

The Personal Traits of the Battered Adolescent Girls

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ABSTRACT: Along with the development of technology, social media, and mass media, we hear news reports about violent incidents against adolescents. Types of violence diversify into influence the development of the personal characteristics of the individual. This study aimed to identify the personality traits of the battered adolescent girls. Identify the battered adolescent girls, they were surveyed using the questionnaire list of females battered. Findings showed that (222) female adolescent were subjected to violence. (21.6%) of them were subjected to high. Goldberg's Big Five Personality Trait Test was used. The results showed that the most important traits they had were the agreeableness, extraversion, conscientiousness, openness on experience and, finally, neuroticism. There were difference in the trait of neuroticism due to the violence degree variable and in due to encountered a high degree of violence. There were also differences in the extraversion and openness on experience due to grade due to ninth.

KEYWORDS: Personal traits, Big – Five personality Traits Test, battered, adolescent girls, violence.

INTRODUCTION

Along with the development of technology, social media, and mass media, we hear news reports about violent incidents against adolescents (in the family, school, etc.). Types of violence diversify into psychological, physical and verbal violence that influence the development of the individual's personal traits during Adolescence, which is a very significant period of humanlife, since it is considered a transitional stage between childhood and adulthood. Growth is a group of stages that a person goes through through out his or her lifetime, these stages are not distinct, but rather they work as a set of interrelated and continuous developmental sequences that affect each other in a way makes the pre – post stage a preparation for each stage and a continuation of the effects related to violence, for example individual, cognitive, social, and behavioral factors. These factors include characteristics, personality traits, stressors, social emotions, and behaviors including apprehensive and anxious tendencies. In fact, personality as a psychological variant can affect all human behaviors at both personal and social degrees (Amini. et.al, 2015).

Generally, violence is defined as using the force (threatening) in an illegal and unacceptable way, aiming at harming the others, or damaging the properties, Alteir (1993), Al-rushod (2000: 37), Asirfi (1990), Hilmi (1999: 9), Asalih (1999: 586), and Kumar and Marcial (1999) defined violence as follows:

The illegal use of means of concrete or physical coercion to achieve personal or social purposes, arising from agitation that uses physical force to hurt and harm people or properties, such as abusing, quarreling, revenge, and toughness, tendency to challenge, enjoying criticizing others, revealing their mistakes, and portraying them as weak or helpless, as well as tending towards torture, embitterment and disturbing, defamation and causing seditions, and tantrums in their common different forms.

Beyond each violence incident, there is a number of factors, thus, it is difficult to identify only one factor as a key and core reason for the problem to occur. Some of these reasons' roots are in the infrastructure of the society (Cuervo 2021), while we find other factors are more closely linked to the personality of the individual, namely the aggressive, and his point of view towards children and their upbringing, and what they are supposed to do for their family lives, along with his view of life and world. Some factors have a kind of agreement in theoretical, therapeutic and empirical science studies, those related to the family that suffers aggression, abuse and neglect in terms of the family history of violence, or stresses family members suffered such as poverty, or acute emotional stresses, including psychological and mental disorders (Hajj Yahya, Arar and Abu Qutaish, 2006) and (Goldman, et al, 2003).

AlWahsh (2008) explained that the most important factors beyond the phenomenon of violence are as follows: The existence of patriarchal culture, arising in frustration, which is the key reason for violence. Al-Shami (2006), on the other hand, clarified that the school factors causing rising violence between students are as follows:

We can assume that there are other factors responsible for violence against adolescents, including those related to the psychological and social aspects. The findings of Al- Neirab (2008) have shown that the most significant psychological and social

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factors responsible for school violence, from teachers' points of view, are family factors, mass media factors, social and personal factors and, ultimately, school environment factors.

Siyaj (2013) reported a low rate of violence at schools among adolescent students. Abu Zant (2002) revealed differences in the total degree of violence manifestations. Al-Mutawa (2008), Wahsh (2008), Al-Nairab (2008), Asaliya and Al-Halloul (2006) found a positive correlation between family violence and aggressive behavior among students in schools. From teachers' points of view, the most significant psychological and social causes responsible for school violence were primarily attributed to family factors, while school environment factors were in the last place. Violence against objects represented the most common form of violence among students, followed by violence against others, then against oneself.

