Haj Ali

Date: 12 May 2024

Abstract

This study examines the variations in the Big Five personality traits among Palestinians, with a particular emphasis on the millennial and digital native generational cohorts.

With both qualitative and quantitative methodology, information was gathered from a sample of Palestinian people in various age groups using standardized measures to evaluate extraversion, agreeableness, conscientiousness, neuroticism, and openness to new experiences.

The goal of the qualitative analysis is to clarify any possible differences in personality profiles between digital natives, those born after the mid-1990s and having grown up in the digital era—and millennials, or those born between the early 1980s and the mid-1990s. The study investigates how generational effects, technological factors, and sociocultural factors may affect how personality traits manifest in the Palestinian context through statistical comparison analyses.

Moreover, these results have implications for comprehending generational transitions and the influence of digitalization on personality development. This study adds to the body of knowledge on cross-cultural psychology, providing insights into how Palestinians' personality traits are changing.

According to the findings, millennials exhibited significantly higher levels of four out of the Big Five Factors, and they also showed significantly higher levels of neuroticism and emotional stability than did Palestinian society's generation Z.

According to the findings, millennials significantly recorded higher levels of four out of the Big Five Factors, and they also showed significantly higher levels of neuroticism and emotional stability than did Palestinian society's generation Z.

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Definitions

The Big Five personality traits: Known also as the Five Factor Model (FFM) is scale popular internationally as a recognized framework for assessing and characterizing personalities that consider five traits as significant factors.

Openness to Experience: According to McCrae & Costa (1999), the openness trait is a reflection of a person's will and openness to be more inquisitive, receptive to new ideas and experiences. This trait is evident in those who tend to explore new ideas and experiences.

Conscientiousness: People who are more organized, accountable, and self-disciplined tend to be more dependable in their behavior, according to Costa & McCrae (1992).

Extraversion: People who tend to be assertive and gregarious are also more extroverted and have more vivacious personalities, according to Costa & McCrae (1992).

Agreeableness: Higher agreeableness correlates with a preference for social harmony as well as traits like compassion, empathy, trust, and altruism, according to Costa & McCrae (1999).

Neuroticism: According to Costa & McCrae (1992), neuroticism is defined by high levels of moodiness, a propensity for frequent emotional changes, and a propensity to carry feelings of vulnerability, anxiety, and depression.

Digital immigrants: People who did not grow up in the digital era but embraced digital technologies as adults are known as digital immigrants, according to Prensky (2001).

Digital natives: According to Prensky (2001), those who grew up in the digital age and were early users of digital devices like computers and cell phones are known as digital natives

Chapter One

Introduction

In recent years, the psychology of personality has attracted a great deal of attention, specifically personality traits that describe the patterns of thoughts, feelings, and behaviors that reflect the tendency to respond in certain ways under certain circumstances (Meyer et al., 2023). This thesis specifically targeted Palestinians, both millennials and individuals who were born between 1981 and 1996 and Generation Z individuals born between 1997 and 2012 (Owilla et al., 2023).

The Big Five Factor Model, or the global factors of personality, is one of the contemporary versions of factor models of personality developed in the framework of trait theory, which studies the structure of human personality that determines the features of human thinking, feeling, and behavior (Lampropoulos et al., 2022).

According to Costa & McCrae academics, clinicians and scientists can use this model to understand the five central principles that should be considered when psychologically examining individual human behaviors (Kutta et al., 2020). Since gaining extensive empirical support recently, this model has become the universal standard method for assessing personality traits and characteristics. Personality is shaped by a person's social interactions (Gurven et al., 2013; Aumeboonsuke & Caplanova, 2021; Sangwan, 2023; Cervone & Pervin, 2022).

Limited research has been published in recent years on personality traits as they relate to internet usage (Marengo et al., 2023; Der, 2021; Sarsam et al., 2021). Since personality traits seem to be relatively enduring characteristics of individuals, at the same time, not much research has focused on generations (Landers & Lounsbury, 2006), both digital natives and Millennials, according to Strauss and Howe (1991). People who were born in a certain year range belong to a generational cohort that has comparable traits and ways of behaving (Tsikhanyuk, 2015). According to the generation theory, a group of people who share the same birthdate and upbringing are studied (Borchert, 2000; Olegovna et al., 2021). As Don Tapscott explains in his book *Growing Up Digital*, which was released in May 1997, "A generation exists mostly in the minds of the people who belong to it." On the other hand, generational theory authors William Strauss and Neil Howe propose that society alternates between a cycle of growth, conformity, decay, and divisiveness and that each cycle is driven by changes in the values and attitudes of each new generation (Strauss & Howe, 1991). During a lifetime, generations are forged by common experiences." Thus, a millennial is a generation that combines virtual and reality (Tapscott, 2008, p. 2). Digital natives, or X Gen, were perceived by this generation to have developed information and communication technologies that were not available for other generations, such as video games, computers, and the internet with smart cell phones (Folta, 2021). The fact that technology has influenced their behavior, culture, and beliefs sets this generation apart from previous generations. As a result, they have a great deal of technological expertise and a great deal of access to a vast amount of information. (Ng & Johnson, 2015) Digital natives, however, witnessed more exposure to technology and social media every day, affecting their perception of most online messages.

According to Dixon (2024), the average daily exposure of Generation Z to media is nine hours on social media and over thirteen hours overall. (Lindner, 2023) (Vitelar, 2019)

According to Manovich (2017), Gen Z is therefore exposed to media all day and night, except sleeping, and the information in it has the potential to have a significant positive or negative impact on their emotional, mental, and spiritual well-being.

In terms of population, generation Z now makes up more than millennials, accounting for 32% of the 7.7 billion people on the planet as of 2019 (Gonzalez & Almeida, 2020). (Gomes & Pinho, 2023) As a result, technology has had a huge impact on Generation Z members' education and communication. It is also clear that individual differences, such as sex, age, income, and personality type, exist. Researchers have paid close attention to the relationship that exists between personality and the use of social media, particularly about the Big Five model, or the five-factor model of personality (Nabi & Oliver, 2009). Openness, extraversion, neuroticism, conscientiousness, and agreeableness are the five factors that make up the Big Five Model (Ehrenberg et al., 2008).

The first section of this thesis examines existing literature and a later developed conceptual framework with research hypotheses based on this conceptual model of whether personality traits are different due to many factors mentioned above. Subsequently, the methodology will be described clearly and in detail, and the findings will be discussed.

The study of this thesis specifically targeted Palestinians, both millennial individuals who were born from 1981 to 1996 and Generation Z individuals who were born between 1997 and 2012, to study their Big Five personality traits, mainly more exploration of human personality structure that determines the features and aspects of thinking, feeling, and behavior of any human, since limited research has been conducted in Palestine and has been published in recent years on personality traits as they relate to Internet usage since personality traits seem to be relatively enduring characteristics of individuals, and at the same time, not much research has focused on generations.

Keywords: Palestinian millennial, personality traits, digital immigrants, digital natives.

1.2 Problem Statement:

The personality traits of millennials, immigrants, and digital natives in Palestine, are influenced by various factors, including generational differences, and cultural context. Understanding these personality traits is essential for comprehending the behavior and characteristics of these groups within the Palestinian context since research has shown that digital immigrants and digital natives exhibit different personality traits and psychopathological symptoms, particularly regarding internet use which played a huge role in lives of both generations (Wickord & Quaiser-Pohl, 2022).

Moreover, the influence of personality traits on attitudes towards digital immigrants has been studied, with results from related studies showing that low agreeableness and openness are linked to both target-specific prejudice and generalized prejudice across multiple target groups (Crawford & Brandt, 2019) but in the context of studying digital natives, research has highlighted the prevalence of addiction tendency among digital natives, emphasizing the psychological issues associated with internet use (Chen, 2022).

Additionally, the characteristics of digital natives, such as growing up with technology, reliance on graphics to communicate, comfort with multitasking, and a preference for immediate gratification and rewards, have been recognized as distinguishing traits (Milutinović, 2022). These factors contribute to the understanding of digital natives' behavior.

Previous research has suggested that social-historical events may have different consequences for people of various ages. It may therefore contribute to differences between birth cohorts (Smits et al., 2011) since personality factors are linked to changes in

sociocultural factors over time, on the other hand, many studies suggest that the broad socio-cultural context may influence personality factors that may change by generational cohorts. Nevertheless, the concept of personality traits implies a certain degree of stability in an individual's lifespan.

Our culture has recently been shaped and is currently being reshaped by the massive digital immersion of technology in all and every aspect of our lives (Livingstone, 2019) many researchers, started opening up new questions about changes, which according to the generation theory can be important when studying personality traits and whether it changes according to each generation immersion of technology or other massive that happened constantly might play a role in personality and behavior (Couldry 2012).

As a result, there is a growing concern about the relationship between personality traits among different generations and how using the internet can alter behavior.

Consequently, a reliable and efficient model is required to identify the Big Five personality traits in Palestinian youth. This is a crucial issue because it will help determine whether or not both generations are impacted by the internet as a major change in their social and cultural aspects of life and which personality traits are most impacted by age differences.

1.3 Significance of the study

investigation of human behavior by personality perspective is more likely to reflect individual motives, needs, values, preferences, and other personality traits (Landers & Lounsbury, 2006) as a result, there has been a small but growing body of research on personality traits in recent years since when we talk about personality the majority of earlier research only looked at one or two personality traits at a time not taking the five personality traits in research Additionally, there aren't many studies looking at how these constructs relate to "The Big Five personality traits," among different generations which means that

more research is needed to understand how the Big Five traits integrate across generations. Furthermore, the distinctions that the Big Five personality traits describe are essential for evoking individual differences that are stable over time among different generations to help to develop policies that suit generations differently.

1.4 Research Motivation

Although personality psychology is huge field worldwide but there are few studies that specifically focus on Palestinian youth, which make it difficult to identify and leverage Palestinian millennial's' and Generation Z's strengths, preferences, and needs without empirical evidence on their personality characteristics, which could lead to decision-makers relying on assumptions or generalizations that do not accurately reflect the diverse experiences and identities within Palestinian youth.

The primary drivers of these two generations' psychological traits will be beneficial in a variety of contexts, such as:

Cultural context and how Palestine-specific cultural elements affect the way millennial and Generation Z develop as individuals, as an indication for their psychological well-being as a major factor in determining personality qualities.

On the other hand, personality attributes social interaction patterns, communication preferences, and dispute resolution techniques effect social dynamics in Palestinian communities by examining the personality features of millennial and Gen Z.

Generational Differences trends and shifts in personality types between Gen Z and millennial can be examined by comparing them where its policy implications are studied for decisions about youth empowerment, educational reform, and social development programs can be influenced by the knowledge obtained from examining personality traits among Palestinian millennial and Gen Z.

Academic Contribution: Research on personality psychology widens our knowledge of human personality diversity and development, and behavior globally by looking at these specific demographic groupings.

1.5 Research Goals

Understanding the psychological traits, attitudes, and behaviors of Palestine's Generation Z and digital immigrants populations requires a thorough examination of their personality traits, within their Palestinian context and social and cultural aspects furthermore, the study of personality traits among different generational cohorts is recognized as essential for understanding the unique characteristics and behaviors of each generation.

Research has shown that the Big Five personality traits are essential components of personality, according to research (Strickhouser et al., 2017) that significantly influence various aspects of individuals' lives, including their health, job satisfaction, attitudes towards specific behaviors, and social interactions (DeYoung, 2006; Petasis & Economides, 2020; Topino et al., 2021).

Studying these traits among millennial and Generation Z in Palestine can provide a full and wide understanding of their psychological changes with its implications for their well-being, career satisfaction, and social relationships (Thalmayer et al., 2022).

It sheds light on their attitudes towards immigration, their risk-taking behaviors, and their satisfaction in various domains, providing valuable insights for policymakers, employers, and marketers (Slišković et al., 2022)

Studying personality traits among millennial and Generation Z in Palestine is crucial for gaining insights into their psychological characteristics, attitudes, and behaviors within the Palestinian context.

1.6 Research Questions

The research questions are addressed:

What are the main differences among Palestinian millennial and digital natives have, when it comes to the big five personality traits?

1.7 Research Hypothesis

Theory background and hypotheses development:

The five-factor model theory in psychology is based on the Big Five personality traits that include dimensions that are used to describe human personality, taking into consideration that each model can explain distinct personality traits without conflicting with one another (Costa & McCrae, 2012) which also seems to be found across a wide range of participants of different ages and of different cultures (Schacter et al., 2016).

Openness to experience can be described by studying the range of experiences each individual has and the general appreciation of creativity, adventure, inventiveness, and curiosity According to Costa and McCrae (1992) on the other the tendency to maintain strength under pressure, along with the ability to follow rules, and work toward goals despite unreasonable expectations from others is related with higher level of conscientiousness. While agreeableness is a reflection concern of individuals for social harmony.

The range of activities and the production of energy through outside sources might be seen as traits of extraversion (Laney, 2001) while neuroticism as a trait is mostly reflected as negative emotions including rage, anxiety, and depression which is also referred to as emotional instability (Jeronimus et al., 2014).

Trait theory has been extensively studied and tested through various methods, including self-report questionnaires and factor analysis which is a widely used framework as a measurement of personality traits, alternatively referred to as the Five-Factor Model, as each

dimension is made up of a collection of distinct traits that represent a person's behavior, and emotional patterns (McCrae & Costa, 2006).

Several self-report questionnaires have been created by researchers as a final evaluation of the Big Five dimensions in which each questionnaire usually comprises a set of statements or questions that respondents rate on a Likert scale (strongly agree to strongly disagree) and the answers provide an overall score for each dimension (Hergenhahn, B. R., & Olson, M. H. 1999) to offer insightful information about a person's distinctive thoughts, behavior, and emotional patterns.

As a result, the following hypotheses were formulated in response to research on digital natives and immigrants' personality traits mentioned:

Hypothesis 1: The big five personality trait differences will be positively correlated with internet use among digital natives and millennial.

Hypothesis 2: Generations theory plays a significant role in the differences between the big five personality traits among digital natives and millennial.

Hypothesis 3: We hypothesize that Internet usage can influence personality traits in line with McLuhan's theory that technology is an extension of Man.

1.8 Limitations

The limitations of the research were:

- Insufficient cooperation from the study sample to finish the study in a shorter time due to the size of the sample.
- Lack of financial support to cover a wider section of the study community.
- Geographical outreach due to the Israeli occupation, which included all Palestinian cities.

1.9 Boundaries

The study community was digital immigrants and digital natives, the study sample consisted of 400 people from both sexes. The time boundaries of the study were between Dec 2022 and June 2023, while the geographical boundaries were set to the historical Palestinian lands.

Chapter Two

Literature Review

2.1 The Big Five Personality Traits

The Big Five personality traits taxonomy of the five higher-order traits is mostly studied to account for people's differences according to (De Raad and Mlačić,2020) so it's considered the most researched and utilized personality construct to date that also can describe the majority of personality trait by these five basic factors: neuroticism, openness to experience, extraversion, agreeableness, and conscientiousness.

