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A study on the relationship between personality traits and self-esteem among young adult women

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Abstract

The study aimed to examine the relationship between personality traits and self-esteem among young adult women. A total of 240 young adult women aged between 20-35 years, comprising college students, housewives, working professionals and fashion professionals from Hyderabad, Telangana, were selected through a stratified random sampling technique. The data were collected using the Big Five Personality Test developed by Costa and McCrae (1992) and the self-esteem Scale developed by Dhar and Dhar. An ex-post facto research design was adopted for the study. The SPSS 16.0 package program was used to analyze the data using descriptive statistics and Karl Pearson's product moment correlation. The findings revealed that most respondents exhibited high levels of extraversion, agreeableness, conscientiousness, openness to experience and self-esteem, whereas neuroticism showed negative associations. The study concludes that positive personality traits contribute to higher self-esteem and promote the psychological well-being of young adult women.

Keywords: Personality traits, self-esteem, young adult women, big five personality

Introduction

Young adulthood is a crucial developmental stage encompassing the age period from 20 to 35 years and is characterized by significant physical, psychological, social and occupational transitions (APA, 2023). During this period, young women establish personal identities, pursue higher education and career opportunities, develop intimate relationships and assume increasing personal and social responsibilities. As they navigate multiple developmental challenges, they experience changes in self-concept, emotional maturity and interpersonal relationships that influence their overall psychological well-being. It has been recognized that young adulthood as a critical period for promoting positive mental health, self-developmental and emotional resilience, making it an important stage for understanding the psychological factors that contribute to healthy adjustment and well-being (WHO, 2024) [18].

Personality traits are relatively enduring patterns of thoughts, emotions and behaviours that influence how individuals perceive themselves, interact with others and respond to life experiences. The Five-Factor Model identifies openness to experience, conscientiousness, extraversion, agreeableness and neuroticism as the major dimensions of personality, each contributing to behavioural tendencies and psychological functioning. These traits play

an important role in emotional regulation, decision-making, interpersonal relationships and adaptation to life challenges. Recent studies reported that adaptive personality characteristics were associated with better psychological adjustment and quality of life, whereas higher neuroticism was linked to increased psychological distress and poorer emotional functioning among young adults. These findings suggest that personality traits are important determinants of positive psychological development (El-Etreby *et al.* 2025) [8].

Self-esteem refers to an individual's overall evaluation of self-worth and reflects the extent to which individuals value, respect and accept themselves. It is regarded as an essential component of psychological well-being that influences confidence, resilience, motivation and interpersonal relationships. Young women with high self-esteem generally demonstrate greater self-confidence, emotional stability and positive self-perceptions, whereas low self-esteem is associated with self-doubt, insecurity and psychological distress. Studies found that lower self-esteem during emerging adulthood was associated with negative self-evaluations, distorted perceptions of personal performance and increased vulnerability to mental health problems (Rouault *et al.* 2022) [13].

Growing evidence suggests that personality traits and self-

esteem are closely interrelated. Personality characteristics influence how individuals evaluate themselves, cope with challenges and develop confidence in their abilities. Positive personality traits such as extraversion, conscientiousness and openness are generally associated with higher self-esteem, whereas neuroticism is consistently related to lower self-esteem and poorer psychological adjustment. Studies reported that openness, conscientiousness and extraversion were positively associated with self-esteem, while neuroticism showed a significant negative association (Yang *et al.* 2023) ^[19]. Similarly, recent research observed that emotionally stable and conscientious individuals reported higher self-esteem than those with elevated neuroticism (Duric *et al.* 2024) ^[7]. These findings indicate that personality traits play a significant role in shaping self-esteem, highlighting the need to examine the relationship between personality traits and self-esteem among young adult women.

Review of Literature

Verma *et al.* (2026) ^[17] studied the personality traits among 335 adult college students aged between 20-25 in Kanpur, India. The study found that most of the young adult women were agreeable type personality holders, which indicated traits such as empathy, cooperation, higher sociability and self-acceptance that reflected a positive personality. The overall finding highlighted that agreeableness is the major type of personality, whereas conscientiousness and neuroticism were less dominant among the young adult women.