(Bin Driedi, 2007 & Jayasinghe, Selvanathan, and Selvanathan 2020) :illustrated the effects of violence on individuals as follows:

- Inability to interact positively with the society.
- Lack of satisfaction and fulfillment with family, study and work life as well as public relations.
- Individuals cannot develop proper attitudes towards themselves to embrace themselves.
- Inability to face challenges and stresses positively.
- Inability to solve problems facing the individual without hesitation or frustration.
- The person does not handle his daily life independently.

Many research addressed the personal traits of adolescent girl including Rode. *et al.* (2019) revealed that those adolescents who encountered physical abuse showed higher levels of trait anxiety and outwardly directed anger, and a lower sense of self-efficacy. Akila (2018) found that the most prevalent psychopathic variables among women victims of violence are those of social introversion domain, the investigated women admit that they have personal and emotional difficulties. Additionally, they lack self-confidence in their ability to deal with such difficulties; the most are of social introversion domain. Amini (2015) revealed that mental health has a significant and positive correlation for battered women with neuroticism personality trait, while it has a significant but negative correlation with extraversion personality trait, agreeableness, and conscientiousness.

Muhamad (2016) found that the adolescents are distinguished by a high degree of excitability and a medium degree of nervousness, aggression, depression and desist. One of the related studies, Abu Warda (2011), has shown that the proportion of violence among adolescents was (21.65%), and their main traits were agreeableness, extraversion, conscientiousness, open-mindedness and, finally, neuroticism. Fatafta (2009) acknowledged that agreeableness was the most significant personal trait for those who experienced family violence. This was at a high degree, while the neuroticism trait was the least of all. Jazmawi (2008) found an inverse correlation between introversion, excitement, and the aggressive behavior, but there was a direct relation with extraversion and sobriety.

Violent battery is a traumatic event, violence as a traumatic experience goes through several stages, they are: denial, withdrawal, confusion, psychological distress, fear of recurrence of violence, Fatafta (2009). Consequently, violence is considered a traumatic condition, individual traits and attitudes have an important and vital role in assessing his stress-related suffering. Individuals do not respond to stressful situations in the same way, but they differ according to a variety of sources.

From what has been mentioned, we note that the individual personality is clearly affected by the relationship between the sources of stress, and the degrees of those stressful situations encountered by the individual. Violence as a source of stress can have a profound effect on the personal the individual traits. The goal of this study was to explore some of the personal traits of battered adolescents, whether that violence was a result of family or school violence or even violence that they are used to in the environment to which they belong.

1.1 Problem of the Study & its Questions

Violence is a common behavior among all communities, over different times. It takes many forms. It should be noted that violence is found in almost every institution, represented in the forms of insults, mockery, getting rid of repression, and sometimes severe beatings of some adolescent students, whether by students, teachers, or family.

exposing adolescent girls to different types of violence within the school, or family violence or anywhere else, can all have the greatest effect on their characters and personalities. The Palestinian Central Bureau of Statistics indicated in its preliminary findings on a survey of violence in Palestinian society, 2019, that battered adolescent girls aged (12-17) years, in Palestine, were subjected to street violence by (11%), (15%) was in the school, (12%) was psychological violence by one of the teachers, (10%) was violence in social media, and (44.2%) was family violence for males and females together, (61%) of them preferred to remain silent.

Thus, this study was to investigate an important topic that is to identify the personal traits of female battered adolescent students, namely, this study was to address the following questions:

- What are the personal traits of the female battered adolescent students?
- Are there differences at the level of significance ($\alpha \geq 0.05$) in the personality traits of female battered adolescent students due to the violence degree and gender variables?

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OBJECTIVES

1. To identify the most important personal traits of female battered adolescent students.
2. To identify the differences in the means of personality traits among female battered adolescent students due to the violence degree and grade variables.

Significance of the Study

The significance of this study is illustrated in exploring the personal traits of battered girls throughout Adolescence due to the importance of these traits; as they offer the keys of their different behaviors in life on the basis of what traits they have, they can therefore be directed, it is also possible to choose the programs that conform with their personal traits, moreover, to achieve the highest degree of current and potential stability and psychological health.

Choosing study population consisting of battered adolescent girls and investigating the degree of violence they encounter as well as the grade and its influence on shaping their personal traits are important. This importance is expressed in attracting the attention of psychological and educational counselors and guidance centers, enhancing their feeling of security and confidence in addition to developing the positive traits of their personalities, raising their awareness and improving the positive habits, minimizing the feelings of oppression and deprivation that contribute to developing the negative traits in their personalities, namely, aggressive, nervous, and depressive ones.

