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EXTRAVERSION AS A MODERATOR ON THE RELATIONSHIP BETWEEN FEAR OF CRIME AND PSYCHOLOGICAL RESILIENCE

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ABSTRACT

The participants for the study consisted of 273 undergraduate students drawn from Ebonyi State University Abakaliki. They consists of 141 females and 132 males, within the age range of 20 to 26 years ($M = 23.00$, $SD = 1.65$). Simple random sampling technique was used to randomly select Ebonyi State University Abakaliki from among the higher institutions in Ebonyi State and the Faculty (Faculty of Social Sciences and Humanities). Psychology = 21, Political Science = 28, Economics = 32, English and literary Studies = 19, Sociology and Anthropology = 27, Linguistics and French = 30, History and International Relations = 22, Philosophy = 20, Mass communication = 34, Library and Information Science = 23 and Social Works = 17, and the participants that participated in the study. Big Five Inventory, Fear of Crime Scale and Brief Resilience Scale were used as instrument for the study. Correlation design was adopted while Pearson Product Moment Correlation statistics result revealed that fear of crime correlated significantly with psychological resilience, $r = -.57$, $P < .01$, $r^2 = .40$; extraversion correlated significantly with psychological resilience, $r = .79$, $P < .01$, $r^2 = .62$. Finally, result showed that interaction between fear of crime and extraversion is significantly negative ($t = -11.45$, $p < .01$; LLCI, ULCI = $-.03$, $-.02$). These findings imply that fostering extraversion may help protect individuals' psychological resilience against the adverse effects of fear of crime.

Keywords: Extraversion, fear of crime, resilience, psychological, Enugu state

INTRODUCTION

Psychological resilience is the ability to handle stress, adversity, and challenging life events, which is particularly vital for university students due to academic, social, and developmental pressures (Bagdžiūnienė et al., 2025). This resilience allows students to preserve their mental well-being, overcome challenges, and foster personal growth. Higher resilience is linked to improved academic performance, satisfaction, and psychological well-being (Pinkney & Walker, 2020; Meneghel et al., 2019). Resilience also helps students proactively manage stress, balancing academics and personal life. Research highlights that resilience acts as a protective factor, reducing the negative impacts of stress, anxiety, and depression among university students (Chow et al., 2018; Faye et al., 2018). It is positively associated with **self-efficacy** and **social support**, which aid in navigating academic and social demands (Fullerton et al., 2021). Resilience can be cultivated through life experience and coping strategies, explaining why older students often display greater resilience (Hassan et al., 2024). Supportive university environments further enhance resilience by offering autonomy, feedback, and peer/faculty support (Bagdžiūnienė et al., 2025).

Conversely, students with low resilience experience increased psychological distress and adjustment challenges, making it harder to cope with stress (Idris et al., 2019). This underscores the need for resilience-building interventions in universities. Notably, **fear of crime** is a significant psychosocial stressor that can erode resilience, causing anxiety, stress, and vulnerability among students (Shango et al., 2019; Iloma et al., 2023). This fear leads to hyper-vigilance, avoidance behaviours, social isolation, and emotional instability, impacting well-being and academic performance (Koseoglu, 2021; Jacobsen, 2022). The personality trait of **extraversion** moderates the relationship between fear of crime and resilience. Extraverted students, characterized by sociability and assertiveness, tend to seek social support, express emotions, and use proactive coping, which buffers the negative effects of fear (Hähnchen, 2022). Research shows extraversion is linked to adaptive coping, less fear, and greater

resilience (Mueller & Roeder, 2014; Crnković et al., 2023). Thus, including personality traits like extraversion in interventions can enhance resilience and coping efficacy among university students (Crnković et al., 2023; Mueller & Roeder, 2014; Hähnchen, 2022).

Statement of the Problem

In **Nigerian universities**, students often encounter numerous stressors, including high crime rates that foster fear and harm their psychological well-being. Fear of crime leads to **increased anxiety**, reduced feelings of safety, and less academic and social participation (Nigerian Journal of Social Psychology, 2019). Although this issue is widespread, little research addresses how **personality traits** such as **extraversion** affect students' resilience to crime-related stress. **Psychological resilience** is vital for students to sustain mental health and academic performance in these challenging environments (Sandua, 2023). Extraversion, marked by sociability and assertiveness, may moderate how fear of crime impacts resilience and has shown both adaptive and maladaptive links in Nigerian contexts (Adegbite & Ishola, 2023). However, its specific moderating role between fear of crime and resilience among university students is still underexplored. Closing this research gap is important for developing tailored psychological interventions and campus safety strategies that support **Nigerian university students** facing crime and instability.