Buck *et al.* (2025) ^[3] investigated the personality traits between 1685 young adults as a sample which revealed that young adult women are more inclined towards conscientiousness and agreeableness types of personality with a lower emotional stability. Findings indicated that the correlation between the general personality type and actual personality of the individual was highest ($r = 0.38$ to 0.52) for emotional stability and conscientiousness, suggesting self-perception was higher than actual behaviour.

Kim and Lee (2025) ^[11] found that higher self-esteem is associated with greater openness, indicating that individuals with greater openness tend to have a more positive self-view and better psychological adjustment. Among young adult women, openness contributes significantly to greater adaptability, improved emotional stability and enhanced overall well-being.

Khosla and Mitra (2025) ^[10] examined the relationship between self-esteem and personality-related factors among 120 young adult women. The study revealed that higher levels of self-esteem were positively associated with greater resilience and emotional resilience, indicating stronger personality traits.

Cui *et al.* (2024) ^[5] conducted a study to know about the relationship between self-esteem and personality traits among the young adult women. The study reported a significant positive association between self-esteem, personality traits and mental well-being ($p < 0.05$), with resilience playing a mediating role. Higher self-esteem and adaptive personality traits were linked to better psychological functioning.

She Xi *et al.* (2023) ^[14] conducted a cross-sectional study on 5184 samples to examine the relationship between positive

self-esteem. The findings revealed that positive self-esteem significantly reflects higher levels of positivity, indicating that individuals with greater positivity tend to exhibit increased confidence, motivation and a more favourable self-evaluation.

Asquith *et al.* (2022) ^[2] examined the relationship between the personality traits and well-being among 132 young adult women. The study found that neuroticism was the most prominent personality trait, followed by conscientiousness, which emerged as the most consistent trait among the sample. The findings indicated that these traits played a major role in defining personality traits in the particular age group.

David and Vijayan (2021) ^[6] conducted a study on personality traits among 150 young adult women aged between 18-25 years. The results showed that the agreeableness type personality showed the most significant result ($r = .172$, $p < 0.05$), which is related to empathy, social harmony and cooperative type of emotional intelligence characteristics.

Naim *et al.* (2022) ^[12] analysed the relationship between personality traits and self-esteem among young adult women. The study observed a significant positive correlation between self-esteem and traits such as extraversion and conscientiousness ($p < 0.05$), while neuroticism showed a significant negative relationship with self-esteem ($p < 0.05$).

Varanarasamma *et al.* (2019) explored the relationship between personality traits and self-esteem among adult female students. The study showed a significant positive association ($p < 0.05$) with traits such as extraversion, agreeableness, conscientiousness and openness positively predicting self-esteem, while neuroticism showed a negative relationship.

Materials and Methods

Location of the study

The present study was aimed to study the relationship between personality traits and self-esteem among young adult women. The study was carried out in Hyderabad city of Telangana state because the city has a diverse demographic population comprising women from different educational, occupational, socio-economic and cultural backgrounds. Hyderabad provides greater exposure to higher educational institutions, employment opportunities and diverse social environments, making it an appropriate setting to study personality traits and self-esteem among young adult women.

Sample size

A total of 240 young adult women in the age group of 20–35 years were selected as the sample for the study. The sample comprised 60 college students, 60 housewives, 60 working professionals and 60 fashion professionals, selected using a stratified random sampling technique.

Tools used for the study

The Big Five Personality Test (BFPT) based on the Five-Factor Model developed by Costa and McCrae (1992) ^[4] was used to assess personality traits. The scale consisted of 50 statements under five dimensions, namely Extraversion, Agreeableness, Conscientiousness, Neuroticism and

Openness to Experience. Self-esteem was measured using the Self-Esteem Scale (SES-DSDU) developed by Dr. Santosh Dhar and Dr. Upinder Dhar. The scale consisted of 23 statements under six dimensions, namely Positivity, Openness, Competence, Humility, Self-Worth and Learning Orientation.

Statistical analysis

The SPSS version 16.0 package program was used to

analyse the data. Descriptive statistics such as frequency, percentage, mean and standard deviation were used to describe the variables. Karl Pearson's product-moment correlation was employed to determine the relationship between personality traits and self-esteem among young adult women.