Limitations of the Study

This study was conducted on the female battered adolescent students in Palestine, during the school year (2018-2019), sampling was conducted in a stratified random method.

Definition of Terms

Violence: Intended use of the physical force through either threatening or actual physical abuse against another person, group or society as it leads to an injury, death, mental injury, bad development or deprivation (WHO, 2002).

Procedurally

definition for battered adolescent girls: The student who have encountered types of verbal and actual behaviors or actions that have led to abusing, ostracizing, threatening, or assaulting on them, and on their property for the purpose of abuse and revenge

Adolescence: It is the stage of development at the age of adulthood, that is, that starts at the age of (13) years, and ends at the age of maturity, at almost the age of (18) or (20) years of age. It represents the age of intellectual, emotional, and social maturity. The girl reaches this stage about two years before the boy (El-Essawy, 2000: 63).

Trait: It is defined as the (physical, mental, emotional, or social) trait, innate or acquired, that characterizes an individual, and expresses a relatively constant willingness to a specific type of behavior (Zahran, 1982: 59).

Personality: Allport (1937) defines the personality, as "It is the dynamic organization of all psychological and physical systems in the individual that determine the individual constancy with his environment (Zahran, 1982: 55)

Procedurally definition for personality traits: A set of psychosocial traits that are characterized with relative stability. They are, in their entirety, a total complex dynamic structure, in which an individual can be described. They also enable us to predict his or her behavior with a high degree of stability, as the Clinical Analysis Test (Abdel Rahman, 1998: 400).

METHODOLOGY AND PROCEDURES

Methodology

To achieve the objectives of the study, the analytical descriptive approach was used.

Population of the Study

The population of this study consisted of all pupils in the governmental schools in Palestine during the school year (2018-2019). They were (3672) female students in eighth grade and (3583) in ninth grade, a total of (7555) female students (Statistical Yearbook for the school year 2018-2019).

Sample of the Study

- 1- The primary study sample consisted of (1056) female adolescent students who were chosen in a stratified random method due to grade variable.
- 2- To find out the female battered adolescent students, they were surveyed using the questionnaire list of female battered students Abu Warda (2011).

Description of the Sample's Variables

It was identified that (222) female adolescent students were subjected to violence, (48) of them were subjected to high degree of violence with a ratio of (21.6%), while (174) of them have encountered a medium degree of violence, representing (78.4%) of the total, (128) female adolescents were in eighth grade with a ratio of (56.8%), and (94) in tenth grade, with a ratio of (43.4%) of the total.

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Instrument of the Study

Goldburg's Big Five Personality Trait test was used to detect the personal traits. The test includes five traits, each of them consists of set of statements, and each of the personality traits comprises of set of different statements as it is shown in Table (1).

Table (1): Statements of personal traits.

Trait	Statement No	Total number of statements
Neuroticism	(27 - 1)	
Conscientiousness	(48 - 28)	
Extraversion	(68 - 49)	
openness on experience	(84 - 69)	
Agreeableness	(102 - 85)	

KEY TEST

Five-point Likert scale was used. The responses were Very significantly (5 scores); significantly (4 scores); Medium degree (3 scores); Low degree (2 scores); Very low degree (1 score)). Scores reflected the following negative statements (33, 36, 38, 39, 40, 41, 42, 48, 62, 66, 67, and 82), to assess the estimates of the participants and determine the mean of personality traits for female battered students, according to the value of the mean, the following scale was adopted:

1. Low degree: If the value of the mean ranges from (1- 2.49).
2. Medium degree: If the value of the mean is between (2.50- 3.49).
3. High degree: If the value of the mean for the total score or the domain ranges from (2.50- 3.49).

THE INSTRUMENT'S VALIDITY

It was checked by a group of arbitrators, specialized in Education and psychology, to assert its suitability for the its purpose and the correctness of forming the items, they all agreed on the validity and readability of the two instruments. On the other hand, the instrument validity between the items was checked by calculating Pearsons Correlation Coefficient of the total degree of the instrument and it was clear that there was statistical significance in all the questionnaire's items, which indicated internal validity between the two instruments.