Hence, the study aimed to answer these pertinent questions:

1. Will there be a relationship between fear of crime and psychological resilience among University Students?
2. Will there be a relationship between extraversion and psychological resilience among University Students?
3. Will extraversion moderate the relationship between fear of crime and psychological resilience among University Students?

THEORETICAL REVIEW

Vulnerability Theory (Ferraro, 1995) explains fear of crime by focusing on perceived susceptibility to victimization rather than actual crime. It identifies three components of vulnerability: exposure to risk, lack of control, and anticipation of severe consequences. Individuals who feel more vulnerable physically, psychologically, or socially tend to experience greater fear, which is often subjective and not aligned with objective risk. University students may feel vulnerable due to unfamiliar environments, social isolation, and variable security, especially those living off-campus. Psychological factors like prior victimization and anxiety can amplify perceived vulnerability. Perceived control and social support mitigate fear, while anticipation of serious impacts increases it. The theory shifts focus from individual autonomy to social institutions shaping resilience, advocating state responsibility to address universal vulnerability. Despite critiques on prioritization and autonomy, it provides a useful lens for understanding fear's subjective nature and social justice implications.

Social Learning Theory (Bandura, 1977) explains fear of crime by showing how individuals, including university students, learn fear through observing others' experiences, media exposure, and social narratives. Students develop fear by internalizing peers' victimization stories and crime-related media, which often exaggerate risks (Gerbner et al., 1980). Research shows female students and those living off-campus report higher fear, shaped by social learning within their communities (Farrall & Gadd, 2004; Solymosi et al., 2021). Gender socialization also plays a role, with women learning vulnerability and related avoidance behaviours (Koskela, 2000). Peer influences maintain and amplify fear over time (Rader & Haynes, 2019). However, not all students develop the same fear levels, highlighting individual

differences in resilience (Bandura, 1986). Campus interventions using SLT emphasize promoting positive narratives and realistic crime perceptions to reduce exaggerated fear (Farrall & Gadd, 2004).

Ordinary Magic" theory (Masten, 2001) views resilience as a common, natural capacity arising from everyday adaptational systems rather than an extraordinary trait. It highlights how university students' resilience builds from cognitive skills (problem-solving, emotional regulation) and strong social relationships that provide support and belonging. Resilience is fostered through supportive environments like mentoring and counseling programs. The theory emphasizes resilience as a dynamic process influenced by biological, psychological, and social factors, including students' intrinsic motivation to master challenges. It rejects labeling students as simply "resilient" or "vulnerable," instead focusing on nurturing strengths. Limitations include underemphasizing individual differences and severe adversity, but it remains influential for holistic, strength-based interventions (Masten, 2001; 2014).

Rutter's Protective Factors Theory (1987) posits that resilience emerges from protective factors that buffer the negative effects of risk exposure. For university students facing challenges like academic pressure and social stress, resilience is supported by individual traits such as problem-solving and self-regulation, plus psychological assets like positive self-concept and agency. Family support provides emotional security, while positive relationships with peers, faculty, and access to counseling offer critical community resources. These factors interact dynamically, with resilience fluctuating depending on risks and contexts. The theory highlights resilience as a process fostered through mastery, autonomy, and social connection relevant to student development. Limitations include the broadness of protective factors and underemphasis on systemic inequities and severe mental health issues. Nonetheless, Rutter's framework remains influential for guiding student support interventions.

Extraversion, marked by enthusiasm and sociability, is driven by a desire for social attention (Depue & Collins, 1999). In university students, moderate extraversion enhances social acceptance and supportive peer relationships, as shown in Deng et al.'s (2021) study of Chinese freshmen. However, the relationship is curvilinear; excessive extraversion may hinder social integration due to dominance or social exhaustion. Extraverted students engage more in academic and social activities, often gaining leadership roles (Roberts et al., 2006). The theory aligns with the Big Five model's facets of gregariousness and assertiveness (Costa & McCrae, 1992). Yet, it overlooks biological and sensation-seeking aspects and struggles to explain extraverts' coping in virtual or less social learning environments (Corr & Matthews, 2009; Deng et al., 2021).