Results and Discussion

Table 1: Levels of Personality traits among young adult women (n=240, n1=60, n2= 60, n3=60, n4=60)

S. No.	Levels of extraversion	Students		Housewives		Working professionals		Fashion professional		Total	
		f	%	f	%	F	%	F	%	f	%
1	High	27	45	44	73.3	38	63.3	30	50	139	57.9
2	Moderate	25	41.7	12	20	13	21.7	26	43.3	76	31.7
3	Low	8	13.3	4	6.7	9	15	4	6.7	25	10.4
	Total	60	100	60	100	60	100	60	100	240	100
S. No.	Levels of agreeableness	Students		Housewives		Working professionals		Fashion professionals		Total	
		f	%	f	%	F	%	F	%	f	%
1	High	39	65	31	51.7	37	61.7	27	45	134	55.8
2	Moderate	16	26.7	20	33.3	16	26.7	18	30	70	29.2
3	Low	5	8.3	9	15	7	11.6	15	25	36	15.0
	Total	60	100	60	100	60	100	60	100	240	100
S. No.	Levels of conscientiousness	Students		Housewives		Working professionals		Fashion professionals		Total	
		f	%	f	%	F	%	F	%	f	%
1	High	47	78.3	27	45	33	55	25	41.7	132	55.0
2	Moderate	8	13.3	30	50	21	35	27	45	86	35.8
3	Low	5	8.4	3	5	6	10	8	13.3	22	9.2
	Total	60	100	60	100	60	100	60	100	240	100
S. No.	Levels of neuroticism	Students		Housewives		Working professionals		Fashion professionals		Total	
		f	%	f	%	F	%	F	%	f	%
1	High	17	28.3	14	23.3	18	30	12	20	61	25.4
2	Moderate	17	28.3	28	46.7	27	45	18	30	90	37.5
3	Low	26	43.4	18	30	15	25	30	50	89	37.1
	Total	60	100	60	100	60	100	60	100	240	100
S. No.	Levels of openness to experience	Students		Housewives		Working professionals		Fashion professionals		Total	
		f	%	f	%	F	%	F	%	f	%
1	High	44	73.3	20	33.3	33	55	25	41.7	122	50.8
2	Moderate	7	11.7	38	63.4	20	33.3	29	48.3	94	39.2
3	Low	9	15	2	3.3	7	11.7	6	10	24	10.0
	Total	60	100	60	100	60	100	60	100	240	100
S. No.	Levels of overall personality	Students		Housewives		Working professionals		Fashion professionals		Total	
		f	%	f	%	F	%	F	%	f	%
1	High	18	30	16	26.7	13	21.7	9	15	56	23.3
2	Moderate	42	70	44	73.3	47	78.3	51	85	184	76.7
3	Low	-	-	-	-	-	-	-	-	-	-
	Total	60	100	60	100	60	100	60	100	240	100

Note: 'f' represents frequency and % represents percentage
Table - 1 depicts the distribution of respondents according to the levels of the Big Five personality traits, namely extroversion, agreeableness, conscientiousness, neuroticism, openness to experience and overall personality among students, housewives, working professionals and fashion professionals.

With regard to extroversion, the highest proportion of students (45%) exhibited high levels of extroversion. Among housewives, a substantial majority (73.3%) demonstrated high extroversion, followed by working

professionals (63.3%) and fashion professionals (50%). A comparison across occupational groups indicated that housewives reported the highest proportion of high extroversion (73.3%), followed by working professionals, fashion professionals and students. Overall, more than half of the respondents (57.9%) exhibited high levels of extroversion, indicating that high extroversion was predominant among the total sample of 240 young adult women. The findings suggest that the majority of the respondents possessed sociable, outgoing and energetic personality characteristics. This may be because young adult

women are actively involved in family, educational, occupational and community activities, which provide frequent opportunities for social interaction, communication and interpersonal engagement, thereby promoting extroverted behaviour.