The five dimensions of personality helped the developers of the NEO PI-R, Paul T. Costa and Robert R. McCrae, to successfully demonstrate that the same Big Five personality dimensions are assessed in a multitude of different personality measures that were developed outside the five-factor framework (Diener, E., & Lucas,2019)

Research has examined personality traits as an expression of individuals' distinctive thoughts, feelings, and behavioral patterns, by the most known system of The Five-Factor Model in 1921 by Allport& Allport which later became the base of many new studies, finding that each traits of the Big five can be divided into facets to give a more fine-grained analysis of someone's personality (Matthews, Deary, &Whiteman, 2003)

Other "Personologists" assure that one key factor in explaining individual differences is comprehending personality traits as a reflection of basic dimensions on which people differ (Wehrli, 2008) suggesting that each has a limited number, and each person falls somewhere along these dimensions, as each trait potentially might be recorded to be low, medium, or high (Donnellan et al, 2006) and according to research, the five main traits are mostly independent, so a person's score on one trait does not necessarily indicate their score on the other traits. so for example, if a person scores an extremely high level of extraversion doesn't indicate that the same score will be recorded for other traits. According to Costa and McCrae (1992).

According to (Srivastava, 2008) the 'Big Five' was first coined by Goldberg in 1976 and became dominant in illustrating human personality (Roccas et al., 2002) since It is difficult to separate personality from the environment because both might influence behavior, emotions, and ideas that characterize an individual's actions, traits and behaviors, in a wide variety of social contexts (Asendorf & Wilpers 1998).

Brandt et al., (2022) assume that generational differences in personality are wide, historically, in which the change in the levels of adult Big Five traits is clear, it also suggests that agreeableness and neuroticism were more pronounced among young adults, but lower levels of openness were found.

Hayes, (2021) study assures the importance of studying personality traits according to internet usage and its impacts on generations, both millennials and digital natives due to the massive change and integration of technology into our lives.

Dye, (2007) research indicates that generations undergo fundamental changes during their lives that can impact their emotions, mental health, and well-being mostly the actual digital natives because they were exposed to the internet, social media, and mobile devices at a young age.

Francis & Hoefel, (2018) study suggests that a generation that grew up with access to the internet will grow up to be more hypercognitive when it comes to gathering, evaluating, and fusing information. On the other hand, these younger generations started to have a certain and significant impact on people of all ages and socioeconomic backgrounds.

Quercia et al. (2011) research linking personality with various Twitter user types mostly influential users, based on 335 users' personality data, found that extroverts with stable emotional states, while the well-liked users scored highly on openness and influential users scored highly on conscientiousness.

Chittaranjan et al. (2011) studied that reveals the Big Five personality traits using aggregated features from smartphones, showing that the use of office apps is linked to conscientiousness and low openness with no emotional stability, while introverts or primary internet users, were more conscientious individuals who use the internet, and games but less communicative media apps. on other hand, the use of music apps is inversely correlated with both conscientiousness and emotional stability.

Smits et al., (2011) investigated any significant changes in the Big Five personality traits over a quarter-century, results showed that no discernible patterns were found in the Openness to Experience factor but slight linear increases in Extraversion, Agreeableness, and Conscientiousness and slight linear decreases in Neuroticism over time. These findings suggest that personality factors may be influenced by the larger sociocultural context.

(Correa et al., 2010) The study investigated the relationship between age and gender as well as personality traits and social media use and found that emotional stability was a negative predictor of social media use, while extraversion and openness to new experiences were positively correlated while Openness to new experiences emerged due to the frequency of social media use. Lastly, the best predictor of social media use was the extroverted personality trait.

Ross et al., (2009) The study stated that extraversion was not significantly correlated with the amount of time spent online but they belonged to more online groups, the use of social media platforms, or the number of online friends were not correlated with extraversion. the study highlighted a high level of openness and greater use of the online sociability function. Amiel & Sargent, (2004) Reported that people with high neuroticism use the internet to stay informed about social updates and to feel like they belong while the extraversion trait was found among users who may use computer-mediated communication as a social tool but not as a replacement for in-person social interactions.

Mroczek & Spiro, (2003) Research on adult personality trait trajectories revealed unique extraversion and neuroticism levels as well as significant individual differences in intraindividual change for both traits. These findings imply that personality trajectories are highly variable and that some of this variability can be accounted for by birth cohort in addition to age-graded life events.

2.2 The Big Five Personality Traits Differences Among Generations

Within the context of psychology and sociology, a generation is defined as a cohort while Ryder expanded this definition stating that a generation is a group of people who experienced the same events during the same period that happened during critical periods of change and development (Costanza et al.,2012).

Dimock, (2022) Studies spanning multiple generations have demonstrated that generational cohorts encompass more than just demographic data. He states that millennials or Gen Y are defined as those born between 1981 and 1996 with an age range is 24-39 while Gen Z, on the other hand, is defined as those born in 1997 and onward, and their age range is 23 and below.

Lee et al., (2021) defined digital immigrants as those who were born between 1991 and 2010 or a millennial generation while those who were born between 1995 and 1996, are Gen Z.

Singh, Dangmei, (2016) defined Millennials as "those who, on the other hand, exist in a world with internet, web, laptops, smartphones, and digital media, but were born in the 1990s and raised in the 2000s during the most profound changes in the century, while (Żarczyńska-Dobiesz, Chomałowska, 2014) characterized millennials as people who can move between the real and virtual worlds.

Dolot, (2018) Study considered Gen Z those born after 1995, are thought to be more concerned with their work and job search with a characteristic of being more interested in new technologies and getting access to these technologies.

Hardey, (2011) defined Gen Z as those born after 1995 with huge consumption of content from the Internet, they also produce and control it with flexibility as a break from routine. on the other hand (Hysa, 2016) portrays them as the most intelligent and sophisticated generation in history.

Borghans et al., (2008) Findings showed significant generational differences, in contrast to traditional measures of mental or cognitive skills, personality traits are conceived as skills that contribute independently in people's preferences, choices, and behaviors while Heckman et al. (2012) considered economic and life outcomes as personality traits impact.

2.3 Overview of Generational Theory

Commander, (2006) suggested understanding generational theory requires an understanding of the basic tenets of the theory in two parts, the first part of the theory suggests that people's experiences at an early age, have an impact on their behavior and decision-making later in life. However, the second part of the theory suggests that generations share the effects of life events at a given phase of life.

(Gerbner,1998) study confirmed that technology and media change a person's personality traits by the more time they spend "living" in it, the more likely they are to believe the pseudo-reality causing users to change traits like agreeableness, extraversion, conscientiousness, openness, and neuroticism.

Strauss & Howe, (1992) suggested that generations mature in four phases over 80–100 years, with a birth span of 20–25 years in between which manifests a collective persona of each generation grounded in their particular location in historical time and space. on the other hand, "In Millennials Rising": The Next Great Generation" by Howe, and Strauss predicts that millennials are more numerous, affluent, educated, and diverse than previous generations.

Woodruff & Birren, (1972) A study on age and personality recorded statistically significant factors with personality differences between the cohorts, in addition to small objective age changes in personality.

Savitt, (2010) According to a study, generation Z uses their individuality as a vital tool to get rid of the system control by using social media and hacking to get validation from the system for their own beliefs, agendas, and opinions.

Thus, it is crucial to consider social, political, economic, and historical factors as an influence on the general traits and characteristics of generations (Sajjadi & Castillo, 2012) while research by Karl Mannheim in his 1923 essay "The Problem of Generations", states that a generation has the power to affect individual's consciousness arguing that major historical events have a particularly strong impact on generations (McCrindle & Fell, 2019).

2.4 An Overview of McLuhan's Communication Theory

This theory shows how digital media significantly influence personality traits as they are extensions of humans with numerous empirical findings support McLuhan's theory that "The medium is the message," showing how the characteristics of digital media frequently have a greater impact on cognitive, and social, and emotional traits (Primack et al., 2017) by shaping people's thoughts, behaviors, self, and other perceptions, emphasizing how crucial it is to evaluate the media we use and the wider effects it has on the formation of our personalities (Sparrow et al., 2011)

Linked high social media usage with increased depression and anxiety among young adults, connection to McLuhan, the immersive and pervasive nature of social media impacts emotional well-being (Shensa et al., 2017) illustrating the medium's profound effect on users' emotional states Because digital media is a memory extension, it changes the way people store and retrieve information (Gupta et al., 2022).

Digital media's global reach creates a "Global village," influencing characteristics like empathy and cultural awareness, reflecting McLuhan's prediction, where users' interactive nature of social media, is mostly about seeking and receiving validation, shaping their emotional states and self-perception, and synthesize (Amichai-Hamburger & Vinitzky, 2010) the effects of the internet on personality traits, interactivity, and global connectivity shape users' cognitive, social, and emotional traits, demonstrating how McLuhan's theory that "The medium is the message applies, effect on cognition, impacting cognitive abilities like memory and attention, which frequently results in a decline in conscientiousness (Shadiev et al., 2021)

Table 2.1: Generational Labels and Dates Reported in Different Sources

Generational Labels and Dates Reported in Different Sources					
Source	Labels				
Howe and Strauss (2000)	Silent Generation (1925–1943)	Boom Generation (1943–1960)	13th Generation (1961–1981)	Millennial Generation (1982–2000)	—
Lancaster and Stillman (2002)	Traditionalists (1900–1945)	Baby Boomers (1946–1964)	Generation Xers (1965–1980)	Millennial Generation; Echo Boomer; Generation Y; Baby Busters; Generation Next (1981–1999)	—
Martin and Tulgan (2002)	Silent Generation (1925–1942)	Baby Boomers (1946–1960)	Generation X (1965–1977)	Millennials (1978–2000)	—
Oblinger and Oblinger (2005)	Matures (<1946)	Baby Boomers (1947–1964)	Gen-Xers (1965–1980)	Gen-Y; NetGen; Millennials (1981–1995)	Post-Millennials (1995–present)
Tapscott (1998)	—	Baby Boom Generation (1946–1964)	Generation X (1965–1975)	Digital Generation (1976–2000)	—
Zemke et al. (2000)	Veterans (1922–1943)	Baby Boomers (1943–1960)	Gen-Xers (1960–1980)	Nexters (1980–1999)	—

2.5 Millennials' Personality Traits as they Grow up Digital

Lampropoulos et al., (2022) study found personality traits are affected by experiences and the surrounding environment. Therefore, it is crucial to understand how personality traits contribute to the psychological dynamics that shape generations showing that personality traits and social media use are related.

Roos & Kazemi, (2018) study examined the relationship between personality and Internet usage across four generation cohorts, showing that low levels of neuroticism and high levels of extraversion and openness to experience were linked to overall Internet usage, on the other hand, it was negatively related to neuroticism but positively related to extraversion, openness to experience, and conscientiousness.

Sugiarta & Dewi, (2021) study discovered a significant negative correlation between internet addiction and neuroticism and agreeableness, but no significant correlation was found with this usage on the intellect, conscientiousness, and extraversion. In light of this, preserving mental health with less stress is a strategy to stop the spread of internet addiction.

Sharmila, (2020) The Big Five taxonomy offers to understand human personality traits that can be questioned whether the Big Five has anything to do with people's performance or behavior in real life.

Klobas et al (.2018) studied the negative effects of any social media platform usage on human personality, specifically agreeableness, and emotional stability finding that personality has an independent effect on compulsive YouTube usage with an association of disagreeableness but lower usage is associated with emotional stability. However, no relationship was found between extraversion or intellect/imagination with this social media usage.

(Prakash Yadav & Rai, 2017) found that social and economic class, morals, lifecycle stage along with age and maturity are some of the personal factors that shape Generations Y and Z so all of these intersect with their heavy use of social media in expressing themselves.

Alan & Kabaday1, (2016) studied personality characteristics that define Generation Y finding that people with high neuroticism, agreeableness, and conscientiousness tend to avoid social media use while those with high extraversion and openness tend to be more likely to use the internet. Surprisingly, people who are more emotionally stable spend less time on social media.

The results of the study by Xue et al. (2017) show that using new media has a significant positive impact on extraversion, openness, and agreeableness but no significant impact was found on users' emotional stability and conscientiousness. However, the total effect of using new media use shown to have a decreasing order of effects on conscientiousness, emotional stability, openness, extraversion, and agreeableness.

Hagerty et al (2007) The relationship between new media use and a sense of belonging for genders, the study showed a more significant effect for females than for males. It is also consistent with the finding that females score higher than males on extraversion, openness, agreeableness, and conscientiousness.

Mark & Ganzach, (2014) The findings of the study indicate that extraversion, neuroticism, and conscientiousness are positively correlated with the use of the internet worldwide while

extraverts are drawn to the internet's diverse features and novel attributes because they seek stimulation from sources external to themselves.

2.6 Cultural and Technological Considerations when Studying Personality Traits of Millennial Immigrants and Digital Natives

Dolot, (2018) findings of the study indicate that extraversion, neuroticism, and conscientiousness are positively correlated with the use of the Internet worldwide. On the other hand, this study investigated personal smartphones and smart devices' negative influence on the younger generation.

Francis & Hoefel, (2018) Study highlighted several significant findings about how Generation Z uses social media for personal branding, identity expression, peer connection, and job opportunities finding that in the digital age generation Z makes its way through social media personal branding.

Madden, (2017)) studied the personality differences of each generation finding that, in terms of characteristics, generation Z has grown up with instant internet connectivity and social media, spending almost nine hours a day using a device, with 72% using Instagram, 69% Snapchat while 50% use Facebook (Francis & Hoefel, 2018).

Stelling, (2023) study found consistent gender differences across all generations, extraversion increased from generation X to Y as expected, but the mean score for generation Y decreased again, and conscientiousness was expected to increase across generations. However, the generational effect and its relations with reducing emotional instability were found in the results.

Twenge & Campbell, (2008) The article "Generational differences in psychological traits and their impact on the workplace" examined three generations: Baby Boomers, Generation X, and millennials finding notable differences between the three groups in psychological

traits like narcissism, work values, and self-esteem. Specifically, Baby Boomers tend to have higher levels of self-esteem than Generation X and Millennials, while Millennials also exhibit higher levels of narcissism than the other two generations so it's critical to comprehend these differences to manage a diverse workforce (Lyons, S., & Kuron, L. K. 2014).

Simon, B., & Klandermans, (2001) this study examined the social identity theory and how social movements affect people's personality traits finding that joining a social movement can give people a new social identity, which may change their personality traits

According to (Lyons & LeBlanc, 2019) Study of the dynamic social-ecological model of generational identity in the workplace acknowledges that individuals' generational identities can shape their perceptions, attitudes, and behaviors but also recognizes that individuals can influence and reshape their social environments through their actions (Ng et al., 2010).

According to (Twenge, J. M. 2014) Research on how social media and smartphones affect personality traits, the study found a correlation between higher levels of narcissism and increased smartphone use due to constant looking for validation from others through likes and comments (Twenge, J. M., & Campbell, W. K. 2009) However the exposure idealized lifestyles on social media can also lead to feelings of inadequacy and lower self-esteem.

Roos & Kazemi, (2018) The study revealed some significant differences between the generations in terms of how they use the internet finding that baby boomers and Generation X tended to use it for practical purposes, while millennials and Generation Z were more likely to exhibit the openness to experience trait. However high levels of conscientiousness were linked to responsible internet use, among Gen Z is more likely than Millennials. On the other hand, people with high extraversion levels tended to use the internet for socializing, a trait that was mostly observed across all generations but was more prominent among Millennials.