Finally, The Five-Factor Model (FFM) recognizes extraversion as a key personality dimension encompassing warmth, gregariousness, assertiveness, activity, excitement seeking, and positive emotions (Costa & McCrae, 1992). In university students, extraversion fosters social interaction, academic engagement, and leadership roles (Roberts et al., 2006). Genetic and environmental factors influence its expression (DeYoung, 2015). Extraverted students gain positive social feedback, enhancing well-being and motivation (Deng et al., 2021; Wang et al., 2023). However, extraversion's direct impact on academic achievement is limited, often overshadowed by conscientiousness and neuroticism, and excessive extraversion may distract from studying (Bhattacharjee, 2025). Despite these limits, extraversion plays a vital role in psychological adjustment and forming supportive social networks (Ashton et al., 2002; Erevik et al., 2023).

Empirical Review

Empirical studies show that **fear of crime** among university students is closely tied to psychological vulnerability and resilience. Okoye et al., (2019) found that Nigerian students with higher fear levels or crime exposure reported more psychological trauma, advocating for victim support and socio-economic interventions. Akinade (2025) highlighted gendered vulnerabilities and the need for campus security and counseling, while Eke and Okeke-Ogbuafor (2023) linked safer university environments to enhanced resilience. Other research underscores that recent and indirect victimization heightens fear, yet **resilience factors** like social support and coping skills moderate this effect (Schmidt-Kallesøe, 2023; Sas et al., 2022). Kronkvist and Engström (2020) and Köseoglu (2021) found resilience buffers daily or chronic fear, with higher resilience predicting lower fear levels. Studies also indicate that bias crime, minority status, and poor perceived health intensify fear and reduce resilience (Paterson et al., 2019; Del Brutto et al., 2024). Longitudinal and broad population studies confirm that fear of crime is linked to poorer mental health, depression, and reduced quality of life (Jackson et al., 2009; Lorenc et al., 2014). Social support sometimes paradoxically increases anxiety about safety (Sacco, 1993). Collectively, the research emphasizes the dynamic, context-dependent relationship between fear, resilience, and student well-being, underscoring the importance of supportive interventions and safe environments.

Research among **Nigerian university students** shows that personality traits significantly shape **academic resilience**. A study at the National Open University of Nigeria identified agreeableness, neuroticism, openness, and extraversion as key traits, with neuroticism negatively affecting resilience and extraversion positively contributing (Sunday & Ademola, 2024). Male students had slightly higher resilience than females. Resilience also acts as a protective buffer against academic stress and maladaptive behaviours, such as internet addiction and depression, supporting both learning and mental well-being (Okon & Etim, 2024; Oladipo & Taiwo, 2025).

Adaptability in personality, especially through emotional regulation and coping skills, further enhances resilience and psychological stability among students (Ezeurike & Okagbue, 2025). These findings highlight the need for interventions tailored to diverse personality profiles to strengthen resilience across different academic environments. International studies reinforce extraversion's positive correlation with resilience, suggesting that extroverted students benefit from adaptive coping mechanisms, strong social networks, and cognitive restructuring strategies (Hähnchen, 2022; Tamannaefar, 2019). Extraversion is also linked to fewer depressive symptoms, with social support often mediating this relationship (Yu et al., 2022; Chernova et al., 2021). However, the protective effect of extraversion may be context-dependent, as shown during the COVID-19 lockdown when social restrictions sometimes increased stress for extraverts (James, 2023). Hence, both Nigerian and international research highlight the multifaceted role of personality especially extraversion in supporting resilience and mental health among university students, emphasizing the importance of coping strategies and supportive environments.

Fear of crime is a significant stressor for Nigerian university students, closely linked to psychological trauma and moderated by factors such as **extraversion** and **resilience** (Okoye et al., 2019; Okoye & Nwosu, 2022). Gender and age disparities in fear are common, with females and younger students reporting higher levels (Adebisi et al., 2019; Aluko, 2025). Environmental design, campus security, and supportive interventions are recommended to mitigate fear and enhance resilience. Research consistently shows that **extraversion** is positively associated with resilience and lower fear of crime. Extraverted students benefit from broader social networks and adaptive coping strategies, moderating the negative effects of crime exposure and fear (Hähnchen, 2022; Crnkovic et al., 2023).