Concerning agreeableness, the highest proportion of students (65%), working professionals (61.7%), housewives (51.7%) and fashion professionals (45%) exhibited high levels of agreeableness. A comparison across occupational groups showed that students reported the highest proportion of high agreeableness (65%), followed by working professionals, housewives and fashion professionals. Overall, 55.8 per cent of the respondents exhibited high levels of agreeableness, indicating that high agreeableness was predominant among the total sample. The findings suggest that the majority of the respondents were cooperative, considerate and empathetic in their interpersonal relationships. This may be because young adult women often engage in collaborative environments within their families, educational institutions and workplaces, which encourage empathy, cooperation, trust and supportive social relationships.

With respect to conscientiousness, the highest proportion of students (78.3%) exhibited high levels of conscientiousness, while the largest proportion of working professionals (55%) also demonstrated high conscientiousness. Among housewives (50%) and fashion professionals (45%), the highest proportion exhibited moderate conscientiousness. A comparison across occupational groups indicated that students reported the highest proportion of high conscientiousness (78.3%). Overall, 55.0 per cent of the respondents exhibited high levels of conscientiousness, indicating that high conscientiousness was predominant among the total sample. The findings suggest that the majority of respondents were organized, responsible and goal-oriented. This may be because academic and occupational responsibilities require planning, discipline and commitment, encouraging individuals to develop responsible and organized behavioural patterns.

In terms of neuroticism, the highest proportion of students (43.4%) and fashion professionals (50%) exhibited low levels of neuroticism, whereas the largest proportion of housewives (46.7%) and working professionals (45%) demonstrated moderate neuroticism. A comparison across occupational groups showed that fashion professionals reported the highest proportion of low neuroticism (50%).

Overall, 37.5 per cent of the respondents exhibited moderate levels of neuroticism, representing the highest proportion among the total sample of 240 respondents. The findings indicate that the majority of respondents demonstrated moderate emotional stability. This may be because young adult women experience multiple personal, family and occupational responsibilities during this stage of life, leading to occasional emotional stress while still maintaining adequate coping abilities and emotional balance.

About openness to experience, the highest proportion of students (73.3%), working professionals (55%) and fashion professionals (48.3%) demonstrated high levels of openness to experience, whereas the majority of housewives (63.4%) exhibited moderate openness. A comparison across occupational groups indicated that students reported the highest proportion of high openness to experience (73.3%). Overall, 50.8 per cent of the respondents exhibited high levels of openness to experience, indicating that high openness was predominant among the total sample. The findings suggest that the majority of respondents were receptive to new ideas, experiences and learning opportunities. This may be because exposure to higher education, professional environments and technological advancements encourages curiosity, creativity and a willingness to explore new knowledge and experiences.

Regarding overall personality, the highest proportion of students (70%), housewives (73.3%), working professionals (78.3%) and fashion professionals (85%) exhibited moderate levels of overall personality. A comparison across occupational groups indicated that fashion professionals reported the highest proportion of moderate overall personality (85%), followed by working professionals, housewives and students. Overall, 76.7 per cent of the respondents exhibited moderate levels of overall personality, indicating that moderate personality characteristics were predominant among the total sample of 240 young adult women. The findings suggest that the majority of respondents possessed a balanced personality profile across the major personality dimensions. This may be because personality develops through continuous interaction with educational, occupational and family environments, resulting in balanced behavioural characteristics rather than extreme personality tendencies among most young adult women.

Table 2: Levels of Self-esteem among young adult women (n=240, n1=60, n2= 60, n3=60, n4=60)

S. No.	Levels of positivity	Students		Housewives		Working professionals		Fashion professionals		Total	
		f	%	f	%	f	%	f	%	f	%
1	High	47	78.3	4	6.7	25	41.7	51	85	127	52.9
2	Moderate	10	16.7	27	45	26	43.3	4	6.7	67	27.9
3	Low	3	5.0	29	48.3	9	15.0	5	8.3	46	19.2
	Total	60	100	60	100	60	100	60	100	240	100

S. No.	Levels of openness	Students		Housewives		Working professionals		Fashion professionals		Total	
		f	%	f	%	f	%	f	%	f	%
1	High	52	86.7	9	15	35	58.3	52	86.7	148	61.7
2	Moderate	6	10.0	32	53.3	19	31.7	8	13.3	65	27.1
3	Low	2	3.3	19	31.7	6	10.0	0	0.0	27	11.2
	Total	60	100	60	100	60	100	60	100	240	100

