

Research Paper

The Relationship between Personality Traits and Subjective Wellbeing among Undergraduate Students

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ABSTRACT

This study examines the relationship between personality traits and subjective wellbeing among undergraduate students. A sample of 146 students (45 males and 98 females and 3 were other gender) was taken who fall under the age range of 18-25 years, was administered HEXACO60 personality test and College student subjective wellbeing questionnaire (CSSWQ). Pearson correlation coefficients and Multiple regression is used in analysis of the data with the help of SPSS software. The results revealed that there is significant correlation between personality traits and subjective wellbeing, specifically extraversion, honesty-humility, agreeableness, and openness to experience show the positive relations with the measures of subjective wellbeing. The results indicated significant correlations between several personality traits and subjective wellbeing measures. Moreover, a multiple regression analysis results indicated that the six personality traits collectively accounted for 37.3% of the variance in overall subjective wellbeing helped to determine the combined influence of the personality traits on overall subjective wellbeing.

Keywords: *Personality Traits, Subjective Wellbeing, Undergraduate Students, College Student Subjective Wellbeing*

Personality individual differences are one of the strongest predictors of SWB (Friedman, Kern, & Reynolds, 2010; Steel, Schmidt, & Shultz, 2008). Personality can be described as a complex system of psychological attributes, including temperament, attitudes, values, and self-concept, that influence an individual's behaviour and interactions with others (McCrae, R. R., & Costa, P. T. (2008). Personality refers to the unique set of characteristics, traits, and behaviours that differentiate individuals from one another and influence their thoughts, feelings, and actions" (Cervone & Pervin, 2019, p. 2). Therefore, it's said that personality does contribute to various aspects of an individual lives which makes them different from each other and authentic. Another factor in the development and growth of personality is genetics, many research has shown that genetics play a role in determining personality traits, such as extraversion, neuroticism, and agreeableness. Environmental factors, which includes upbringing and experiences, also play a prominent role in shaping and constructing personality.

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The Relationship between Personality Traits and Subjective Wellbeing among Undergraduate Students

Subjective well-being (SWB), also called as happiness or life satisfaction, is a construct that shows self-reported evaluation of individual's well-being and overall quality of life. It includes cognitive, emotional, and existential aspects as it an important predictor of life satisfaction. Subjective well-being refers to individuals' own evaluations and perceptions of their overall life satisfaction and happiness" (Diener, Suh, Lucas, & Smith, 1999, p. 277). Subjective well-being encompasses an individual's cognitive and affective evaluations of their life, including the presence of positive emotions, the absence of negative emotions, and overall life satisfaction" (Diener, 1984, p. 544). Subjective well-being is a broad construct that includes individuals' cognitive judgments of life satisfaction, affective experiences of positive and negative emotions, and an overall sense of psychological well-being" (Ryff & Keyes, 1995, p. 725).

It is important to study relationship between personality traits and subjective well-being among undergraduate students as it personality traits are important predictors of defining subjective wellbeing it promotes student well-being, helps in achieving success academically, supporting personal development, facilitating in career related decision-making, and creating supportive institutional environments. Many researches show the positive relationship between personality traits and subjective wellbeing, Steel, Schmidt, and Shultz (2008) conducted a meta-analysis examining the relationship between personality and subjective well-being. They found that certain personality traits, such as extraversion and emotional stability, were positively associated with higher levels of well-being. DeNeve and Cooper (1998) conducted a comprehensive meta-analysis of 137 personality traits and their relationship with subjective well-being. Their findings revealed that traits such as optimism, self-esteem, and sociability were strongly correlated with higher levels of well-being. Diener and Lucas (1999) explored the association between personality and subjective well-being. They found that extraversion, neuroticism (reverse-scored), and conscientiousness were particularly important in predicting individuals' well-being.