2.7 Theoretical Framework

2.7.1 Personality

Behavioral differences are elicited by biological and environmental factors, and personality psychology focuses on defining and analyzing those tendencies (ROGERS, 1974) the word personality originates from the Latin word "persona" which used to describe masks worn by actors in ancient Greek plays (Cervone & Pervin, 2022) although most theories focus on motivation and psychological interactions with the environment, there is no universally agreed upon definition of personality. (Kaplan, 1995) even though the variety of definitions and theories might seem confusing, it does not mean they are not useful or instructive, as they provide insight into the intriguing question of "Self" so personality is the distinguishing and unique way an individual reacts to social stimuli and adapts to the social features of his/her environment, More specifically, personality is something innate which leads to characteristic behavior and thought (Allport, 1960) heredity and environment as fundamental factors to an individual's personality, personality is relatively stable and it determines an individual's unique adjustment to the environment as well as his/her character, temperament, intellect and physique (Eysenck, 2013)

2.7.2 Traits Theory and The Big Five Personality Traits

The development of trait psychology is based on the identification and measurement of traits to predict an individual's behavior, feelings, and reactions, trait theorists view personality traits as the primary factor that characterizes and determines an individual's personality.

Ashton et al., (2004) defined traits as facets of personality to characterize emotional, behavioral, and behavioral patterns that are largely stable over time and across a range of circumstances that people may encounter in their lives. Cervone & Pervin, (2013)

characterized traits as broad and individualized tendencies that are determined by stable ways in which a person adapts to his surroundings.

(Allport & Odbert, 1936) classified traits as cardinal, central, and secondary traits. on one hand, the central traits are more common and shape fundamental characteristics of an individual's personality, which is biologically predetermined at birth and later shaped by experiences on the other hand cardinal emphasizes the individuality of the cognitive processes that drive behavior due to all factors of social interactions.

The psychology of personality has garnered a lot of attention lately, particularly personality traits, which are thought patterns, emotional states, and behavioral patterns that indicate a propensity to react a certain way in a given situation (Meyer et al., 2023) this thesis specifically targeted Palestinians both millennials are individuals who were born between 1981 – 1996 and Generation Z individual born between 1997–2012 (Owilla et al., 2023).

One of the more modern iterations of factor models of personality developed within the framework of trait theory is the Big Five Factor Model, also known as the Global Factors of Personality (Lampropoulos et al., 2022). Trait theory examines the structure of human personality that determines the characteristics of human thinking, feeling, and behavior.

One of the more modern iterations of factor models of personality developed within the framework of trait theory is the Big Five Factor Model, also known as the Global Factors of Personality (Lampropoulos et al., 2022).

Trait theory examines the structure of human personality that determines the characteristics of human thinking, feeling, and behavior. Academics at Costa & McCrae claim that by using this model, scientists, clinicians, and others can understand the five key principles that should be considered when psychologically analyzing specific human behaviors (Kutta et al., 2020).

Since it recently received much empirical support, this model has emerged as the de facto standard method for evaluating personality traits and characteristics. According to Gurven et al. (2013), Aumeboonsuke & Caplanova (2021), Sangwan (2023), and Cervone, personality is shaped by a person's social interactions.

Rzhanova & Alekseeva (2019) examined the Big Five Personality Traits as a well-known and widely accepted framework to understand and describe human personality through an empirically supported framework for comprehending the diversity and complexity of human personality, these traits are also important in studying and categorizing personality differences across individuals.

McCrae (1996) suggested that **openness** to experience may have the strongest influence on social and interpersonal phenomena among all of the five factors, survey questions on the openness dimension measure individual's curiosity, and open-mindedness and openness to experience, low openness scores indicate people who are humble, according to Vodosek the literature, suggests a positive relation to satisfaction and stability once the relationship is formed, on the other hand individuals who scored higher level of openness to be more likely to try, to use and to keep up with new social networking technologies(Vodosek,2003).

Extraversion refers to the extent to which individuals are outgoing, active, assertive and talkative because they are expected to approach others more easily and engage in more social interaction, while individuals with low levels of extraversion tend to be serious, prefer to be alone or stay within close circles "Introverted," on the other hand extraverted larger networks interaction rates and their peers are higher. Their abilities of relationship formation is bigger (Asendorpf, J. B., & Wilpers S.,1998).

Conscientiousness, is a measure of a person's thoughtfulness and organization by describing the task and goal-directed behavior with the socially required impulse control and work ethic

(Lampropoulos et al., 2022). People who fall into the conscientiousness dimension are known to be more dependable, self-disciplined, and ambitious. (De Raad & Schouwenburg, 1996)

Agreeableness, being agreeable is linked to positive relationships with changes and peer acceptance and friendship, it also has an impact on social interactions and their perceived quality. Agreeable individuals are generally polite, flexible, trusting, and forgiving, and tend to cooperate with others but they are also known to avoid conflict.

Neuroticism, evaluates a person's capacity for emotional stability in the face of negative emotions such as sadness, anxiety, embarrassment, depression, and guilt (Lampropoulos et al., 2022) it also demonstrates a person's capacity for stress management (Anderson et al., 2001) However, according to (Wanberg et al. 2000) high levels of neuroticism among individuals indicates lack attraction to others and are afraid of rejection (Goldberg, 1981).

2.7.3 The International Personality Item Pool - (IPIP)

The IPIP is a collection of items that can be combined to create personality scales that assess the Big Five and aspects of personality, the scale questionnaire was translated into several languages in a straightforward item that is all scored on a five-point Likert scale from 0 to 5 were each participant is asked to rate how accurately statements describe them. The 50 items assess conscientiousness, extraversion, emotional stability, agreeableness, and openness to new experiences to study each personality traits.

2.8 Generational Theory

According to this theory, individuals who were born within a 20-year window will generally share a common and similar set of characteristics based on their lived experiences mostly affected by the social and economic conditions around them alongside technological

advancements and new experiences. However, there is disagreement among authors and researchers regarding the exact period that should be included in any given generation.

2.8.1 Theory of Communication

theory of communication was one of the main theories in media were McLuhan argued in his book "Understanding Media: The Extensions of Man" which was published in the 1960s, that humankind, or "man," becomes an extension of today's digital media, suggesting that all media and all technologies are merely extensions of our bodies or our psyches, explaining that all media are extensions of some human faculty, psychic or physical.

McLuhan wrote about media as extensions of man before the digital revolution of personal computers, the Internet, the World Wide Web, search engines, social media, and smartphones, which later became happening since the users of digital media have become extensions of their media as the data they enter becomes part of the system they are interacting with, which became later an extension of our senses and nerves, arguing that this extension of technology will go beyond the process of consciousness itself.

Technological determinism which he explained in his book explained how technology is the primary force behind the transformation of society where it is similar to media change, technology has the power to shape how people and society turn out, and technological advancement shapes and influences society, for example, technology, enables people both extroverted or introverted to connect with others globally and create more interactions.

As extensions of human abilities, digital media significantly influence personality traits. Numerous empirical findings support McLuhan's theory that "the medium is the message," showing how the characteristics of digital media frequently have a greater impact on cognitive, social, and emotional traits than the particular content ingested. The ubiquitous

digital media in everyday existence persistently shapes people's thoughts, behaviors, and self- and other perceptions.

This theory shows how digital media significantly influence personality traits as they are extensions of humans. Numerous empirical findings support McLuhan's theory that "the medium is the message," showing how the characteristics of digital media frequently have a greater impact on cognitive, social, and emotional traits than the particular content ingested.

The ubiquitous digital media in everyday existence persistently shapes people's thoughts, behaviors, and self- and other perceptions emphasizing how crucial it is to evaluate the media we use and the wider effects it has on the formation of our personalities, on the other hand, in his book "Being and the Screen: How the Digital Changes Perception" Stéphane Vial grounds his phenomenological constructivism in Bachelard's epistemological constructivism. He also addresses the concept of the "Digital Revolution" and its philosophical implications by writing extensively on the relationship between digital technologies and human emotions or feelings (Reichard, 2022). Vial also argues that while these technologies can help us connect with others, entertain us, and facilitate self-expression, they can also contribute to feelings of isolation, anxiety, and distraction because of the role that algorithms play in influencing our emotional responses, and how online interactions can both foster and inhibit emotional intimacy (Vial,2019).

Chapter Three

Methodology

3.1 Methodological Approach

The study employs a mixed qualitative-quantitative analytical approach based on descriptive methodology, based on applied online data obtained from an online questionnaire created using "Google Forms." The questionnaire consists of 50 questions in addition to variables for age, sex, and location to identify personality traits of the research community by evaluating the Big Five Personality traits scale's internal and concurrent validity with relevance recorded across two generations.

The study sample's personality traits are correlated with the Strauss-Howe generational theory. Furthermore, an additional evaluation of the scale was conducted by using the Arabic version of the questionnaire among the Palestinian sample community.

3.2 Research Tools

The research tool was designed upon scientific literature to meet the objectives of the research according to the Arabic Translation of the IPIP 50-item Big-Five scale while the analytical-descriptive approach was adopted to design the study tool, data collection, and

analysis, while the quantitative approach was adopted to analyze and explain and interpret the results.

3.3 Population and Sampling

The study sample consists of 400 aged 11-42 years old representing the Palestinian youth. The sample was randomly selected upon availability from the online communities of universities and community colleges.

Table 3.1 Study Sample Age Distribution

Age categories	Total Number	Percentage
Millennial 11 – 26 years	233	58.1%
Gen Z 27 – 42 years old	168	41.9%

Table 3.2 the Gender Distribution of the Sample

Gender	Total No.	Percentage
Male	178	44.4%
Female	223	55.6%

The studied sample demographic distribution was mainly in the west bank and Gaza most of the studied sample were in Jerusalem, Ramallah, Bethlehem and Hebron regions.

Table 3.3. Geographic Distribution of the Sample

Governorate	Nablus	125	31.2%
	Ramallah and Al-Bireh	103	25.7%
	Jerusalem	39	9.7%
	Hebron	36	9.0%
	Tulkarem	24	6.0%
	Jenin	24	6.0%
	Salfit	20	5.0%
	Bethlehem	12	3.0%
	Qalqilyah	10	2.5%
	Tubas	4	1.0%
	Gaza city	2	0.5%
	Northern Gaza	1	0.2%
	Middle Gaza	1	0.2%

The studied sample demographic distribution was mainly concentrated in the center districts as almost (80%) of the studied sample were in Jerusalem, Ramallah, Bethlehem and Hebron regions.

Table 3.4 Educational Level of the Sample

Educational level	High school	52	13.0%
	Bachelor's degree	262	65.3%
	Higher educations	87	21.7%

3.4 Data Collection Tools

An online questionnaire measuring an individual's Big Five Factors of personality, consisting of 50 items was distributed to the research community to gather the data according to the (Goldberg, 1993) scale. The researchers used a 50-item personality inventory based on the international personality item pool. based on Goldberg's version of the inventory,

which was developed and translated into the Arabic version of the scale (Zeinoun et al., 2017) It's important to note that, even though the Arabic version was written in MSA, the item's simplicity allowed the sample community to select words that are common and similar to their spoken language.

3.5 Research Procedures

Participants

A sample of 400 participants (178 males, 223 females) from the general population, ranging from digital immigrants and natives as participants for the study. The questionnaire data was gathered via online platforms, and individuals who wished to participate in the study completed an online survey.

Design

An online survey was used to collect data (see Appendix I for details) the questionnaire was available for participants to finish whenever they could, and using an online questionnaire also made it possible to reach a larger sample faster since it's easier to analyze the response data, the amount of time needed for research was also decreased.

To generate more impartial, credible, and trustworthy outcomes, a quantitative inquiry was conducted to make sure to decrease researcher bias and improve the generalizability of the results.

3.6 Measures: Demographic Information

Participants provided gender and age data at the beginning of the questionnaire, but no further personal information was requested by the researchers.

The Big Five Personality Questionnaire

Using the 50-item Big Five Questionnaire, participants' answers and scores on each of the personality traits were measured by the Five Factor Model.

On a 5-point Likert scale, with 1 denoting disagreement and 5 agreeing, participants were shown statements about their thoughts and behavior to rate their agreement or disagreement with each statement. The scales presented by the Big Five Questionnaire yielded a total score for each of the five personality traits.

Procedure

The questionnaire was disseminated by the researcher via Internet channels, along with the current study's objectives and guidelines for participation. It took some time to complete each Google Forms questionnaire estimated at 7 minutes and the questionnaire was available for participants to start at any time.

Participants were asked to enter their age and gender in the demographics section of the questionnaire.

The Big Five Personality test was requested of respondents in the survey's second section. They were asked to rate how much they agreed with the statements on a 5-point Likert scale, where 1 represented disagreement and 5 indicated agreement.

Once the participant filled out and submitted the questionnaire, the information was kept safe under Al-Quds University's policies.

Chapter Four

Results of Data analysis

This chapter includes the descriptive and analytical results of the current study, which includes descriptive statistics of frequencies and percentages of the participants' responses to demographic data and the Big Five Factor Scale, while the analytical results include the investigation of the relationship between participants' demographic factors and the scores of Big Five Factor scale domains and total score using the suitable inferential statistics.

Part 1: Demographic Factors

The first table (Table 1) distributes the demographic factors of the participants (n = 401), shows that the majority of respondents were between 11 and 26 years old (58.1%), followed by those between 27 and 42 years old (41.9%). Regarding educational level, a significant proportion had a bachelor's degree (65.3%), while 13.0% had a high school education and 21.7% had higher education qualifications. In terms of gender, 44.4% were male, and 55.6% were female. Among the surveyed governorates, Nablus had the highest number of respondents (31.2%), followed by Ramallah and Al-Bireh (25.7%), while Northern Gaza,

Middle Gaza, and Gaza City had the lowest representation (0.2% or less). The following figures illustrate the demographic factors distribution of the current study participants.