S. No.	Levels of competence	Students		Housewives		Working professionals		Fashion professionals		Total	
		f	%	f	%	f	%	f	%	f	%
1	High	45	75.0	15	25.0	38	63.3	47	78.3	145	60.4
2	Moderate	13	21.7	28	46.7	14	23.3	7	11.7	62	25.8
3	Low	2	3.3	17	28.3	8	13.4	6	10.0	33	13.8
	Total	60	100	60	100	60	100	60	100	240	100
S. No.	Levels of humility	Students		Housewives		Working professionals		Fashion professionals		Total	
		f	%	f	%	f	%	f	%	f	%
1	High	51	85.0	9	15.0	33	55.0	51	85.0	144	60.0
2	Moderate	5	8.3	34	56.7	18	30.0	8	13.3	65	27.1
3	Low	4	6.7	17	28.3	9	15.0	1	1.7	31	12.9
	Total	60	100	60	100	60	100	60	100	240	100
S. No.	Levels of self-worth	Students		Housewives		Working professional		Fashion professional		Total	
		f	%	f	%	f	%	f	%	f	%
1	High	50	83.3	17	28.3	31	51.7	48	80.0	146	60.8
2	Moderate	6	10.0	29	48.3	18	30.0	7	11.7	60	25.0
3	Low	4	6.7	14	23.4	11	18.3	5	8.3	34	14.2
	Total	60	100	60	100	60	100	60	100	240	100
S. No.	Levels of learning orientation	Students		Housewives		Working professionals		Fashion professionals		Total	
		f	%	f	%	f	%	f	%	f	%
1	High	24	40.0	38	63.3	32	53.3	22	36.7	116	48.3
2	Moderate	33	55.0	15	25.0	18	30.0	30	50.0	96	40.0
3	Low	3	5.0	7	11.7	10	16.7	8	13.3	28	11.7
	Total	60	100	60	100	60	100	60	100	240	100
S. No.	Levels of overall self-esteem	Students		Housewives		Working professionals		Fashion professionals		Total	
		f	%	f	%	f	%	f	%	f	%
1	High	50	83.3	8	13.3	31	51.7	51	85.0	140	58.3
2	Moderate	9	15.0	24	40.0	23	38.3	9	15.0	65	27.1
3	Low	1	1.7	28	46.7	6	10.0	0	0.0	35	14.6
	Total	60	100	60	100	60	100	60	100	240	100

Note: 'f' represents frequency and % represents percentage
Table 4.2 depicts the distribution of respondents according to the levels of self-esteem dimensions, namely positivity, openness, competence, humility, self-worth, learning orientation and overall self-esteem among students, housewives, working professionals and fashion professionals.

With regard to positivity, the highest proportion of students (78.3%), working professionals (41.7%) and fashion professionals (85%) exhibited high levels of positivity, whereas the majority of housewives (48.3%) demonstrated low levels of positivity. A comparison across occupational groups indicated that fashion professionals reported the highest proportion of high positivity (85%), followed by students, working professionals and housewives. Overall, 52.9 per cent of the respondents exhibited high levels of positivity, indicating that high positivity was predominant among the total sample of 240 young adult women. The findings suggest that the majority of respondents possessed an optimistic outlook towards themselves and life. This may be because educational, occupational and social experiences encourage positive thinking, confidence and adaptive coping among young adult women.

Regarding openness, the highest proportion of students (86.7%), working professionals (58.3%) and fashion professionals (86.7%) exhibited high levels of openness, whereas the majority of housewives (53.3%) demonstrated moderate openness. A comparison across occupational groups indicated that students and fashion professionals equally reported the highest proportion of high openness (86.7%), followed by working professionals and housewives. Overall, 61.7 per cent of the respondents exhibited high levels of openness, indicating that high

openness was predominant among the total sample. The findings suggest that the majority of respondents were receptive to new experiences, ideas and interpersonal interactions. This may be because exposure to educational settings, professional environments and changing social conditions encourages greater acceptance of new perspectives and experiences.