Resilience often mediates the relationship between extraversion and mental health, reducing anxiety and distress (Chernova et al., 2021; James, 2023; Köseoglu, 2021). Studies across diverse samples including Nigerian youths, adolescents, and international university populations reinforce that extraversion fosters social attachment, effective coping, and engagement in protective behaviours, all of which lower fear and promote psychological well-being (McDonald & Shewchuk, 1993; Sacco, 1993; Lorenc et al., 2014).

Collectively, the literature highlights the need for Nigerian universities to implement resilience training, address gender-based vulnerabilities, and create secure campus environments. **Personality traits** like extraversion are promising targets for interventions aimed at reducing fear and strengthening resilience among students.

Hypotheses

These hypotheses were tested in the study:

1. There will be a significant relationship between fear of crime and psychological resilience among University Students.
2. There will be a significant relationship between extraversion and psychological resilience among University Students.
3. Extraversion will significantly moderate the relationship between fear of crime and psychological resilience among University Students.

METHOD

Participants

The participants of this study consisted of 273 undergraduate students drawn from Ebonyi State University Abakaliki. They consist of 141 females and 132 males, within the age range of 20 to 26 years ($M = 23.00$, $SD = 1.65$). Simple random sampling technique was used to randomly select Ebonyi State University Abakaliki from among the higher institutions in Ebonyi State and the faculty that participated in the study (Faculty of Social Sciences and Humanities). Psychology = 21, Political Science = 28, Economics = 32, English and literary Studies = 19, Sociology and Anthropology = 27, Linguistics and French = 30, History and International Relations = 22, Philosophy = 20, Mass communication = 34, Library and Information Science = 23 and Social Works = 17, and the participants that participated in the study. The total sample size was determined using Yamane's (1967) sample size formula.

Instruments

Big Five Inventory (BFI; Costa & McCrae, 1992)

A 8- items extraversion sub scale of Big five inventory (Costa & McCrae, 1992) designed to measure energy, positive emotions, surgency, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness was used as instrument for the study. It is administered individually or in group after establishing adequate rapport with the clients. The young and the semi illiterates' clients are helped to carry out the instructions. There are no right or wrong answer and no time limit for completing the sub scale. Direct scoring is used for all the items. The value of the number shaded in each item is added to obtain the clients score of the subscales. Samples items are: "I see Myself as Someone Who... Tends to find fault with others; and "I see Myself as Someone Who... Is original, comes up with new ideas

Costa and McCrae (1992) obtained convergent validity coefficient of .75 while Umeh (2004) obtained divergent validity coefficient of .05 = extraversion with University Maladjustment Scale (UMS). Also, Umeh (2004) provided norm for Nigeria samples using 60 participants (Male = 28.45, Female = 27.10). Cranbach Alpha coefficient of .85 = Extraversion, was obtained in a pilot test by the Researcher using 40 University Students from Institute of Management and Technology (IMT) Enugu.

Fear of Crime Scale (FOCS: Warr & Stafford, 1983)

Fear of Crime Scale (FOCS:Warr & Stafford, 1983) is a 4-items scale designed to measure the construct 'fear of crime' by asking an individual how fearful they are in their everyday life of becoming a victim of certain types of criminal activity. Crimes such as stalking, robbery, property damage, physical assault and home invasion are mentioned in the FOCS. The FOCS is a five-point Likert scale with only the extreme ends labelled 'not fearful' and 'extremely fearful', making it an interval scale (Hamby & Levine, 2015). A value of 1 is assigned to the lowest extreme, while a value of 5 is assigned highest extreme. No reverse scoring is required and scores from each item are added together. This generates the continuous variable 'fear of crime'. Overall fear of crime scores can range from 4 to 20. Scores at the low-end of this range indicate an individual is not overly fearful of crime. Scores towards the high-end of this range indicate an individual is very fearful of crime. Example of item in the scale are: "Being robbed by a stranger on the campus", "Somebody breaking into my room while my roommates are inside it". The original Fear of Crime Scale (FOCS) items, which generally refer to fear experienced on the street, were modified for this study by replacing 'street' with 'campus' to reflect the specific environment under investigation. This adaptation aligns with prior research practices that contextualize fear of crime measures to the setting of interest, allowing for more relevant assessment of students' fear of crime within the university campus environment.

However, the FOCS has a Cronbach's α of 0.92 (Ferraro, 1995), showing good internal consistency (Tighe et al., 2010). The internal consistency of the FOCS was also acceptable in the current study (Cronbach's α = .911). Cranbach Alpha coefficient of .71 was obtained in a pilot test by the Researcher using 40 University Students from Institute of Management and Technology (IMT) Enugu.