Table 4.1: Distribution of Participants' Demographic Factors

Factors	Values	Frequency	Percentage
Age (in complete years)	11 – 26 years old	233	58.1%
	27 – 42 years old	168	41.9%
Educational level	High school	52	13.0%
	Bachelor's degree	262	65.3%
	Higher educations	87	21.7%
Gender	Male	178	44.4%
	Female	223	55.6%
Governorate	Nablus	125	31.2%
	Ramallah and Al-Bireh	103	25.7%
	Jerusalem	39	9.7%
	Hebron	36	9.0%
	Tulkarem	24	6.0%
	Jenin	24	6.0%
	Salfit	20	5.0%
	Bethlehem	12	3.0%
	Qalqilyah	10	2.5%
	Tubas	4	1.0%
	Gaza city	2	0.5%
	Northern Gaza	1	0.2%
	Middle Gaza	1	0.2%

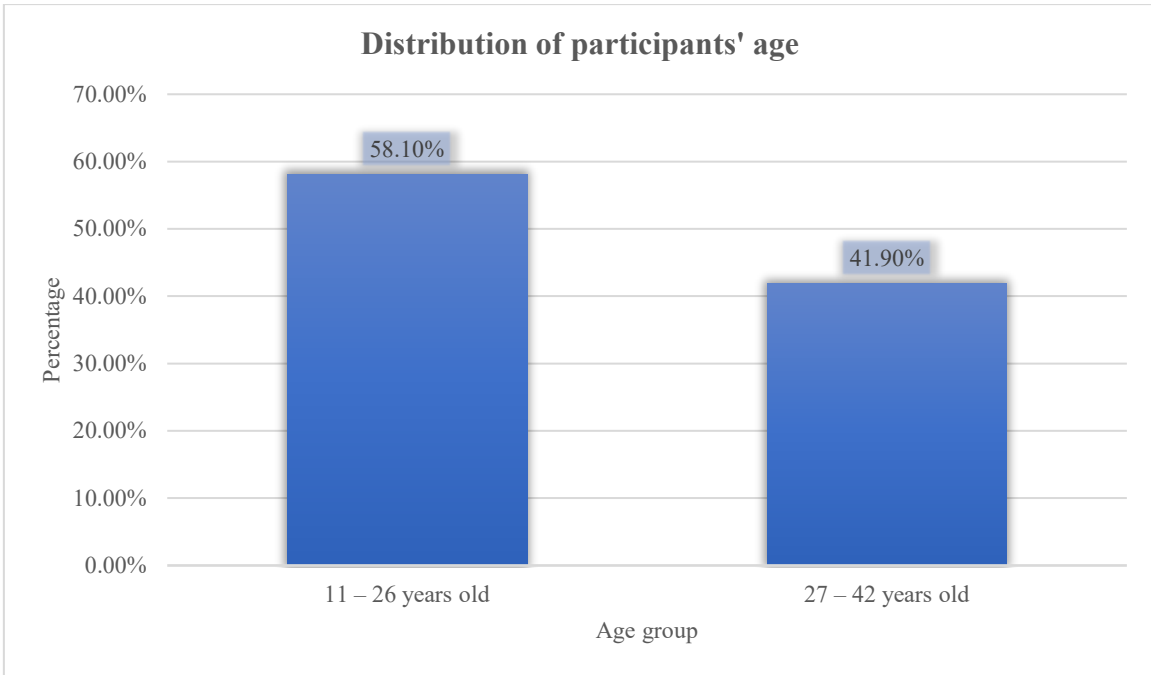


Figure 4.1: Distribution of Participant’s Age

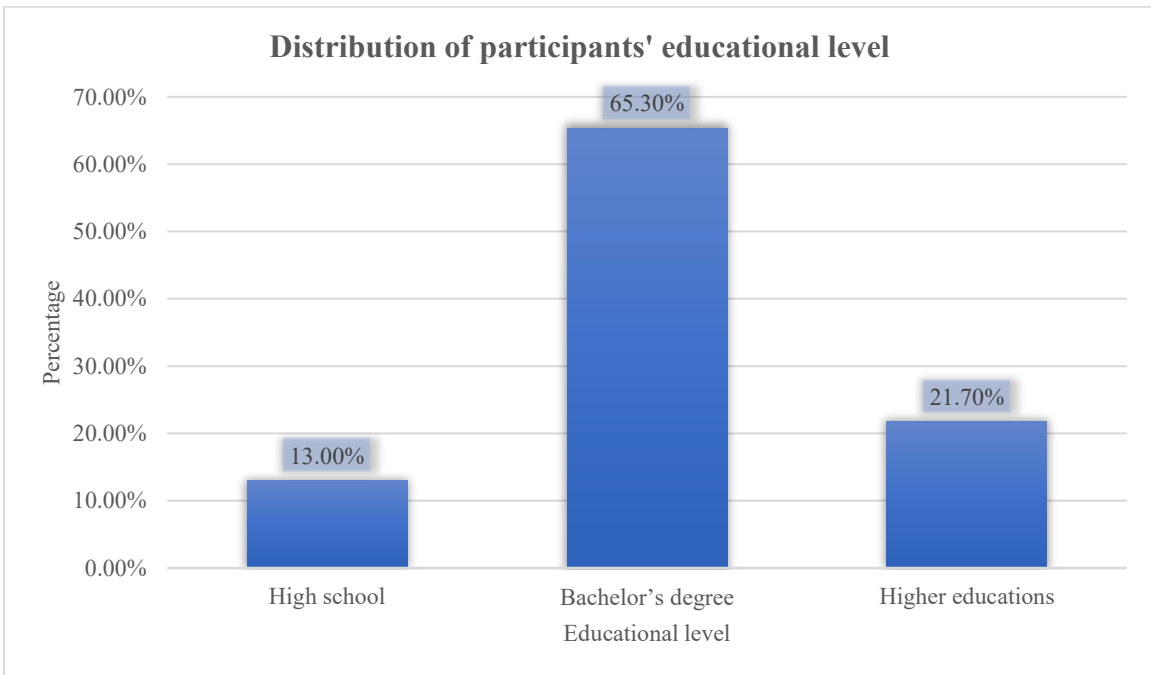


Figure 4.2: Distribution of Participant’s Educational Level

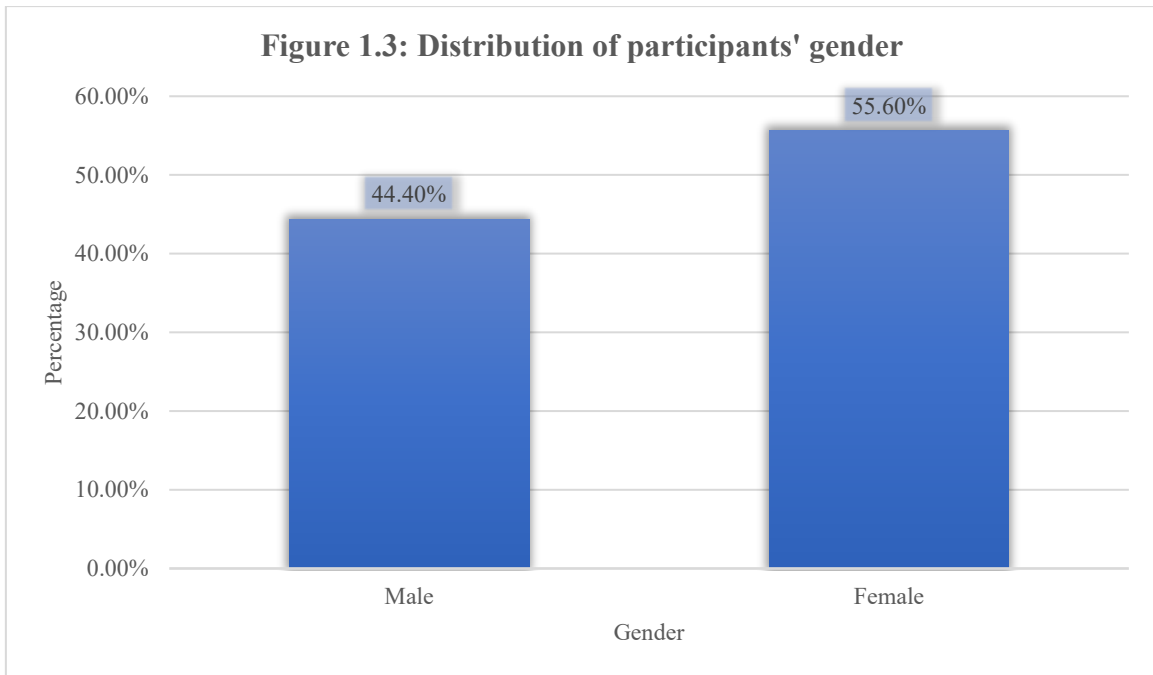


Figure 4.3: Distribution of Participant’s Gender

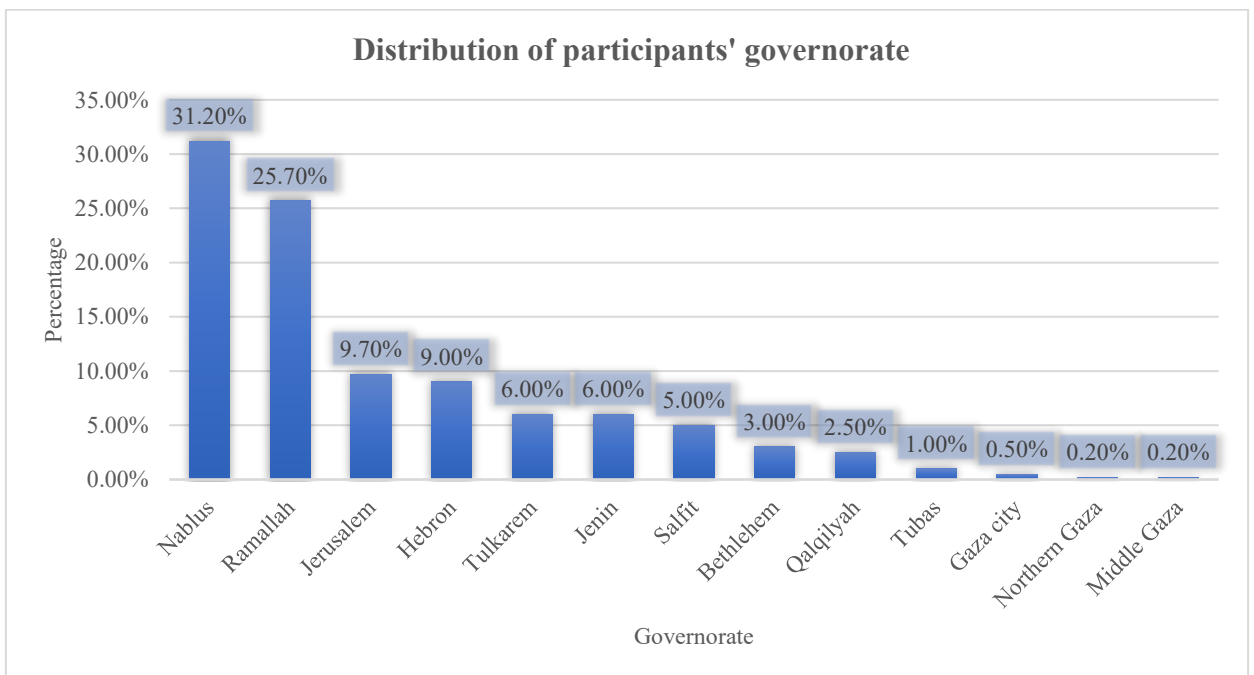


Figure 4.4: Distribution of Participant’s Governorate

4.2 The Big Five Factors Scale

The following table (Table 2.1) distributes the participants’ responses to the statements related to the Big Five Factors Scale, in terms of frequencies and percentages. The table presents responses to various statements, with each row indicating the number of participants

who selected each response option. The highlighted percentages reveal the distribution of agreement levels for each statement. Notable findings include 42.6% agreeing that they are the life of the party, while 34.2% agreed that they feel little concern for others. Furthermore, 39.9% agreed that they are always prepared, and 31.9% agreed that they get stressed out easily. Additionally, 41.6% agreed that they have a rich vocabulary, and 29.9% agreed that they don't talk a lot. Moreover, 35.9% expressed interest in people, and 31.2% claimed to be relaxed most of the time. Lastly, 40.9% disagreed that they had difficulty understanding abstract ideas.

Other notable findings include 37.7% feeling neutral about being comfortable around people, while 32.4% agreed and 10.0% strongly agreed. Moreover, 40.6% strongly disagreed that they insult people, whereas 6.0% agreed and 4.2% strongly agreed. Additionally, 39.7% pay attention to details, and 38.9% strongly agree with this statement. Furthermore, 53.6% agreed that they worry about things, and 34.9% have a vivid imagination. Moreover, 33.9% sympathize with others' feelings, while 47.4% strongly agree. Additionally, 46.1% disagreed that they make a mess of things, whereas 16.0% strongly disagreed. Moreover, 41.4% seldom feel blue, and 44.9% disagreed that they are not interested in abstract ideas.

In the given table, 26.2% of participants expressed a neutral stance on starting conversations, while 37.2% agreed and 14.7% strongly agreed. Additionally, 43.9% disagreed that they are not interested in other people's problems, while 14.0% agreed and 5.2% strongly agreed. Furthermore, 31.2% get chores done right away, with 14.2% strongly agreeing. Moreover, 35.2% of participants find themselves easily disturbed, while 22.9% strongly agreed. Additionally, 49.6% believe they have excellent ideas, and 29.7% strongly agreed. Moreover, 37.7% have little to say, and 33.2% strongly agreed with this statement. Furthermore, 40.6% have a soft heart, while 39.9% strongly agreed. Additionally, 31.9% disagreed that they forget to put things back in their proper place, whereas 14.5% strongly

disagreed. Furthermore, 31.7% get upset easily, while 25.9% strongly agreed. Lastly, 44.1% do not consider themselves to not having a good imagination.

Additionally, 28.4% of respondents expressed a neutral stance on talking to a lot of different people at parties, while 29.4% agreed and 10.5% strongly agreed. Moreover, 42.6% of participants disagreed that they are not really interested in others, while 17.0% agreed and 7.5% strongly agreed. Additionally, 38.4% liked order, with 36.4% strongly agreeing. Furthermore, 36.2% acknowledged changing their mood a lot, while 26.2% strongly agreed. Moreover, 49.4% believed they are quick to understand things, with 27.2% strongly agreeing. Additionally, 32.9% felt neutral about not drawing attention to themselves, while 16.5% strongly agreed. Furthermore, 43.1% made time for others, and 11.2% strongly agreed with this statement. Moreover, 40.6% admitted disagreeing shirking their duties, while 6.7% strongly agreed. Additionally, 32.4% experienced frequent mood swings, while 24.9% strongly agreed. Lastly, 34.9% neutrally used difficult words, with 9.7% strongly agreeing.

Moreover, 28.7% of respondents were neutral about not minding being the center of attention, while 36.4% agreed and 17.0% strongly agreed. Moreover, 49.4% of participants felt others' emotions, while 30.7% strongly agreed. Additionally, 32.9% followed a schedule, with 14.2% strongly agreeing. Furthermore, 28.4% admitted to getting irritated easily, while 24.7% strongly agreed. Moreover, 26.9% neutrally spent time reflecting on things, while 16.5% strongly agreed. Additionally, 32.2% were quiet around strangers, while 21.2% strongly agreed. Furthermore, 51.1% believed they made people feel at ease, with 27.4% strongly agreeing. Moreover, 38.9% were exacting in their work, while 22.2% strongly agreed. Additionally, 30.4% often felt blue, while 17.5% strongly agreed. Lastly, 41.6% felt they were full of ideas, with 31.9% strongly agreeing.