With respect to competence, the highest proportion of students (75%), working professionals (63.3%) and fashion professionals (78.3%) exhibited high levels of competence, whereas the majority of housewives (46.7%) demonstrated moderate competence. A comparison across occupational groups indicated that fashion professionals reported the highest proportion of high competence (78.3%), followed by students, working professionals and housewives. Overall, 60.4 per cent of the respondents exhibited high levels of competence, indicating that high competence was predominant among the total sample. The findings suggest that the majority of respondents perceived themselves as capable and effective in handling daily responsibilities. This may be because educational achievements, professional responsibilities and skill development enhance individuals' confidence in their abilities.

About humility, the highest proportion of students (85%), working professionals (55%) and fashion professionals (85%) exhibited high levels of humility, whereas the majority of housewives (56.7%) demonstrated moderate humility. A comparison across occupational groups indicated that students and fashion professionals equally reported the highest proportion of high humility (85%), followed by working professionals and housewives. Overall, 60.0 per cent of the respondents exhibited high levels of humility, indicating that high humility was predominant

among the total sample. The findings suggest that the majority of respondents possessed respectful, modest and considerate personal characteristics. This may be because family values, cultural influences and social interactions promote respect, empathy and modest behaviour among young adult women.

Concerning self-worth, the highest proportion of students (83.3%), working professionals (51.7%) and fashion professionals (80%) exhibited high levels of self-worth, whereas the majority of housewives (48.3%) demonstrated moderate self-worth. A comparison across occupational groups indicated that students reported the highest proportion of high self-worth (83.3%), followed by fashion professionals, working professionals and housewives. Overall, 60.8 per cent of the respondents exhibited high levels of self-worth, indicating that high self-worth was predominant among the total sample. The findings suggest that the majority of respondents had a positive evaluation of their personal value and abilities. This may be because educational attainment, personal accomplishments and supportive social relationships contribute to the development of a healthy sense of self-worth.

In terms of learning orientation, the highest proportion of students (55%), housewives (63.3%), working professionals (53.3%) and fashion professionals (50%) exhibited moderate, high, high and moderate levels of learning orientation, respectively. A comparison across occupational groups indicated that housewives reported the highest proportion of high learning orientation (63.3%), followed by

working professionals, students and fashion professionals. Overall, 48.3 per cent of the respondents exhibited high levels of learning orientation, representing the highest proportion among the total sample. The findings suggest that the majority of respondents demonstrated a willingness to acquire new knowledge and improve their skills. This may be because young adulthood is a stage of continuous personal and professional growth, motivating individuals to learn and adapt to changing life demands.

Regarding overall self-esteem, the highest proportion of students (83.3%), working professionals (51.7%) and fashion professionals (85%) exhibited high levels of overall self-esteem, whereas the majority of housewives (46.7%) demonstrated low overall self-esteem. A comparison across occupational groups indicated that fashion professionals reported the highest proportion of high overall self-esteem (85%), followed by students, working professionals and housewives. Overall, 58.3 per cent of the respondents exhibited high levels of overall self-esteem, indicating that high self-esteem was predominant among the total sample of 240 young adult women. The findings suggest that the majority of respondents possessed a favourable perception of themselves and their abilities. This may be because educational achievements, occupational engagement, social support and opportunities for personal growth contribute to stronger self-esteem among young adult women.

Relationship between personality traits and self-esteem among young adult women

Table 3: Relationship between personality traits and self-esteem among young adult women (n=240)

Personality traits variables	Positivity	Openness	Competence	Humility	Self-worth	Learning Orientation	Overall self-esteem
Extraversion	.170**	.201**	.044	.092	.078	.011	.100
Agreeableness	.029	.087	-.076	.126	.064	.200**	.124
Conscientiousness	.007	.079	.058	.100	.162*	.332**	.172**
Neuroticism	-.141*	-.154*	.052	-.126	-.094	-.021	-.085
Openness towards experience	.128*	.151*	.072	.210**	.071	.138*	.258**
Overall personality trait	.001	.011	.066	.092	.120	.180**	.168**

Note: *. Correlation is significant at the 0.05 level (2-tailed).

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

Table 3 depicts the relationship between the Big Five personality traits and the dimensions of self-esteem among young adult women. It was observed that personality traits exhibited varying degrees of association with the dimensions of self-esteem, namely positivity, openness, competence, humility, self-worth, learning orientation and overall self-esteem. The interpretation is presented for each personality trait in relation to self-esteem to avoid repetition and to explain the associations in a broader context.