It has been shown that all the values of the correlation coefficients of the statements with the total score for each dimension are statistically significant, which means that the instruments are valid, and they participate together in measuring the personality traits, in light of the theoretical framework on which each instrument was built.

RELIABILITY

To assure the study's instrument, the researcher calculate the reliability of the total degree and the fields of the reliability coefficient using Cronbakh Alpha and the total degree from (0.78-0.88), indicating the reliability of the instrument which is considered appropriate for the study's purposes.

- Independent variables: The violence degree and grade.
- Dependent variables: The personal traits of female battered adolescent students.

RESULTS

This part of the study includes the results and shows the impact of the variables through the sample's responses and the statistical analysis. And it is to determine the degree of the means of the respondents' answers, data in table (2) shows the **most important personal traits among the battered adolescent girls** were adopted.

Table (2): Means and standard deviations (SD) for the most important personality traits arranged by their importance.

Domain	(n)	Mean	SD	Degree
Agreeableness	222	3.64	0.65	High
Extraversion	222	3.46	0.58	Medium
Conscientiousness	222	3.35	0.56	Medium
Openness on experience	222	3.26	0.62	Medium
Neuroticism	222	3.13	0.73	Medium

It is clear that the most important personality trait reflected in the trait of agreeableness with a mean (3.64) which shows a high degree, followed by extraversion at a medium degree up to (3.46), conscientiousness comes in the third place with a mean (3.35) which shows a medium degree, too. In the fourth place, there is openness on experience at a medium degree with a mean (3.26), finally, there is trait of neuroticism, which is the least of all, with a mean (3.13) which also shows a medium degree.

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Getting a high degree of agreeableness, in this study, gives a positive picture to these female-battered adolescent student who work hard to be close to others by friendliness and respect, and not to be isolated from them. This is consistent with Fatafta (2009) and Abu Warda (2011) findings.

The findings related to the differences between the means of the personality traits among the battered adolescent girls are due to the degree of violence and grade variables.

- **Results concerning the degree of violence variable**

T-tests were used; the findings were as shown in Table (3).

Table (3): The results of t-tests for the differences in the means for some of the personality traits among adolescents due to the degree of violence variable.

Traits	Degree of violence	(n)	means	SD	(T)	Degrees of freedom	Statistical significance
Neuroticism	High	48	4.00	0.36	-8.284	220	0.000**
	Medium	174	2.89	0.62			
Conscientiousness	High	48	3.26	0.62	0.847	220	0.399
	Medium	174	3.37	0.55			
Extraversion	High	48	3.35	0.74	1.152	220	0.252
	Medium	174	3.51	0.52			
Openness on experience	High	48	3.26	0.85	0.034	220	0.973
	Medium	174	3.26	0.55			
Agreeableness	High	48	3.72	0.85	-0.761	220	0.448
	Medium	174	3.60	0.50			

It has been shown that there were statistically significant differences at the level ($\alpha \leq 0.05$) in the Neuroticism trait among female battered students due to the degree of violence variable. The differences were in favor of the adolescent girls who had encountered a high degree of violence up to (94.00), whereas there were no statistically significant differences for other traits.

- **Results concerning the grade variable**

Table (4): The results of t-tests for the differences in the means for some of the personality traits among female battered adolescent students due to grade variable.

Traits	Grade	(n)	mean	SD	(T)	Degrees of freedom	Statistical significance
Neuroticism	8 th	128	3.13	0.73	0.019	220	0.985
	10 th	94	3.13	0.74			
Conscientiousness	8 th	128	3.32	0.59	-0.644	220	0.521
	10 th	94	3.39	0.53			
Extraversion	8 th	128	3.58	0.58	2.228	220	0.028*
	10 th	94	3.33	0.55			
Openness on experience	8 th	128	3.36	0.59	2.007	220	0.047*
	10 th	94	3.12	0.65			
Agreeableness	8 th	128	3.62	0.69	-0.132	220	0.895
	10 th	94	3.64	0.59			

It was found that there were statistically significant differences at the level ($\alpha \leq 0.05$) in extraversion and openness on experience traits among female battered adolescent students due to the grade variable. The differences were in favor of 8th grade female students, the findings were in accordance with Abu Warda (2011), but they disagreed with Aljzawawi (2008) and Hamed (2003).