Table 4.2 -A: Distribution of participants' responses to Big Five Factors Scale statements (n = 401)

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
1. I am the life of the party	14	3.5%	38	9.5%	105	26.2%	171	42.6%	73	18.2%
2. I feel little concern for others.	14	3.5%	119	29.7%	103	25.7%	137	34.2%	28	7.0%
3. I am always prepared.	10	2.5%	75	18.7%	92	22.9%	160	39.9%	64	16.0%
4. I get stressed out easily.	15	3.7%	74	18.5%	81	20.2%	128	31.9%	103	25.7%
5. I have a rich vocabulary.	6	1.5%	23	5.7%	97	24.2%	167	41.6%	108	26.9%
6. I don't talk a lot.	19	4.7%	100	24.9%	103	25.7%	120	29.9%	59	14.7%
7. I am interested in people.	18	4.5%	67	16.7%	120	29.9%	144	35.9%	52	13.0%
8. I leave my belongings around.	50	12.5%	138	34.4%	78	19.5%	88	21.9%	47	11.7%
9. I am relaxed most of the time.	23	5.7%	101	25.2%	122	30.4%	125	31.2%	30	7.5%
10. I have difficulty understanding abstract ideas.	41	10.2%	164	40.9%	115	28.7%	59	14.7%	22	5.5%
11. I feel comfortable around people.	14	3.5%	66	16.5%	151	37.7%	130	32.4%	40	10.0%
12. I insult people.	163	40.6%	162	40.4%	35	8.7%	24	6.0%	17	4.2%
13. I pay attention to details.	8	2.0%	22	5.5%	56	14.0%	159	39.7%	156	38.9%
14. I worry about things.	3	0.7%	16	4.0%	47	11.7%	215	53.6%	120	29.9%
15. I have a vivid imagination.	7	1.7%	23	5.7%	64	16.0%	167	41.6%	140	34.9%
16. I keep in the background.	19	4.7%	105	26.2%	136	33.9%	93	23.2%	48	12.0%
17. I sympathize with others' feelings.	3	0.7%	11	2.7%	37	9.2%	160	33.9%	190	47.4%
18. I make a mess of things.	64	16.0%	185	46.1%	83	20.7%	50	12.5%	19	4.7%
19. I seldom feel blue.	58	14.5%	166	41.4%	103	25.7%	63	15.7%	11	2.7%
20. I am not interested in abstract ideas.	69	17.2%	180	44.9%	91	22.7%	40	10.0%	21	5.2%
21. I start conversations.	17	4.2%	71	17.7%	105	26.2%	149	37.2%	59	14.7%
22. I am not interested in other people's problems.	42	10.5%	176	43.9%	106	26.4%	56	14.0%	21	5.2%
23. I get chores done right away.	27	6.7%	76	19.0%	116	28.9%	125	31.2%	57	14.2%

Table 4.2 -B: Distribution of participants' responses to Big Five Factors Scale statements (n = 401)

24. I am easily disturbed.	11	2.7%	65	16.2%	92	22.9%	141	35.2%	92	22.9%
25. I have excellent ideas.	2	0.5%	14	3.5%	67	16.7%	199	49.6%	119	29.7%
26. I have little to say.	7	1.7%	45	11.2%	65	16.2%	151	37.7%	133	33.2%
27. I have a soft heart.	4	1.0%	17	4.2%	57	14.2%	163	40.6%	160	39.9%
28. I often forget to put things back in their proper place.	29	7.2%	128	31.9%	83	20.7%	103	25.7%	58	14.5%
29. I get upset easily.	8	2.0%	65	16.2%	97	24.2%	127	31.7%	104	25.9%
30. I do not have a good imagination.	81	20.2%	177	44.1%	78	19.5%	49	12.2%	16	4.0%
31. I talk to a lot of different people at parties.	23	5.7%	104	25.9%	117	28.4%	118	29.4%	42	10.5%
32. I am not really interested in others.	28	7.0%	171	42.6%	104	25.9%	68	17.0%	30	7.5%
33. I like order.	6	1.5%	26	6.5%	69	17.2%	154	38.4%	146	36.4%
34. I change my mood a lot.	7	1.7%	47	11.7%	97	24.2%	145	36.2%	105	26.2%
35. I am quick to understand things.	3	0.7%	17	4.2%	74	18.5%	198	49.4%	109	27.2%
36. I don't like to draw attention to myself.	13	3.2%	77	19.2%	132	32.9%	113	28.2%	66	16.5%
37. I take time out for others.	13	3.2%	62	15.5%	108	26.9%	173	43.1%	45	11.2%
38. I shirk my duties.	40	10.0%	163	40.6%	115	28.7%	56	14.0%	27	6.7%
39. I have frequent mood swings.	11	2.7%	71	17.7%	89	22.2%	130	32.4%	100	24.9%
40. I use difficult words.	22	5.5%	99	24.7%	140	34.9%	101	25.2%	39	9.7%
41. I don't mind being the center of attention.	11	2.7%	61	15.2%	115	28.7%	146	36.4%	68	17.0%
42. I feel others' emotions.	4	1.0%	15	3.7%	61	15.2%	198	49.4%	123	30.7%
43. I follow a schedule.	15	3.7%	86	21.4%	111	27.7%	132	32.9%	57	14.2%
44. I get irritated easily.	15	3.7%	67	16.7%	106	26.4%	114	28.4%	99	24.7%

Table 4.2 -C: Distribution of participants' responses to Big Five Factors Scale statements (n = 401)

45. I spend time reflecting on things.	30	7.5%	99	24.7%	108	26.9%	98	24.4%	66	16.5%
46. I am quiet around strangers.	16	4.0%	64	16.0%	107	26.7%	129	32.2%	85	21.2%
47. I make people feel at ease.	2	0.5%	12	3.0%	72	18.0%	205	51.1%	110	27.4%
48. I am exacting in my work.	8	2.0%	39	9.7%	109	27.2%	156	38.9%	89	22.2%
49. I often feel blue.	10	2.5%	89	22.2%	110	27.4%	122	30.4%	70	17.5%
50. I am full of ideas.	3	0.7%	28	7.0%	75	18.7%	167	41.6%	128	31.9%

Abbreviations: SD = Strongly disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly agree, F = Frequency.

Distribution of responses to Big Five Factors Scale

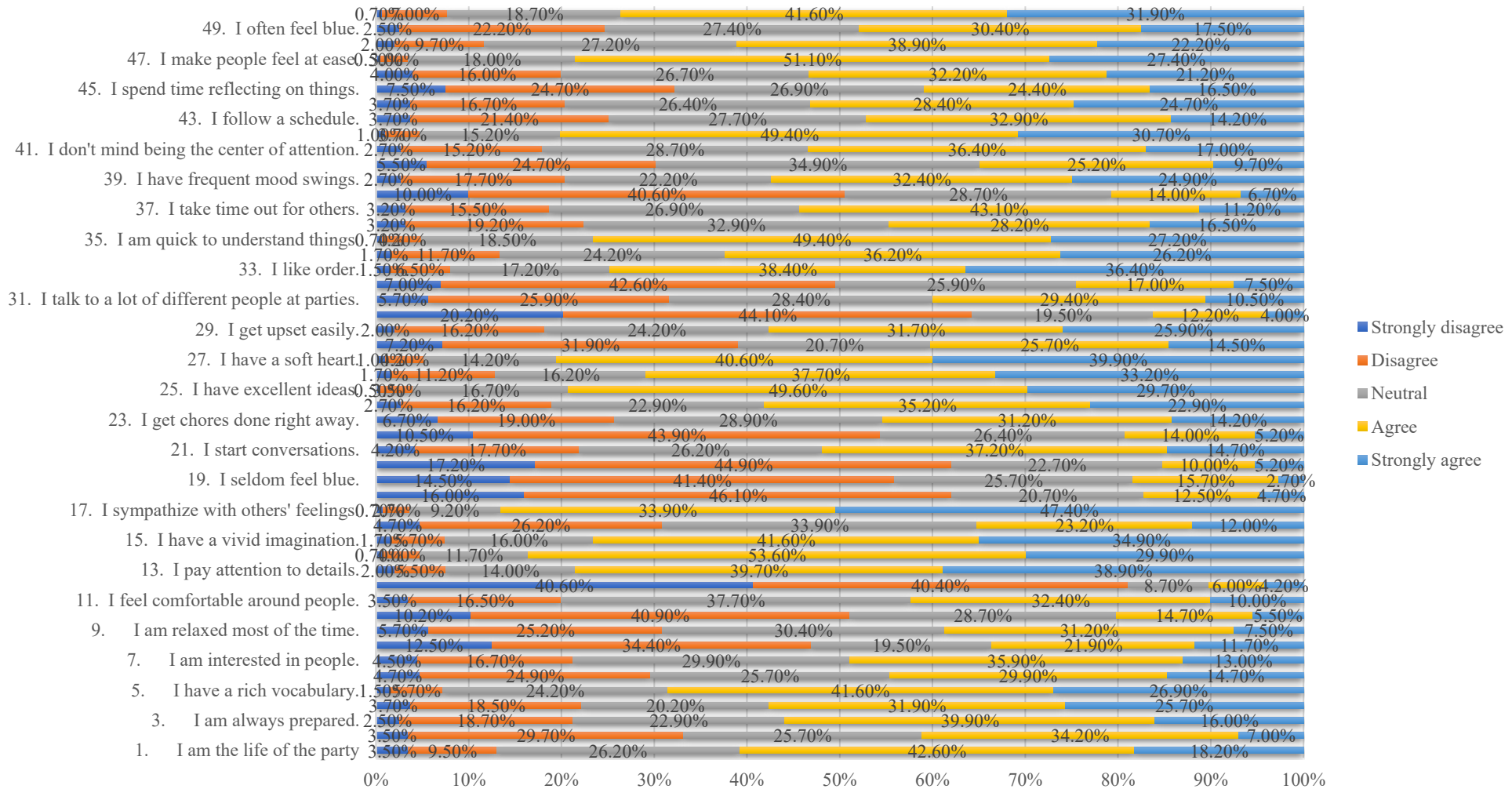


Figure 4.5: Distribution of Responses to Big Five Factors Scale

The following table presents scores for five different scale domains, namely Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Intellect/Imagination. Each domain represents a specific trait or characteristic. Extraversion refers to the level of outgoingness and social interaction, with an average score of 30.057, indicating a moderate tendency towards extraversion, and ranged from 14 to 43, suggesting some variability in individuals' levels of extraversion. On the other hand, Agreeableness represents the degree of warmth, empathy, and cooperativeness, with an average score of 36.923, indicating a relatively high level of agreeableness among the individuals, that ranged from 23 to 48, showing some variation in agreeable traits. Thirdly, Conscientiousness reflects the level of organization, responsibility, and self-discipline, and had an average score of 33.858, indicating a moderate level of conscientiousness, and ranged from 17 to 49, suggesting some variability in individuals' levels of conscientiousness. Emotional Stability measures the degree of emotional resilience and stability, and had an average score of 24.481, indicating a relatively lower level of emotional stability among the individuals, that ranged from 10 to 47, indicating significant variation in emotional stability traits. Intellect/Imagination represents the level of intellectual curiosity, creativity, and imagination, in which the participants scored an average score of 36.387, suggesting a relatively high level of intellect and imagination among the individuals, which ranged from 20 to 50, indicating considerable variation in intellectual and imaginative traits.

Table 4.3: Distribution of the mean total and out of 5 scores of the five domains of the Big Five Factors Scale

Scale domain	Total (of 50)	Std. deviation	Minimum	Maximum
Extraversion	30.057	4.944	14	43
Agreeableness	36.923	4.682	23	48
Conscientiousness	33.858	5.978	17	49
Emotional stability	24.481	7.196	10	47
Intellect/imagination	36.387	5.314	20	50

Std. deviation = Standard deviation.

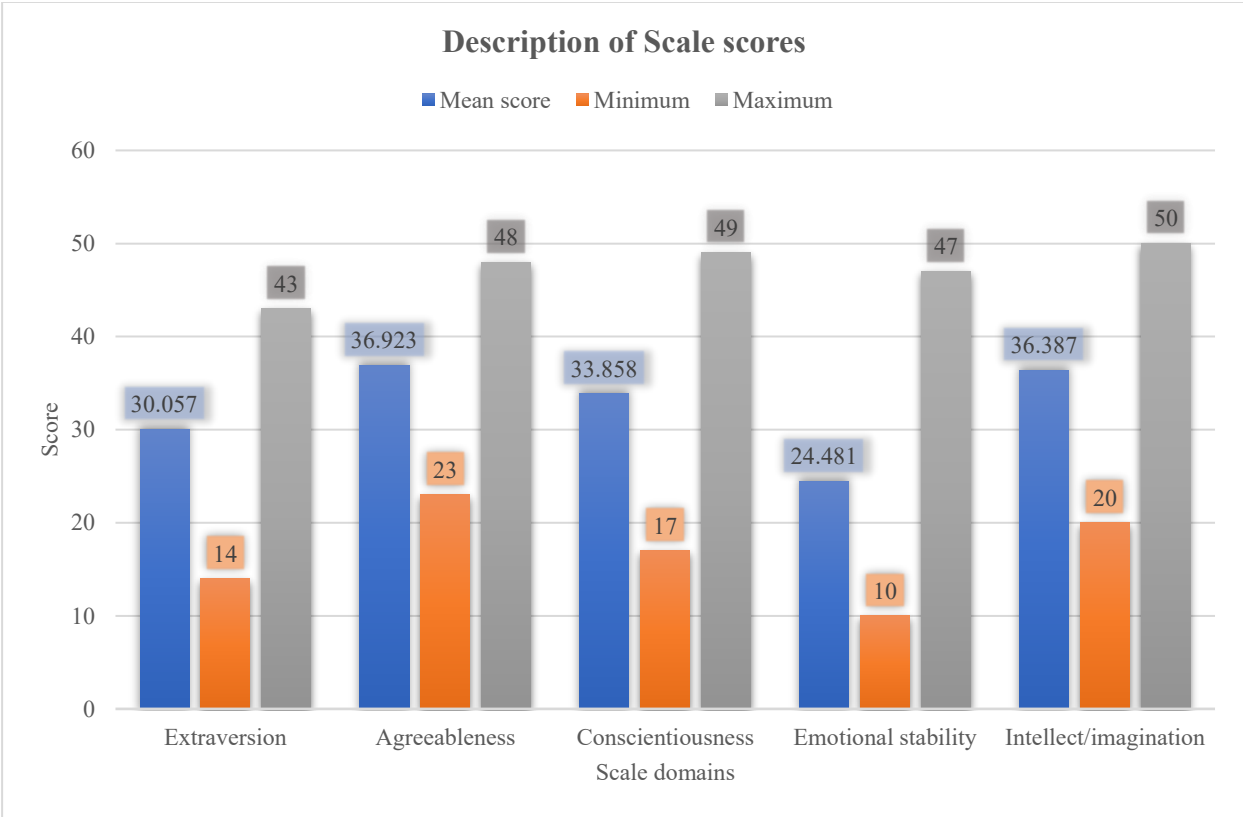


Figure 4.6: Description of Scale Scores

4.3 Analytical Results

The table provides information on the mean scores and standard deviations for the five domains of Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Intellect, as well as the p-values representing the significance of differences based on age, gender, and education. Regarding age, there are significant differences observed across all domains. Individuals aged 11-26 show a lower mean score for Extraversion (29.59) compared to those aged 27-42 (30.71), while the latter group demonstrates higher mean scores in Agreeableness, Conscientiousness, Emotional Stability, and Intellect domains. These differences are statistically significant with p-values of 0.025, 0.002, < 0.001, 0.002, and < 0.001, respectively. In terms of education, there are also notable differences. Respondents with a higher level of education (bachelor's or higher) generally exhibit higher mean scores in all domains compared to those with a high school education. These differences are significant for Extraversion ($p = 0.043$), Conscientiousness ($p = 0.003$), and Intellect ($p < 0.001$). However, no significant difference is observed in Agreeableness and Emotional Stability domains based on education.

Regarding gender, significant differences are found in Extraversion ($p < 0.001$), Emotional Stability ($p < 0.001$), and Intellect ($p = 0.587$). Males tend to have higher mean scores in Extraversion (30.96) and Emotional Stability (26.25) compared to females (29.34 and 23.07, respectively). However, no significant difference is observed in Agreeableness, Conscientiousness, and Intellect domains based on gender. In summary, age, education, and gender have distinct impacts on individuals' scores in different domains. Age affects all domains, with older individuals generally scoring higher. Education influences Extraversion, Conscientiousness, and Intellect domains, while gender has an impact on Extraversion, Emotional Stability, and Intellect domains. These findings highlight the significance of considering demographic factors in understanding variations in personality traits.