Relationship Between Extraversion and dimensions of Self-Esteem

The above table depicts the relationship between extroversion and self-esteem among young adult women. The findings revealed that extroversion was positively and significantly related to positivity ($r = 0.170^{**}$, $p < 0.01$) and openness ($r = 0.201^{**}$, $p < 0.01$). These findings indicate that respondents with higher levels of extroversion tended to exhibit greater positivity and openness as dimensions of self-esteem. This suggests that individuals who are more sociable, energetic and outgoing are likely to possess a more

positive outlook towards themselves and life, while also being more willing to express themselves openly and interact confidently with others.

The findings were supported by Soohinda *et al.* (2019) [15] who reported that personality traits are significantly associated with self-esteem dimensions among young adult women. The study suggested that personality characteristics influence self-perceptions and psychological well-being, supporting the present findings. Overall, the findings indicate that extroversion was significantly associated with positivity and openness among young adult women. This suggests that greater sociability and interpersonal engagement contribute to positive self-perceptions and openness, thereby strengthening important dimensions of self-esteem.

Relationship Between Agreeableness and dimensions of Self-Esteem

The above table depicts the relationship between agreeableness and learning orientation among young adult women. The findings revealed that agreeableness was

positively and significantly related to learning orientation ($r = 0.200^{**}$, $p < 0.01$). This finding indicates that respondents who were more cooperative, empathetic, considerate and supportive towards others tended to demonstrate stronger learning orientation. Their willingness to collaborate, accept suggestions and maintain positive interpersonal relationships may encourage continuous learning, skill development and personal improvement.

The present findings are supported by the study conducted by Meyer and Jansen (2023), which reported a positive association between agreeableness and academic achievement among students. The study highlighted that agreeable individuals tend to engage in cooperative behaviour, maintain positive relationships with peers and instructors and adapt effectively to educational environments, thereby contributing to improved learning orientations. Overall, the findings indicate that agreeableness was significantly associated with learning orientation among young adult women. This suggests that qualities such as cooperation, empathy and consideration for others facilitate continuous learning and personal development.

Relationship Between Conscientiousness and dimensions of Self-Esteem

The above table depicts the relationship between conscientiousness and self-esteem among young adult women. The findings revealed that conscientiousness was positively and significantly related to self-worth ($r = 0.162^{*}$, $p < 0.05$), learning orientation ($r = 0.332^{**}$, $p < 0.01$) and overall self-esteem ($r = 0.172^{**}$, $p < 0.01$). These findings indicate that respondents who were more responsible, organised, disciplined and goal-oriented tended to possess greater self-worth, stronger learning orientation and higher overall self-esteem. Their ability to plan effectively, complete responsibilities and achieve personal goals may enhance confidence, self-evaluation and willingness to engage in continuous learning.

The present findings are supported by the study conducted by Azizi *et al.*, (2019), which reported a significant positive relationship between conscientiousness and self-esteem among university students. The study highlighted that conscientious individuals tend to demonstrate greater self-discipline, achievement orientation and personal effectiveness, which contribute to higher levels of self-esteem and positive psychological functioning. Overall, the findings indicated that conscientiousness was significantly associated with self-worth, learning orientation and overall self-esteem among young adult women. This suggests that responsibility, organisation and persistence contribute positively to self-evaluation, continuous learning and psychological well-being.

Relationship Between Neuroticism and dimensions of Self-Esteem

The above table depicts the relationship between neuroticism and self-esteem among young adult women. The findings revealed that neuroticism was negatively and significantly related to positivity ($r = -0.141^{*}$, $p < 0.05$) and openness ($r = -0.154^{*}$, $p < 0.05$). These findings indicate that respondents with higher levels of emotional instability, anxiety and worry were less likely to exhibit positivity and

openness as dimensions of self-esteem. Frequent experiences of stress and negative emotions may reduce confidence, positive self-evaluation and willingness to express oneself openly.