The study on the relationship between personality traits and subjective well-being among undergraduate students serves importance of understanding the factors that contribute to overall well-being during this developmental phase of life. Undergraduate years are a time of significant transition, growth and development of personality, making it an optimal period to investigate how personality traits may influence subjective well-being. Certain personality traits, such as extraversion, conscientiousness, openness to experience, agreeableness, and emotional stability, have been extensively studied and it's found to play a significant role in formulating individuals' thoughts, emotions, and behaviours., the research on the relationship between personality traits and subjective well-being among undergraduate students serves as a foundation for understanding the factors that influence well-being during this developmental stage and has the potential to make informed strategies for promoting positive mental health and enhancing overall student well-being. This study will provide information about the personality traits of students in Indian students, specifically Delhi-NCR and how it influences their subjective wellbeing. Since there are much research on general wellbeing of adolescence therefore this study aims to investigate subjective wellbeing of Undergraduate students

REVIEW OF LITERATURE

Sivis-Centinkaya (2013) conducted a study on Turkish college students to investigate the relationship between psychological strengths and subjective wellbeing. It involved 1,052 participants who completed various assessments to measure psychological strengths,

The Relationship between Personality Traits and Subjective Wellbeing among Undergraduate Students

including gratitude, self-esteem, self-efficacy, optimism, and life satisfaction. Data was analysed using statistical tests revealed significant correlations between psychological strengths and subjective wellbeing, with gratitude, life satisfaction, self-esteem, and positive affectivity showing the strongest associations. The findings states that demographic variables such as gender, academic achievement, social involvement, type of residence, academic major, and financial and health status were related to subjective wellbeing among college students. The results have implications for college counselling in promoting subjective wellbeing among students academically.

Zhao, Zhang, He, and Chen (2020) examined the relationship between good personality, subjective wellbeing, perceived social support, and the presence of meaning in life on the contextual basis of Chinese culture. The study engaged 665 Chinese adults who completed various questionnaires assessing good personality, perceived social support, presence of meaning in life, positive and negative affect, and life satisfaction. The results shows that good personality was positively associated with subjective wellbeing. The mediating effects of perceived social support and the presence of meaning in life were observed, with the presence of perceived social support having a stronger mediating effect. This study provides valuable insights for targeted interventions to promote wellbeing in the Chinese cultural context.

Abood, Alharbi, Mhaidat, and Gazo (2020) investigated the relationship between personality traits, academic self-efficacy, and academic adaptation among Hashemite University students, viewing gender and specialization. The sample included 546 undergraduate students, with a higher number of females and scientific specializations. The findings indicated significant differences in academic self-efficacy and academic adaptation scores favouring females and scientific specializations. The personality traits that were most common among university students were agreeableness, conscientiousness, openness to experience, extroversion, and neuroticism. The results indicate the Positive correlations between extroversion, openness to experience, academic self-efficacy, and academic adaptation, while negative correlations were observed between neuroticism, conscientiousness, academic self-efficacy, and academic adaptation.

METHODOLOGY

Aim

- To study the relationship between personality traits and subjective wellbeing of Undergraduate students.

Objective

- To investigate relationship between Personality traits and Subjective-Wellbeing of undergraduate students.
- To find out the contribution of personality traits (Honesty-Humility, Extraversion, Conscientiousness, and Openness to Experience) on subjective wellbeing of undergraduate students.

Hypotheses

- There would be significant relationship between Personality traits and Subjective Wellbeing of Undergraduate students.

The Relationship between Personality Traits and Subjective Wellbeing among Undergraduate Students

- There would be significant contribution of Honesty-Humility, Extraversion, Conscientiousness, and Openness to Experience on Subjective Wellbeing of Undergraduate students.

Variables

Independent Variable: Personality Traits

Dependent Variable: Subjective wellbeing

Control:

- Age - 18-25yrs
- Gender - Male and female
- Qualification- Undergraduate Students

Sample

The sample was selected using a convenient sampling method, A total of 146 (males and females) participants from urban population in Delhi-NCR, aged between the age of 18-25 years who were pursuing under graduation from Delhi University and Amity University, Noida was taken.