Brief Resilience Scale (BRS; Smith, et al., 2008)

The BRS (Smith et al., 2008) is a 6-item measure of resilience, focusing on the ability to recover from stress and adversity. Responses are rated on a 5-point Likert scale from Strongly Disagree (1) to Strongly Agree (5). Sample items on BRS are: "I tend to bounce back quickly after hard times", "It is hard for me to snap back when something bad happens" and "I usually come through difficult times with little trouble". The higher the mean BRS score the more resilient the respondent is. BRS is a single factor scale. Half of the items (Items 2, 4, 6) are reversed scored to avoid social desirability response bias (Cronbach, 1950). Smith et al. (2008) reported Cronbach's alpha from .80 - .91 over four samples. Salisu and Hashim (2018) obtained a Cronbach Alpha of .86 in a study evaluated the psychometric properties of the BRS among Nigerian adults. Also, Abiola, & Udofia (2020), reported a Cronbach's alpha of .85 for the BRS in a study **resilience as a mediator in organizational studies while** a Cronbach's alpha of .87, was reported among university students in Nigeria (Owoidoho, & Abiola, 2019). Cranbach Alpha coefficient of .77 was obtained in a pilot test by the Researcher using 40 University Students from Institute of Management and Technology (IMT) Enugu.

Procedure

A total of 315 copies of the research instruments (Big Five Inventory; Fear of Crime Scale and Brief Resilience Scale) were administered by the researchers within a period of 4 weeks to the target

population. The researchers commenced the data collection process by formally introducing themselves to the Dean of the faculty that participated in the study. Subsequently, the Dean facilitated the researcher's access by introducing them to the respective heads of departments. The department heads then directed the researcher to the department staff advisers, who assisted the researcher as research assistants by accompanying them to the classrooms and facilitating engagement with the study participants. They participants were also informed that there is no right or wrong answer instead that they should respond to the items of the instrument based on their personal experience and there was no time limit. The administration of the instrument took the form of group testing in their respective class rooms and was collected immediately after the participants responded to the copies of the instruments. However, out of the number distributed 288 copies were collected while 273 (95%) copies correctly filled were scored and analysed whereby 16 (5%) copies were discarded.

Design and Statistics

The design for the study was correlation design this is because the primary objective of the study is to examine the relation between the study variables (Extraversion, Fear of Crime and Psychological Resilience). Therefore, the statistics for the study adopted Pearson Product Moment Correlation coefficient as statistical test for the study.

Also, Moderated Multiple Regression statistics was used to analyze and test the interaction effect for the third hypothesis (SPSS version 27). This is because the researcher want to determine whether the relationship between Fear of crime and psychological resilience depends on (is moderated by) the value of extraversion.

RESULT

Table 1: Zero order correlation coefficient matrix showing relationship between extraversion, fear of crime and psychological resilience among university students

		M	SD	1	2	3	4	5
1	Age	22.61	1.65	1				
2	Gender	.59	.50	-.54**	1			
3	Fear of Crime	45.33	21.00	-.39**	.73**	1		
4	Psychological Resilience	17.47	6.85	.10	-.35**	-.57**	1	
5	Extraversion	21.19	8.61	.30**	-.63**	-.83**	.79**	1
	Coefficient of Determinant (r^2)					.40	.62	

Note ** $p < .01$; * $p < .05$ Bold are relevant coefficient for research hypotheses

From table 1 above, the result shows that fear of crime correlated significantly with psychological resilience. The table shows that correlation coefficients were as follows, $r = -.57$, $P < .01$, $r^2 = .40$. Based on the result above, the first hypothesis which states that "there will be a significant relationship between fear of crime and psychological resilience among university students" was accepted.

Also, the result shows that extraversion correlated significantly with psychological resilience. The table shows that correlation coefficients were as follows, $r = .79$, $P < .01$, $r^2 = .62$; Based on the result above, the second hypothesis which states that "there will be a significant relationship between extraversion and psychological resilience among university student" was accepted.