The present findings are supported by the study conducted by Soohinda *et al.*, (2019) ^[15], which reported that neuroticism was negatively associated with self-esteem among young adult college women in India. The study highlighted that women with higher levels of emotional instability and negative emotional experiences tended to exhibit lower self-esteem and less favourable self-perceptions, supporting the present finding that neuroticism is negatively related to dimensions of self-esteem. Overall, the findings showed that neuroticism was significantly associated with lower positivity and openness among young adult women. This suggests that emotional instability may negatively influence positive self-perception, confidence and openness, thereby affecting important aspects of self-esteem.

Relationship Between Openness to Experience and dimensions of Self-Esteem

The above table depicts the relationship between openness to experience and self-esteem among young adult women. The findings revealed that openness to experience was positively and significantly related to positivity ($r = 0.128^{*}$, $p < 0.05$), openness ($r = 0.151^{*}$, $p < 0.05$), humility ($r = 0.210^{**}$, $p < 0.01$), learning orientation ($r = 0.138^{*}$, $p < 0.05$) and overall self-esteem ($r = 0.258^{**}$, $p < 0.01$). These findings indicate that respondents who were more curious, imaginative and receptive to new experiences tended to possess greater positivity, openness, humility, learning orientation and overall self-esteem. Their willingness to explore new ideas and adapt to changing situations may contribute to positive self-perception, continuous learning and better psychological adjustment.

The present findings are supported by the study conducted by Khaledian (2016) ^[9], which reported a positive relationship between openness to experience and self-esteem among female students. The study highlighted that individuals who are curious, adaptable and receptive to new ideas tend to exhibit higher levels of self-esteem and positive self-perceptions, supporting the present findings. Overall, the findings indicated that openness to experience was significantly associated with positivity, openness, humility, learning orientation and overall self-esteem among young adult women. This suggests that curiosity, adaptability and receptiveness to new experiences contribute to personal growth, confidence and positive self-evaluation.

Relationship Between Overall Personality Traits and dimensions of Self-Esteem

The above table depicts the relationship between overall personality traits and self-esteem among young adult women. The findings revealed that overall personality traits were positively and significantly related to learning orientation ($r = 0.180^{**}$, $p < 0.01$) and overall self-esteem ($r = 0.168^{**}$, $p < 0.01$). These findings indicate that respondents with more favourable overall personality characteristics tended to demonstrate stronger learning orientation and higher overall self-esteem. Possessing balanced personality traits may encourage greater

confidence, willingness to acquire new knowledge and positive self-evaluation.

The present findings are supported by the study conducted by Naim *et al.*, (2022) ^[12], which reported a significant relationship between personality traits and self-esteem among university students. The study highlighted that positive personality characteristics contribute to better psychological functioning, self-evaluation and academic adjustment, thereby enhancing self-esteem and learning-related outcomes. Overall, the findings indicate that overall personality traits were significantly associated with learning orientation and overall self-esteem among young adult women. This suggests that balanced personality characteristics contribute to continuous learning, positive self-perception and better psychological well-being.

Conclusion

The study can be concluded that the majority of young adult women exhibited high levels of positive personality traits, particularly extroversion, agreeableness, conscientiousness and openness to experience, while demonstrating moderate overall personality characteristics. Similarly, the respondents reported predominantly high levels of self-esteem across most of its dimensions, indicating favourable self-perceptions, confidence and positive psychological functioning. Furthermore, the correlational analysis revealed that personality traits had significant associations with several dimensions of self-esteem. Positive personality traits such as extroversion, conscientiousness and openness to experience were positively related to self-esteem dimensions, whereas neuroticism showed a significant negative relationship with positivity and openness. These findings suggest that adaptive personality traits contribute to the development of healthy self-esteem among young adult women. Therefore, promoting positive personality development through educational, occupational and psychosocial interventions may enhance self-esteem and foster better psychological well-being and personal growth among young adult women.

Future scope

The present study was confined to young adult women in Hyderabad city; therefore, future research may include larger and more diverse samples from different geographical regions to improve the generalizability of the findings. Comparative studies involving both males and females, different age groups and various cultural backgrounds may provide broader insights into personality and self-esteem. Future studies may also incorporate additional psychological variables such as emotional intelligence, resilience, body image, mental well-being and life satisfaction, and employ longitudinal or intervention-based designs to better understand changes in personality and self-esteem over time.

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