Table 4.4: Relationship between Participants' Age, Education and Gender and the Mean Scores of Big Five Factors Scale Domains

Factor	Values	Extraversion			Agreeableness			Conscientiousness			Emotional stability			Intellect		
		Mean	SD	p-value	Mean	SD	p-value	Mean	SD	p-value	Mean	SD	p-value	Mean	SD	p-value
Age	11 – 26 YO	29.59	4.97	0.025	36.30	4.66	0.002	32.75	5.37	< 0.001	23.55	6.91	0.002	35.48	5.32	< 0.001
	27 – 42 YO	30.71	4.84		37.78	4.59		35.39	6.43		25.77	7.41		37.64	5.06	
Education	High school	28.56	5.11	0.043	35.62	4.82	0.057	32.27	5.73	0.003	24.12	7.98	0.366	34.13	4.86	< 0.001
	Bachelor's degree	30.42	4.70		36.97	4.59		33.59	5.82		24.23	6.94		36.30	5.34	
	Higher educations	29.87	5.43		37.56	4.79		35.61	6.24		25.45	7.46		38.00	5.01	
Gender	Male	30.96	4.36	< 0.001	36.80	4.48	0.634	33.29	5.93	0.090	26.25	7.28	< 0.001	36.22	5.41	0.587
	Female	29.34	5.26		37.02	4.85		34.31	5.99		23.07	6.83		36.52	5.25	

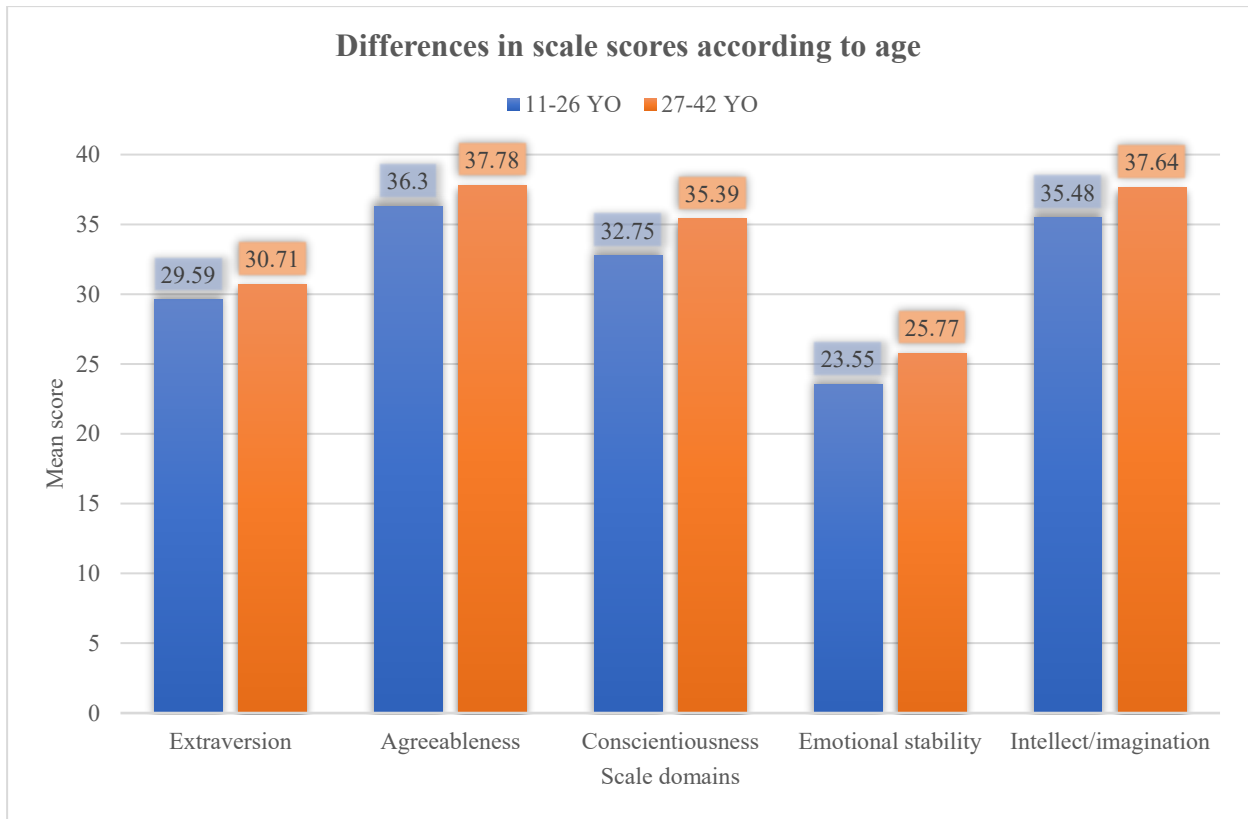


Figure 4.7: Differences in Scale Scores According to Age

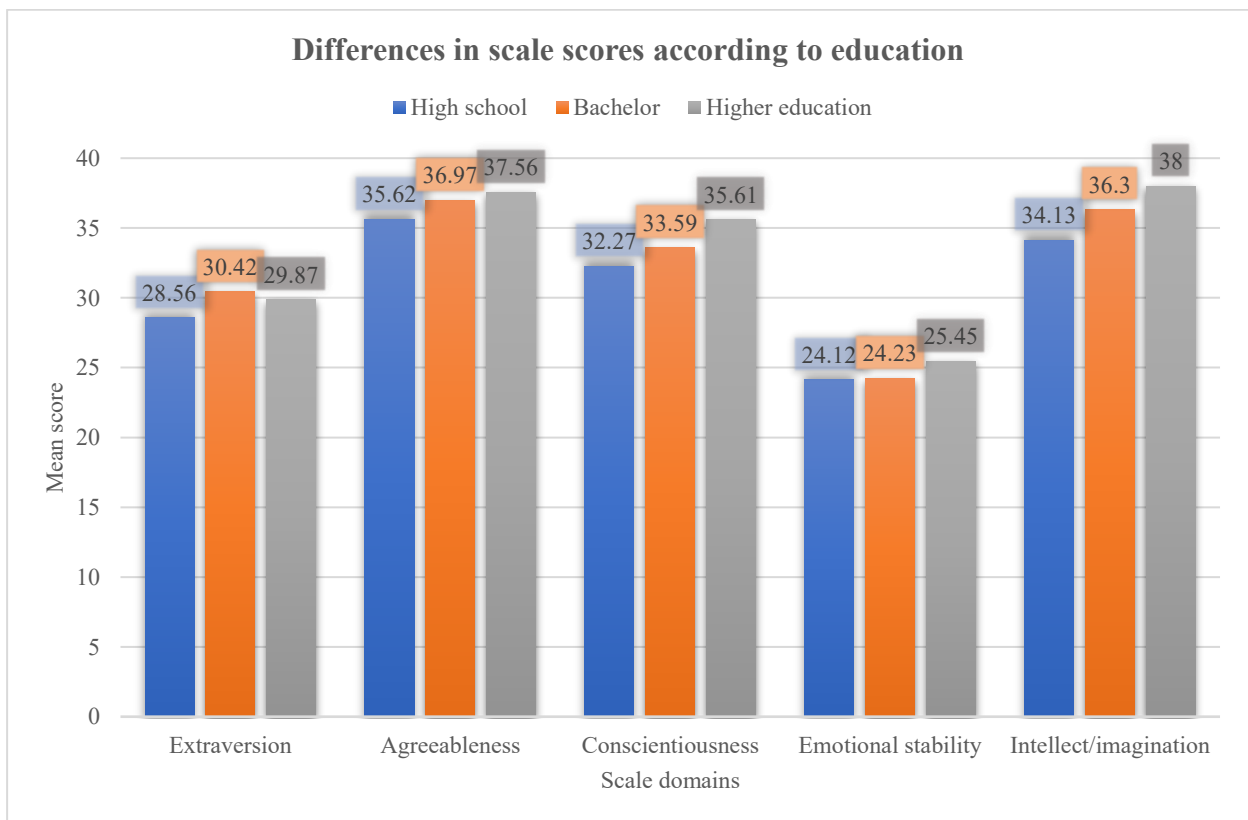


Figure 4.8: Differences in Scale Scores According to Education

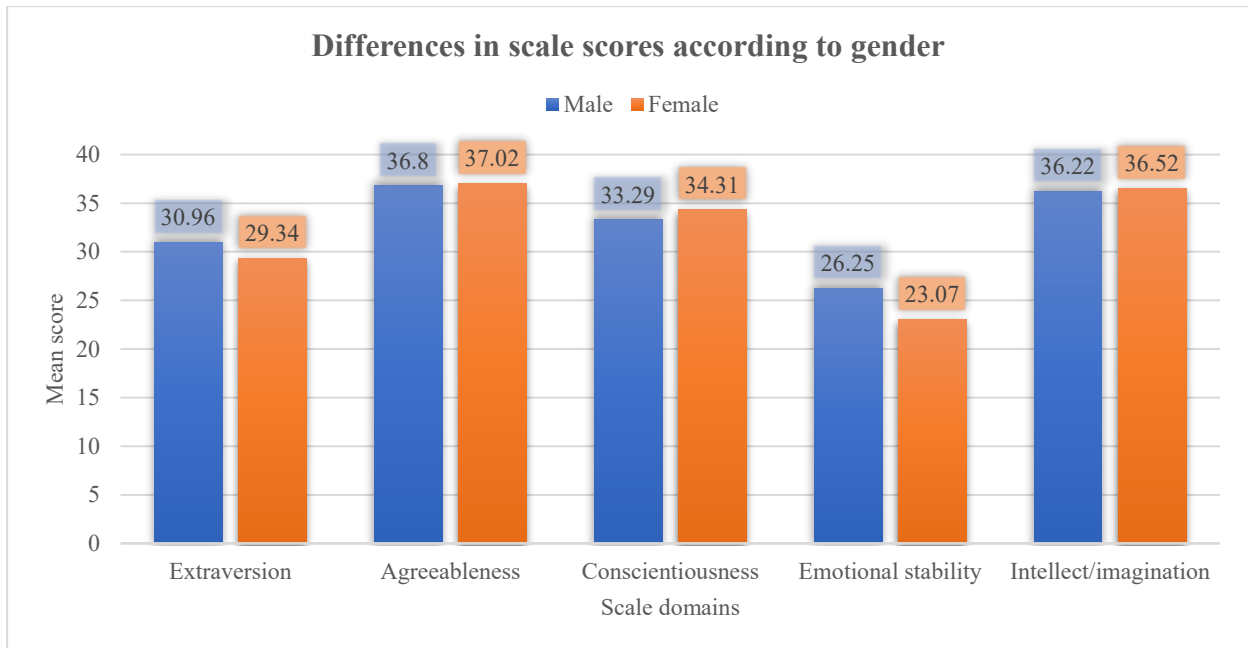


Figure 4.9: Differences in Scale Scores According to Gender

Next, we conduct a post hoc test for the significantly correlated one-way ANOVA results, which were the differences of Extraversion, Conscientiousness and Intellect according to educational level. Tukey's post hoc test was chosen in the current analysis, as the requirements were met, including normality distribution assumption and homogenous variance according to Levene's homogeneity test.

In the domain of Extraversion, significant differences were found between individuals with different levels of education. Specifically, there was a significant mean difference of 1.858 between individuals with a high school education and those with a bachelor's degree, while no significant differences were observed between the other individual groups. Regarding Conscientiousness, there were significant differences observed among education levels. Individuals with higher education exhibited a significantly higher level of conscientiousness compared to those with a high school education, with a mean difference of 3.340 ($p = 0.004$), as well as a significant mean difference of 2.018 between individuals with a bachelor's degree and those with higher education ($p = 0.017$). In the domain of Intellect/Imagination, significant differences were found across education levels. Individuals with a high school

education had significantly lower levels of intellect/imagination compared to those with a bachelor's degree, with a mean difference of 2.163 ($p = 0.018$), while individuals with higher education exhibited significantly higher levels of intellect/imagination compared to those with a high school education, with a mean difference of 3.865 ($p < 0.001$). Additionally, there was a significant mean difference of 1.702 between individuals with higher education and those with a bachelor's degree ($p = 0.023$).

These results indicate that there are significant differences in the domains of Extraversion, Conscientiousness, and Intellect/Imagination among individuals with different levels of education. The findings suggest that education level is associated with variations in these personality traits. However, it's important to consider the specific context and limitations of the study when interpreting these results.

Table 4.5: Post hoc Test for the Relationship between Educational Level and Significantly Correlated Big Five Factor Domains.

Domain	Education 1	Education 2	Mean dif.	p-value
Extraversion	High school	Bachelor's degree	- 1.858	0.035
		Higher educations	- 1.316	0.280
	Bachelor's degree	High school	1.858	0.035
		Higher educations	0.542	0.646
	Higher education	High school	1.316	0.280
		Bachelor's degree	- 0.542	0.646
Conscientiousness	High school	Bachelor's degree	- 1.322	0.304
		Higher educations	- 3.340	0.004
	Bachelor's degree	High school	1.322	0.304
		Higher educations	- 2.018	0.017
	Higher education	High school	3.340	0.004
		Bachelor's degree	2.018	0.017
Intellect/imagination	High school	Bachelor's degree	- 2.163	0.018
		Higher educations	- 3.865	< 0.001
	Bachelor's degree	High school	2.163	0.018
		Higher educations	- 1.702	0.023
	Higher education	High school	3.865	< 0.001
		Bachelor's degree	1.702	0.023

Lastly, we compared participants' age groups in terms of their frequencies and percentages of the individual sentences, as well as the significance of these differences, using the Chi-square test.

The table shows that the statements that have significant differences in their agreement levels included having rich vocabulary ($p < 0.001$), where higher agreement level was among the older participants (38.1% strongly agree) than the younger participants (18.9% strongly agree), with less neutrality among older participants (14.3% vs 31.3%). The same pattern is noticed in terms of being interested in people ($p < 0.001$), with higher agreement among older participants (19.6% strongly agree and 40.5% agree) compared to younger participants (8.2% and 32.6%, respectively), and lower neutrality (23.8% vs 34.3%, respectively).

Another significantly different item is about having difficulty understanding abstract ideas ($p = 0.046$), where older participants tended to have higher disagreement (45.2% disagree) than younger patients (37.8% disagree), and also lower neutrality (23.2% vs 32.6%, respectively). Higher agreement was also significantly noticed among older than younger participants in terms of getting chores done right away (44.6% vs 21.5%, $p < 0.001$), with lower neutrality (18.5% vs 36.5%, respectively), and having excellent ideas (51.2% vs 48.5%, $p = 0.013$), with lower neutrality (11.3% vs 20.6%, respectively). On the other hand, significantly lower agreement was found among older participants in terms of being easily disturbed (19.0% strongly agree and 31.0% agree) than younger participants (25.8% strongly agree and 38.2% agree, $p = 0.012$), with approximate neutrality level (23.2% vs 22.7%, respectively), as well as in having little to say, in terms of agreement (26.2% vs 38.2% strongly agree and 36.9% vs 38.2% agree, respectively, $p = 0.007$), and approximate neutrality (17.9% vs 15.0%, respectively).

Lower agreement was also significantly found among older participants in terms of forgetting to put things back in their places (11.3% strongly agree and 20.2% agree)

compared to younger participants (16.7% strongly agree and 29.6% agree, $p = 0.005$), with approximate neutrality (19.6% vs 21.5%, respectively). Changing mood a lot was also significantly lower among older participants (19.6% strongly agree and 34.5% agree) compared to younger participants (30.9% and 37.3%, respectively, $p = 0.035$), with fairly higher neutrality (29.2% vs 20.9%, respectively). Older participants also showed significantly lower agreement on not liking to draw attention to themselves (13.1% strongly agree and 25.6% agree) than younger participants (18.9% and 30.0%, respectively, $p = 0.009$), with approximate neutrality (31.5% vs 33.9%, respectively). Lower agreement (10.7% agree) and lower neutrality (22.6%) also significantly appeared among older participants in terms of shirking their duties than younger participants (16.3% agree and 33.0% neutral, $p < 0.001$), while lower agreement (17.3% strongly agree and 31.0% agree) and higher neutrality (26.2%) is significantly found among older participants in terms of having frequent mood swings (30.5% strongly agree, 33.5% agree and 19.3% neutral, $p = 0.012$).