Table 2: Moderated Multiple Regression table on the moderating role of extraversion on the relationship between fear of crime and psychological resilience among university students

Latent Variable:	Psychological Resilience	R ²	Df1(df2)	F	Std Error	t	LLCI	ULCI
Observed Variables								
Model 1		.76	3(269)	289.70				
A-Fear of Crime					.05	12.57	.52	.71
B-Extraversion					.83	19.66	1.46	1.79
A*B					.00	-11.45	-.03	-.02

Note** $p < .01$

Model 1: Fear of crime and Extraversion

The result shows that interaction between fear of crime and extraversion is significantly negative ($t = -11.45$, $p < .01$; LLCI, ULCI = $-.03$, $-.02$). This implies that for individuals with higher extraversion (the moderator), the negative impact of fear of crime on resilience becomes **stronger** (more pronounced).

DISCUSSION

This study tested three main hypotheses: (1) a significant relationship between **fear of crime** and **psychological resilience** among university students; (2) a significant relationship between **extraversion** and psychological resilience; and (3) whether extraversion moderates the link between fear of crime and resilience. Results showed that fear of crime is significantly and negatively related to psychological resilience, meaning students with higher fear exhibit lower resilience, impacting their ability to cope with stress and threatening their mental health (Okoye et al., 2019; Ross, 2019). Factors like residence location (on- vs. off-campus) also affect fear and resilience levels (Onu, 2014).

The second hypothesis was supported: **extraversion** is positively correlated with psychological resilience. Extraverted students, characterized by sociability and positive affect, are more likely to employ adaptive coping strategies and benefit from social support, enhancing their resilience (Hähnchen, 2022; Chernova et al., 2021; Osamika, 2021; Okechi, 2023). Systematic reviews and pandemic-era studies confirm that extraversion generally protects student mental health, though social restrictions may complicate this effect (James, 2023).

The third hypothesis found that extraversion negatively moderates the fear–resilience relationship: **extraverted students experience less reduction in resilience when facing fear of crime** than their introverted peers. Their broader social networks and active coping behaviours buffer against psychological distress (Chernova et al., 2021; Zuckerman, 1994; Ross et al., 2019). While direct Nigerian evidence is limited, international and local research supports extraversion's protective role. Overall, these findings highlight the critical need for interventions that address both environmental and personality-related factors enhancing campus safety, building resilience skills, and leveraging the protective effects of extraversion to support university students' well-being in the face of crime-related stress.

Implications of the Finding

The findings that (1) **fear of crime negatively relates to psychological resilience**, (2) **extraversion is positively linked to resilience**, and (3) **extraversion moderates the fear, resilience relationship** among university students have significant implications.

Empirically, these results reinforce existing research showing that fear of crime undermines students' coping abilities (Okoye, 2019; Onu, 2014), while extraversion fosters stronger social support and adaptive coping, buffering against distress (Chernova et al., 2021; Vollrath & Torgersen, 2002). The moderation effect suggests that extraverted students are better equipped to maintain resilience despite fear.

Theoretically, the findings advance understanding of how environmental stressors and personality traits interact to shape mental health. The moderation effect supports integrative models like the diathesis-stress framework where personality can buffer or exacerbate the effects of stressors. Extraversion, as a psychosocial resource, helps activate adaptive coping and positive affect, highlighting the importance of combining environmental and individual predictors.

Practically, these results advocate for multi-layered university interventions. Reducing fear through campus safety measures, fostering resilience and social skills, and promoting group activities or peer mentoring can empower students. Screening for personality traits may help identify those at higher risk, allowing for more tailored and effective mental health support strategies that recognize individual differences in coping styles.

Future research should use longitudinal designs to clarify how fear of crime, resilience, and extraversion interact over time. Studies should also explore other personality traits and psychosocial factors as potential moderators or mediators, and include samples from multiple universities and cultural contexts to improve generalizability.

Limitations of the study

This study used **self-reported questionnaires** to measure fear of crime, extraversion, and psychological resilience, which may introduce response biases like social desirability or inaccurate self-assessment. Additionally, the **sample was limited to one university**, restricting the **generalizability** of findings to other institutions or cultural contexts. While this single-site approach enabled a focused and controlled investigation, it avoided the logistical and financial complexities of broader data collection. Lastly, there may be **unmeasured confounding factors** such as socioeconomic status, previous victimization, or mental health history—not accounted for in the analyses.

Conclusion

In conclusion, addressing fear of crime while enhancing resilience through personality-informed approaches can significantly improve students' well-being and academic performance. Future research should broaden its scope to include multiple institutions, adopt longitudinal approaches, and examine additional moderating variables for a more comprehensive understanding of these important dynamics.

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