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DISCUSSION

It is clear that the most important personality trait of the battered adolescent girls were agreeableness, extraversion, conscientiousness, and then openness on experience trait, while the neuroticism trait was the least. This is aligned with Abu Warda (2011) and Ftafta (2009), though it disagreed with Alkila (2018), rode. *et al.* (2019) and Amini (2015).

Having a high degree of agreeableness trait among female battered students might be due to the fact that despite being subjected to violence, they have a strong desire for self-assertion with a propensity to keep pace with society, particularly because high self-assertion typically occurs through developing a sense of familiarity and affection, so they tend to be friendly to achieve self-fulfillment. Consequently, they are active and looking for the group by interacting with others with affection and love, so that extraversion trait came in the second place, they also had the ability to persevere and coordinate to achieve the desired goals, conforming that there was a medium degree of conscientiousness trait among them. Therefore, even though female battered students have the ability to value and appreciate others, they also tend to contribute to the community, they have a medium degree of conscientiousness, which can hinder their ability to study hard and faithfully and in an acceptable manner. It contributes to low mental maturity and lack of interest in culture; then, they pay less attention to aesthetics, as they have a medium degree of openness on experience. In the same way, they may suffer some emotional distress as a result of their susceptibility to violence, but this is not in a high degree, but rather a medium degree, and therefore the trait of neuroticism has come in a medium degree among these female battered students.

It has also been found that there have been significant differences in the trait of neuroticism among female battered students due to the degree of violence variable, as the differences were seen in favor of adolescent girls who were exposed to a high degree of violence, although there were significant differences in the extraversion and openness on experience traits due to the grade variable, in favor of 8th grade students. This result agreed with Abu Warda (2011), Muhammad (2016) and Dridi (2007) but it did not agree with Fence (2013) Al-Jazmawi (2008).

These findings demonstrate that the personality of adolescent girl is clearly influenced by the relationship between the sources of stress, the degrees of those stresses the individual encounters. Violence, as a source of stress, can have a significant impact on the personal traits of the adolescent girls, especially with regard to the neuroticism trait that was in a high degree among the sample participants who have been subjected to a high degree of violence, which means that the violent behavior against them has not only stopped at one stage in their lives, but it has accompanied them throughout their lives, making their personalities more neurotic than others.

With respect to the absence of differences due to the degree of exposure to violence on the other personality traits, this can be attributed to the capacity of adolescent girls to control events. Hajan (Hajan, 1998) indicated that the event control center (internal or external) plays a significant role in the development or chaos of the personality. Individuals, who have the ability to control events and influence others, are more likely to encounter threats and tension in their lives than those who cannot bear them. Consequently, the degree of violence does not affect the other personality traits as much as the personality is influenced by the individual's control center.

CONCLUSION

This study is one of the few Arabic gender-related psychological studies at the level of Arab World and Palestine based on the researcher knowledge, highlighting girls who have endured a high and medium degree of violence and defining their personal traits using Goldberg's Big Five Personality Traits Test. It has been shown that these girls have traits of agreeableness, extraversion, conscientiousness, openness on experience and, finally, neuroticism. This study also showed that the adolescent girls who have been subjected to a high degree of violence marked with neuroticism trait, whereas students in ninth grade have extraversion and openness on experience traits more than those in tenth grade. Younger girls tend to be more adaptive and cooperative than the older ones.

RECOMMENDATIONS

In light of the results of this study, the researcher recommends the following:

1. The need for educational institutions (schools) to foster a sense of security and confidence among female adolescent students to develop positive personality traits that can be obtained through advisory programs designed for this purpose.
2. Activate out-of-school (extracurricular) activities in schools to teach students, promote positive habits and behaviors, avoid violence, and to stay away from spite, hatred, aggression, injustice, and bias.
3. The need for governmental institutions that provide material and emotional support for adolescent girls to minimize feelings of oppression and deprivation that lead to the development of negative traits in their personalities such as aggression, nervousness, and depression.
4. Paying attention to healthy, social, psychological, and moral conditions of the adolescent girls.
5. Focusing on the importance of the family's role in following up on their daughters and giving them a greater sense of security, protection and love. Dealing rationally with their children, far from violence.

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- Benefiting from the findings of this study in the area of educational and psychological counseling, and the need for counselors to adopt counseling programs to develop personality traits that play a key role in adaptation and mental health.

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