Following a schedule was significantly higher in agreement among older participants (18.5% strongly agree and 39.3% agree) than younger participants (11.2% and 28.3%, respectively), with lower neutrality (23.2% vs 30.9%, respectively, $p = 0.006$), which is in opposite with the agreement about getting irritated easily ($p = 0.012$), where 16.7% and 31.0% of older participants strongly agree and agree, respectively, to the statement, compared to 30.5% and 26.6%, respectively, among younger participants, with approximate neutrality (26.2% vs 26.6%, respectively).

Lastly, a significantly higher agreement (25.0% strongly agree and 44.0% agree) was found among older participants in terms of being exciting in their work compared to younger participants (20.2% and 35.2%, respectively), with lower neutrality (23.2% vs 30.0%, $p = 0.050$), which is shown again in being full of ideas, where, among older participants, 33.3%

strongly agree and 50.6% agree, compared to 30.9% and 35.2%, respectively, among younger participants, with lower neutrality (11.9% vs 23.6%, $p = 0.001$).

Table 4.6: Comparison between and Significance of Participants' Responses to Scales Individual Items, in Frequencies and Percentages, According to the Age Group

Statement	11 – 26 years old										27 – 42 years old										X ²	p
	SD		D		N		A		SA		SD		D		N		A		SA			
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%		
I am the life of the party	9	3.9%	23	9.9%	61	26.2%	91	39.1%	49	21.0%	5	3.0%	15	8.9%	44	26.2%	80	47.6%	24	14.3%	4.429	0.351
I feel little concern for others.	9	3.9%	59	25.3%	63	27.0%	84	36.1%	18	7.7%	5	3.0%	60	35.7%	40	23.8%	53	31.5%	10	6.0%	2.188	0.269
I am always prepared.	5	2.1%	33	14.2%	53	22.7%	101	43.3%	41	17.6%	5	3.0%	42	25.0%	39	23.2%	59	35.1%	23	13.7%	8.998	0.061
I get stressed out easily.	9	3.9%	38	16.3%	50	21.5%	71	30.5%	65	27.9%	6	3.6%	36	21.4%	31	18.5%	57	33.9%	38	22.6%	3.270	0.514

< 0.001*	0.834	< 0.001*	0.105	0.556	0.046*	0.152
29.257	1.460	18.834	7.660	3.009	9.707	6.702
38.1%	14.9%	19.6%	11.3%	8.3%	3.6%	12.5%
64	25	33	19	14	6	21
43.5%	32.1%	40.5%	19.6%	34.5%	14.3%	36.9%
73	54	68	33	58	24	62
14.3%	25.6%	23.8%	14.9%	29.8%	23.2%	33.9%
24	43	40	25	50	39	57
3.6%	23.8%	12.5%	41.1%	21.4%	45.2%	13.1%
6	40	21	69	36	76	22
0.6%	3.6%	3.6%	13.1%	6.0%	13.7%	3.6%
1	6	6	22	10	23	6
18.9%	14.6%	8.2%	12.0%	6.9%	6.9%	8.2%
44	34	19	28	16	16	19
40.3%	28.3%	32.6%	23.6%	28.8%	15.0%	29.2%
94	66	76	55	67	35	68
31.3%	25.8%	34.3%	22.7%	30.9%	32.6%	40.3%
73	60	80	53	72	76	94
7.3%	25.8%	19.7%	29.6%	27.9%	37.8%	18.9%
17	60	46	69	65	88	44
2.1%	5.6%	5.2%	12.0%	5.6%	7.7%	3.4%
5	13	12	28	13	18	8
I have a rich vocabulary.	I don't talk a lot.	I am interested in people.	I leave my s around.	I am relaxed most of the time.	I have difficulty understanding	I feel comfortable around people.

0.692	0.953	0.452	0.555	0.351	0.098	0.248
2.241	0.690	3.675	3.017	4.431	7.837	5.410
3.0%	36.9%	28.0%	32.1%	8.9%	49.4%	3.6%
5	62	47	54	15	83	6
5.4%	41.1%	56.5%	46.4%	23.8%	42.9%	12.5%
9	69	95	78	40	72	21
8.3%	14.3%	10.7%	14.9%	32.1%	6.5%	16.1%
14	24	18	25	54	11	27
39.3%	5.4%	4.8%	5.4%	29.2%	1.2%	50.0%
66	9	8	9	49	2	84
44.0%	2.4%	0.0%	1.2%	6.0%	0.0%	17.9%
74	4	0	2	10	0	30
5.2%	40.3%	31.3%	36.9%	14.2%	45.9%	5.6%
12	94	73	86	33	107	13
6.4%	38.6%	51.5%	38.2%	22.7%	37.8%	12.4%
15	90	120	89	53	88	29
9.0%	13.7%	12.4%	16.7%	35.2%	11.2%	24.0%
21	32	29	39	82	26	56
41.2%	5.6%	3.4%	6.0%	24.0%	3.9%	43.3%
96	13	8	14	56	9	101
38.2%	1.7%	1.3%	2.1%	3.9%	1.3%	14.6%
89	4	3	5	9	3	34
2. I insult people.	3. I pay attention to details.	4. I worry about things.	5. I have a vivid imagination.	6. I keep in the background.	7. I sympathize with others'.	8. I make a mess of things.

0.246	0.238	0.189	0.290	< 0.001*	0.012*	0.013*
5.426	5.521	6.143	4.972	30.589	12.854	12.590
1.2%	3.6%	16.7%	3.0%	15.5%	19.0%	35.7%
2	6	28	5	26	32	60
16.1%	7.7%	42.3%	12.5%	44.6%	31.0%	51.2%
27	13	71	21	75	52	86
26.8%	20.8%	23.2%	25.6%	18.5%	23.2%	11.3%
45	35	39	43	31	39	19
44.6%	50.6%	14.9%	48.8%	16.7%	23.2%	1.8%
75	85	25	82	28	39	3
11.3%	17.3%	3.0%	10.1%	4.8%	3.6%	0.0%
19	29	5	17	8	6	0
3.9%	6.4%	13.3%	6.9%	13.3%	25.8%	25.3%
9	15	31	16	31	60	59
15.5%	11.6%	33.5%	15.0%	21.5%	38.2%	48.5%
36	27	78	35	50	89	113
24.9%	24.0%	28.3%	27.0%	36.5%	22.7%	20.6%
58	56	66	63	85	53	48
39.1%	40.8%	19.7%	40.3%	20.6%	11.2%	4.7%
91	95	46	94	48	26	11
16.7%	17.2%	5.2%	10.7%	8.2%	2.1%	0.9%
39	40	12	25	19	5	2
9. I seldom feel blue.	0. I am not interested in abstract ideas.	1. I start conversations.	2. I am not interested in other people's	3. I get chores done right away.	4. I am easily disturbed.	5. I have excellent ideas.

0.007*	0.533	0.005*	0.230	0.071	0.748	0.151
14.173	3.149	14.953	5.611	8.637	1.934	6.722
26.2%	42.3%	11.3%	20.2%	1.8%	8.9%	6.0%
44	71	19	34	3	15	10
36.9%	39.9%	20.2%	32.7%	8.3%	32.7%	13.1%
62	67	34	55	14	55	22
17.9%	12.5%	19.6%	25.6%	22.0%	27.4%	25.0%
30	21	33	43	37	46	42
17.3%	3.6%	37.5%	19.0%	46.4%	25.6%	49.4%
29	6	63	32	78	43	83
1.8%	1.8%	11.3%	2.4%	21.4%	5.4%	6.5%
3	3	19	4	36	9	11
38.2%	38.2%	16.7%	30.0%	5.6%	11.6%	8.6%
89	89	39	70	13	27	20
38.2%	41.2%	29.6%	30.9%	15.0%	27.0%	19.7%
89	96	69	72	35	63	46
15.0%	15.5%	21.5%	23.2%	17.6%	29.2%	26.6%
35	36	50	54	41	68	62
6.9%	4.7%	27.9%	14.2%	42.5%	26.2%	37.8%
16	11	65	33	99	61	88
1.7%	0.4%	4.3%	1.7%	19.3%	6.0%	7.3%
4	1	10	4	45	14	17
5. I have little to say.	7. I have a soft heart.	8. I often forget to put things back in	9. I get upset easily.	10. I do not have a good imaginatio	11. I talk to a lot of different people at	12. I am not really interested in others.

0.238	0.035*	0.062	0.009*	0.072	< 0.001	0.012*
5.515	10.367	8.959	13.571	8.610	19.225	12.871
42.3%	19.6%	31.0%	13.1%	6.5%	3.6%	17.3%
71	33	52	22	11	6	29
32.7%	34.5%	52.4%	25.6%	49.4%	10.7%	31.0%
55	58	88	43	83	18	52
17.9%	29.2%	14.3%	31.5%	25.6%	22.6%	26.2%
30	49	24	53	43	38	44
6.0%	14.9%	1.8%	27.4%	14.9%	50.0%	22.0%
10	25	3	46	25	84	37
1.2%	1.8%	0.6%	2.4%	3.6%	13.1%	3.6%
2	3	1	4	6	22	6
32.2%	30.9%	24.5%	18.9%	14.6%	9.0%	30.5%
75	72	57	44	34	21	71
42.5%	37.3%	47.2%	30.0%	38.6%	16.3%	33.5%
99	87	110	70	90	38	78
16.7%	20.6%	21.5%	33.9%	27.9%	33.0%	19.3%
39	48	50	79	65	77	45
6.9%	9.4%	6.0%	13.3%	15.9%	33.9%	14.6%
16	22	14	31	37	79	34
1.7%	1.7%	0.9%	3.9%	3.0%	7.7%	2.1%
4	4	2	9	7	18	5
3. I like order.	4. I change my mood a lot.	5. I am quick to understand things.	6. I don't like to draw attention to myself.	7. I take time out for others.	8. I shirk my duties.	9. I have frequent mood swings.

0.354	0.131	0.721	0.006*	0.012*	0.450	0.052
4.403	7.090	2.078	14.613	12.852	3.687	9.407
8.3%	16.1%	31.5%	18.5%	16.7%	12.5%	17.3%
14	27	53	31	28	21	29
30.4%	39.9%	50.6%	39.3%	31.0%	26.2%	32.1%
51	67	85	66	52	44	54
32.7%	30.4%	14.9%	23.2%	26.2%	29.2%	26.8%
55	51	25	39	44	49	45
23.8%	13.1%	2.4%	17.3%	21.4%	24.4%	21.4%
40	22	4	29	36	41	36
4.8%	0.6%	0.6%	1.8%	4.8%	7.7%	2.4%
8	1	1	3	8	13	4
10.7%	17.6%	30.0%	11.2%	30.5%	19.3%	24.0%
25	41	70	26	71	45	56
21.5%	33.9%	48.5%	28.3%	26.6%	23.2%	32.2%
50	79	113	66	62	54	75
36.5%	27.5%	15.5%	30.9%	26.6%	25.3%	26.6%
85	64	36	72	62	59	62
25.3%	16.7%	4.7%	24.5%	13.3%	24.9%	12.0%
59	39	11	57	31	58	28
6.0%	4.3%	1.3%	5.2%	3.0%	7.3%	5.2%
14	10	3	12	7	17	12

0. I use difficult words.
1. I don't mind being the center of
2. I feel others' emotions.
3. I follow a schedule.
4. I get irritated easily.
5. I spend time reflecting on things.
6. I am quiet around strangers.

0.140	0.050*	0.084	0.001*
6.926	9.490	8.227	18.333
26.2%	25.0%	14.3%	33.3%
44	42	24	56
57.1%	44.0%	25.6%	50.6%
96	74	43	85
14.9%	23.2%	29.8%	11.9%
25	39	50	20
1.2%	7.1%	27.4%	4.2%
2	12	46	7
0.6%	0.6%	3.0%	0.0%
1	1	5	0
28.3%	20.2%	19.7%	30.9%
66	47	46	72
46.8%	35.2%	33.9%	35.2%
109	82	79	82
20.2%	30.0%	25.8%	23.6%
47	70	60	55
4.3%	11.6%	18.5%	9.0%
10	27	43	21
0.4%	3.0%	2.1%	1.3%
1	7	5	3

The following table shows the differences in agreement about the five factors of the scale between Gen-Z AND millennials, as well as the significance of these differences using chi-square test. The table shows that there is significantly higher agreement and lower disagreement in the extraversion factor among millennials (11.3% and 6.05%, respectively) than Gen-Z (5.2% and 12.9%, respectively), indicating significantly higher extraversion among millennials (p-value = 0.009). The same pattern appeared in agreeableness factor, where higher agreement and lower neutrality are found among millennials (64.9% and 34.5%, respectively) than Gen-Z (48.9% and 50.6%, respectively), indicating significantly higher agreeableness among millennials (p-value = 0.006).

Also, there was a significantly higher conscientiousness among millennials (p -value < 0.001), where the factor had higher agreement and lower neutrality among them (49.4% and 46.4%, respectively) than in Gen-Z (22.3% and 73.8%, respectively), and while the lower disagreement among millennials than Gen-Z in the factor of emotional stability (39.3% vs 50.6%, respectively) indicates a better emotional stability among millennials, it is considered insignificant (p -value = 0.069). Lastly, millennials showed significantly higher agreement and lower neutrality in the factor of intellect/imagination (62.5% and 37.5%, respectively) than Gen-Z (44.2% and 54.5%, respectively), indicating a significantly better intellect/imagination among millennials (p -value < 0.001).

In general, 4 out of the Big Five Factors (extraversion, agreeableness, conscientiousness and openness) were significantly higher among millennials, while the neuroticism/ emotional stability was insignificantly higher among millennials.

Table 4.7: Differences in Agreement Levels of the Big Five Factors between Gen-Z and Millennials.

Factor	Gen-Z						Millennials						X2	p-value
	Disagree		Neutral		Agree		Disagree		Neutral		Agree			
	F	%	F	%	F	%	F	%	F	%	F	%		
Extraversion	30	12.9%	191	82.0%	12	5.2%	10	6.0%	139	82.7%	19	11.3%	9.488	0.009
Agreeableness	1	0.4%	118	50.6%	114	48.9%	1	0.6%	58	34.5%	109	64.9%	10.301	0.006
Conscientiousness	9	3.9%	172	73.8%	52	22.3%	7	4.2%	78	46.4%	83	49.4%	33.045	<0.001
Neuroticism	118	50.6%	104	44.6%	11	4.7%	66	39.3%	90	53.6%	12	7.1%	5.354	0.069
Openness	3	1.3%	127	54.5%	103	44.2%	0	0.0%	63	37.5%	105	62.5%	14.420	<0.001

4.4 Discussion of Results

Extraversion, openness, and neuroticism were positively correlated with online communication, supporting Hypothesis 1 that the big five personality trait differences will be positively correlated with internet use among digital natives and millennials. However, the results went against our expectations, with millennials scoring higher on all personality traits.

This implies that the Big Five traits of generations will be influenced by the sociocultural and political aspects of societies, as has been covered in the literature. Conversely, the second hypothesis highlights the importance of generations theory and Marshal Macluhan's communication theory in explaining the disparities in the Big Five personality traits between millennials and digital natives.

The findings of the Big Five personality test provide important insights into possible patterns of behavior among young Palestinians. For example, the average openness score of 30,057 indicates a moderate propensity for going out and interacting with others. This moderate tendency may indicate that interpersonal relationships and trust need to be strengthened and that social communication needs to be approached in a balanced manner.

The average score for agreeableness is 36.923, which suggests that participants have a relatively high level of warmth, empathy, and cooperation. It is important to focus on preserving and enhancing these agreeable traits to guarantee continued positive social interactions. This promotes goodwill and collaborative efforts among young Palestinian communities.

With a high average of 36.387, neuroticism shows that young Palestinians have a promising future in terms of creativity, imagination, and intellectual curiosity.

The participants' emotional flexibility and stability level appears to be relatively low, as indicated by the mean of 24.481 for emotional stability. This highlights the significance of

putting policies in place to support the mental and emotional well-being of Palestinian youth, such as providing resources for stress management and counseling.

Through education, exposure to different perspectives, and opportunities for research, these qualities can be strengthened, enabling young Palestinians to think critically, create, solve problems, and contribute positively to their communities and beyond.

Linking the Generational Theory to these findings, according to the theory, individuals in a given age group have traits in common that have been shaped by social and historical events. When this theory was applied to young Palestinians, the following outcomes demonstrated how these events affected the Big Five personality traits:

Openness (30,057): The moderate openness score may be a reflection of the sociopolitical context in which young Palestinians are being raised. Conflict exposure and low social mobility may hone a wary demeanor in social situations. According to generational theory, this moderate openness may be a result of past events like ongoing conflict, scarce economic opportunities, and cultural norms, which may have an impact on how young people view new experiences and social trust.

Agreeableness (36.923): The high level of agreement among young Palestinians suggests a strong sense of camaraderie and empathy. According to generational theory, this is a reaction to the need for unity in the face of hardship. These qualities are probably strengthened by growing up in a society that values cooperation and mutual support, as evidenced by the group resilience and empathy that are formed via shared experiences.

Conscientiousness (33.858): A balanced sense of responsibility and organization is indicated by the moderate level of conscientiousness. This may be interpreted as a generational reaction to the need for flexibility and self-control in a demanding setting. These characteristics may emerge in young Palestinians as they negotiate educational and professional options while striking a balance between their own goals and their community's

obligations.

Neuroticism (36.387): A high neuroticism score may indicate a high level of intellectual curiosity and a heightened sensitivity to stress. According to Generational Theory, ongoing exposure to adversity and uncertainty can raise anxiety levels but can also develop coping mechanisms like creativity and problem-solving skills.

On the other hand Marshall McLuhan's theory emphasizes how media and technology extend human capabilities and alter social interactions and perceptions. Applying this theory helps us understand how media influences the personality traits of young Palestinians.

Openness: Media and technology act as extensions that facilitate social interaction and exposure to diverse viewpoints. The moderate openness score could reflect limited access to varied media sources or controlled media environments. Enhancing media literacy and access to diverse content could foster greater openness.

Agreeableness: Media can amplify communal values and empathy. Social media platforms, in particular, allow for the reinforcement of cooperative behavior and community support. The high agreeableness score may be partly attributed to the positive reinforcement of these traits through media interactions

Emotional Stability (24.481): The need for mental health support is highlighted by the lower emotional stability score. According to generational theory, this is because young Palestinians continue to face stressors and collective trauma. Improving emotional stability necessitates addressing mental health through programs that foster resilience and community support.

We can examine how media and technology, as extensions of human capabilities, influence these traits among young Palestinians to make a connection between the Big Five personality traits questionnaire results and Marshall McLuhan's theory. The central tenet of McLuhan's

theory is that the communication medium we use shapes our social interactions and perceptions, which in turn influences how our personalities develop.

Being open-minded entails being creative, curious, and willing to interact with new ideas.

We must relate these qualities to McLuhan's Theory, media and technology foster creativity and intellectual curiosity by offering wide access to information and a variety of viewpoints.

- Extension of Man: Young Palestinians can learn and explore topics outside of their immediate surroundings thanks to the internet, social media, and digital platforms. Because of this access, they are exposed to new ideas, inventions, and cultures, which promotes an open mindset with such access, the range of content that young Palestinians interact with may be reflected in their moderate openness scores.

Social networks allow young Palestinians to connect with people worldwide, exchange stories, and get involved in social movements, extraversion is characterized by sociability, assertiveness, and the propensity to seek out social interaction.

- Impact on Young Palestinians: Their online social activities, which can support and foster interpersonal connections, may have an impact on their moderate propensity for social interaction, as indicated by their openness score.

The qualities of cooperation, empathy, and warmth are all included in the concept of agreeableness. Using the internet can help to highlight stories and narratives that promote these qualities. By encouraging cooperation and support among members of the group, online communities, and collaborative platforms can enhance these qualities.

- Extension of Man: Regardless of geographic boundaries, digital communication tools expand human capacity for empathy and teamwork, young Palestinians' high level of agreeableness might be bolstered by their involvement in social networks and online communities that place a strong emphasis on empathy and collaboration.

Anxiety, moodiness, and emotional instability are linked to neuroticism. Linking this characteristic to McLuhan's Theory, continuous exposure to upsetting or stressful media content can exacerbate emotional instability and anxiety, but media can also offer coping strategies and a platform for expressing emotions.

- Extension of Man: Digital media expands one's capacity to find creative stress-reduction outlets, establish connections with encouraging communities, and obtain mental health resources.

- Effect on Young Palestinians: The stressful content they come across online may have an impact on their high neuroticism score. Access to helpful mental health resources and stress-reduction techniques via the media can lessen these impacts.

Resilience, composure, and stress management skills are all components of emotional stability. These traits are related to McLuhan's theory. By promoting relaxation, stress reduction, and emotional support, upbeat and encouraging media content can improve emotional stability.

- Extension of Man: The internet and technology expand our capacity to locate and make use of resources that support emotional stability and mental health.

- Effect on Young Palestinians: Given the comparatively low emotional stability score, it appears that young Palestinians could benefit from more uplifting and encouraging content to help them cope with stress and develop resilience.

In conclusion, Marshall McLuhan's theory states that technology and the internet maximize human potential and have an effect on social interactions, perceptions, and personality. As a result, the media significantly influences the formation of personality traits. By considering these influences, interventions can be developed that make use of media and technology in ways that support the positive development of these personality traits.

summerizing by applying the knowledge gathered from these personality assessments, focused interventions and support networks can be established to capitalize on strengths and address possible areas for development to influence the future behaviors of Palestinian youth.

The political environment, the ongoing hostilities, and the instability of a conflict area such as Palestine can all have a significant influence on the outcomes of an individual's traits. Because it can keep young people in a hectic, complicated environment and keep them from going out and interacting with others, adversity can affect openness.

Political unrest and instability can exacerbate the emotional stability and interpersonal relationships of young people by increasing psychological stress levels, which can hurt peace and emotional stability.

Difficult political situations and real-life work environments may encourage traits like diligence as people are forced to develop high levels of organization and responsibility to face increasing challenges. Conversely, a complex political environment may encourage imagination and creativity as a means of expressing identity and feelings amid trying circumstances.

Recommendations

In the end, this study highlights how crucial it is to understand how the political and social environment shapes the development of personal traits and how crucial it is to give young people the resources and assistance they need to overcome challenges and realize their full potential, but further research needed to be conducted to understand the new generations among all levels.

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Appendix 1: Arabic Translation of the IPIP 50-item Big-Five markers

Item number	Original Goldberg Item	Arabic Adoption	Score direction	IPIP items loading on NEO facets	Big-Five factor markers in Goldberg (1992).
1	Am the life of the party	أنا ممتع في الحفلات و المناسبات	(1+)	Extraversion	Extraversion
2	Feel little concern for others.	أشعر بالقليل من الإهتمام تجاه الآخرين	(2-)	Agreeableness	Agreeableness
3	Am always prepared.	أؤجل القرارات	(3-)	Conscientiousness	Conscientiousness
4	Get stressed out easily.	أشعر بالضغط النفسي بسهولة	(4-)	Emotional Stability	Emotional Stability
5	Have a rich vocabulary.	لدي الكثير من الكلمات و المفردات	(5+)	Openess/Intellect	Intellect/Imagination
6	Don't talk a lot.	لا أتكلم كثيرا	(1-)	Extraversion	Extraversion
7	Am interested in people.	أنا مهتم بالناس	(2+)	Extraversion	Agreeableness
8	Leave my belongings around.	أضع ممتلكاتي/ أشياءي بدون نظام	(3-)	Conscientiousness	Conscientiousness
9	Am relaxed most of the time.	أشعر بالراحة النفسية معظم الوقت	(4+)	Emotional Stability	Emotional Stability
10	Have difficulty understanding abstract ideas.	أجد صعوبة في فهم الأفكار العميقة/المجردة	(5-)	Openess/Intellect	Intellect/Imagination
11	Feel comfortable around people.	أشعر بالارتياح مع الآخرين	(1+)	Extraversion/Friendliness	Extraversion
12	Insult people.	أنا أهين الآخرين	(2-)	Agreeableness/Cooperation	Agreeableness
13	Pay attention to details.	أهتم بالتفاصيل	(3+)	n/a	Conscientiousness

14	Worry about things.	أقلق تجاه بعض الأمور	(4-)	Emotional Stability/Anxiety	Emotional Stability
15	Have a vivid imagination.	عندي خيال واسع	(5+)	Openess/Imagination	Intellect/Imagination
16	Keep in the background.	لا أحب أن أكون موضع الإنتباه	(1-)	Extraversion/Assertiveness	Extraversion
17	Sympathize with others' feelings.	أتعاطف مع مشاعر الآخرين	(2+)	n/a	Agreeableness
18	Make a mess of things.	أسبب الفوضى من حولي	(3-)	Conscientiousness/Orderliness	Conscientiousness
19	Seldom feel blue.	نادرا ما أشعر بالحزن	(4+)	Emotional Stability/Depression	Emotional Stability
20	Am not interested in abstract ideas.	ليس لدي اهتمام بالأفكار العميقة/المجردة	(5-)	Openess/Intellect	Intellect/Imagination
21	Start conversations.	أبادر/أبدأ الحديث مع الآخرين	(1+)	n/a	Extraversion
22	Am not interested in other people's problems.	ليس لدي اهتمام بمشاكل الآخرين	(2-)	Agreeableness/Sympathy	Agreeableness
23	Get chores done right away.	أنجز الأشغال فوراً	(3+)	Conscientiousness/ self discipline	Conscientiousness
24	Am easily disturbed.	أنزعج بسهولة	(4-)	n/a	Emotional Stability
25	Have excellent ideas.	عندي أفكار ممتازة	(5+)	n/a	Intellect/Imagination
26	Have little to say.	أكبت مشاعري	(1-)	Extraversion/Assertiveness	Extraversion
27	Have a soft heart.	أنا طيب القلب	(2+)	n/a	Agreeableness
28	Often forget to put things back in their proper place.	غالباً ما أنسى أن أرجع الأشياء إلى مكانها الصحيح	(3-)	Conscientiousness/Orderliness	Conscientiousness

29	Get upset easily.	أشعر بالانزعاج بسرعة	(4-)	Emotional Stability/anger	Emotional Stability
30	Do not have a good imagination.	ليس لدي خيال واسع	(5-)	Openess/Imagination	Intellect/Imagination
31	Talk to a lot of different people at parties.	أتحدث مع الكثير من الناس في الحفلات و المناسبات	(1+)	Extraversion/Gregariousness	Extraversion
32	Am not really interested in others.	ليس لدي اهتمام حقيقي بالآخرين	(2-)	Extraversion/Friendliness	Agreeableness
33	Like order.	أحب النظام	(3+)	Conscientiousness/Orderliness	Conscientiousness
34	Change my mood a lot.	كثيرا ما أغير مزاجي	(4-)	n/a	Emotional Stability
35	Am quick to understand things.	أفهم الأشياء بسرعة	(5+)	Openess/Intellect	Openess/Intellect
36	Don't like to draw attention to myself.	لا أحب لفت الأنظار إلى نفسي	(1-)	Extraversion	Extraversion
37	Take time out for others.	أخصص/ أفزغ بعضا من وقتي لأكون مع الآخرين	(2+)	Agreeableness/Altruism	Agreeableness
38	Shirk my duties.	أتفادى واجباتي	(3-)	n/a	Conscientiousness
39	Have frequent mood swings.	كثيرا ما يتغير مزاجي بسرعة	(4-)	Emotional Stability/Depression	Emotional Stability
40	Use difficult words.	أستخدم كلمات (مفردات) صعبة	(5+)	n/a	Openess/Intellect
41	Don't mind being the center of attention.	لا أمانع أن أكون مركز الاهتمام	(1+)	n/a	Extraversion
42	Feel others' emotions.	أشعر بأحاسيس الآخرين	(2+)	Openess/Emotionality	Agreeableness

43	Follow a schedule.	ألتزم بجدول أعمال	(3+)	n/a	Conscientiousness
44	Get irritated easily.	أشعر بالغضب بسهولة	(4-)	Emotional Stability/Anger	Emotional Stability
45	Spend time reflecting on things.	أتجنب المناقشات الفلسفية	(5-)	n/a	Openness/imagination
46	Am quiet around strangers.	أكون صامتا حول الغرباء	(1-)	n/a	Extraversion
47	Make people feel at ease.	أشعر الآخرين من حولي بالراحة	(2+)	n/a	Agreeableness
48	Am exacting in my work.	أنا دقيق و صارم في عملي	(3+)	n/a	Conscientiousness
49	Often feel blue.	كثيرا ما أشعر بالحزن	(4-)	Emotional Stability/Depression	Emotional Stability
50	Am full of ideas.	أنا مفعم بالأفكار	(5+)	n/a	Intellect/Imagination

السمات الشخصية الخمس الكبرى للمهاجرين والمواطنين الرقميين في فلسطين

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الملخص

تبحث هذه الدراسة في الاختلافات في السمات الشخصية الخمس الكبرى بين الفلسطينيين، مع التركيز بشكل خاص على مجموعات الأجيال التي يمثلها جيل المهاجرين الرقمية أو ما سيعرف بجيل الألفية وجيل المواطنين الرقميين. وباستخدام المنهج الكمي، تم جمع البيانات من عينة من الأفراد الفلسطينيين من مختلف الفئات العمرية، وذلك باستخدام تدابير موحدة لتقييم أبعاد الانبساط، والقبول، والضمير، والعصابية، والانفتاح على التجربة. ويهدف التحليل باستخدام النهج النوعي إلى توضيح الاختلافات المحتملة في ملامح الشخصية بين جيل الألفية، أولئك الذين ولدوا بين أوائل الثمانينيات ومنتصف التسعينيات، والمواطنين الرقميين، الأشخاص الذين ولدوا بعد منتصف التسعينيات والذين نشأوا في العصر الرقمي. ومن خلال تحليلات المقارنة الإحصائية، تستكشف الدراسة كيف يمكن للعوامل الاجتماعية والثقافية والعوامل التكنولوجية وتأثيرات الأجيال أن تؤثر على التعبير عن سمات الشخصية في السياق الفلسطيني. علاوة على ذلك، آثار هذه النتائج على فهم التحولات بين الأجيال، وتأثير الرقمنة على تنمية الشخصية. يساهم هذا البحث في الأدبيات الأوسع حول علم النفس عبر الثقافات ويقدم نظرة ثاقبة حول الطبيعة المتطورة لسمات الشخصية بين الفلسطينيين.

وجدت النتائج أن 4 من العوامل الخمسة الكبرى كانت أعلى بكثير بين جيل الألفية، في حين كانت العصابية الاستقرار العاطفي أعلى بكثير مما كانت عليه بين جيل المواطنين الرقميين في المجتمع الفلسطيني