Procedure

In the present study, a sample of total 146 participants were taken in which 45 were males and 98 were females and 3 were other gender (aged between 18-25 years) with the help of convenient sampling method, and administered with questionnaires consisting of two scales i.e., Hexaco60 and college student subjective wellbeing questionnaire (CSSWQ). Participants were undergraduate students versed in English language. Participation was voluntary and participants were aware that information gathered will only be used for research purposes, further it will be kept confidential, and anonymity will be maintained. Data was analyzed using Product Moment Correlation Method and Multiple Regression through SPSS Software.

Statistical analysis

Data was analyzed using Product Moment Correlation Method and Multiple Regression through SPSS Software.

Measures

HEXCO60 personality test:

The HEXACO-60 is an inventory that assesses six broad personality traits, which are Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, and Openness to Experience. These traits are the part of the HEXACO model of personality which is developed by Kibeom Lee and Michael C. Ashton in 2007. It consists of 60 items, where 10 items are assigned for each trait. The items are rated on a Likert-type scale, where respondents indicate their level of agreement or disagreement with each statement ranging from strongly disagree (1) to strongly agree (5). It's reliable since it indicates good internal consistency for the scales and Cronbach's alpha values ranging from around 0.70 to 0.90 for the HEXACO-60.

The HEXACO-60 inventory has good construct validity, meaning that it measures the intended personality traits of Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, and Openness to Experience. furthermore, the HEXACO-60 has been

The Relationship between Personality Traits and Subjective Wellbeing among Undergraduate Students

shown to have predictive validity, meaning that scores on the HEXACO-60 are related to important outcomes and behaviours.

College Student Subjective Wellbeing:

The College Student Subjective Wellbeing Questionnaire (CSSWQ), was developed by Renshaw and Bolognino (2016), comprises 16 self-report items that are divided into four subscales: Academic Efficacy (4 items), College Gratitude (4 items), School Connectedness (4 items), and Academic Satisfaction (4 items). All the items in the CSSWQ utilize a 7-point Likert-type response scale ranging from 1 (strongly disagree) to 7 (strongly agree). College student subjective wellbeing shows high internal reliability across factors and scales (with factor loadings and Cronbach's alpha values of at least .80). Additionally, the study provided initial evidence of convergent validity, indicating that the single higher-order factor of the CSSWQ, representing overall college student wellbeing (referred to as covitality), was a robust predictor of both general psychological distress (with a negative beta coefficient of -.70) and psychological wellbeing (with a positive beta coefficient of .97) (Renshaw & Bolognino, 2016).

RESULT AND ANALYSIS

The objective of this study was to investigate the relationship between personality traits and subjective wellbeing among undergraduate students. The collected raw scores were then subjected to statistical analysis using product moment coefficients of correlation to test the research hypothesis.

Table 1: Showing mean and standard deviation of HEXACO60 and college student subjective wellbeing.

Variables	Mean	Std. Deviation	N
Honesty-Humility	33.00	6.451	146
Emotionality	33.28	6.361	146
Extraversion	31.25	6.941	146
Agreeableness	32.77	5.987	146
Conscientiousness	33.99	5.760	146
Openness to Experience	33.51	6.249	146
Academic Satisfaction	18.15	5.354	146
Academic Efficacy	19.03	5.053	146
School Connectedness	19.62	4.896	146
College Gratitude	22.96	4.321	146
CSSWQ Total	79.34	16.241	146

Descriptive statistics was used to examine the characteristics of 146 participants. The results revealed that, the participants demonstrated moderate levels of honesty and humility (mean = 33.00), emotional responsiveness (mean = 33.28), extraversion (mean = 31.25), agreeableness (mean = 32.77), conscientiousness (mean = 33.99), openness to experience (mean = 33.51), academic satisfaction (mean = 18.15), academic efficacy (mean = 19.03), school connectedness (mean = 19.62), college gratitude (mean = 22.96), and subjective wellbeing (mean = 79.34). These give us a glance into the participants' characteristics and the variation in their responses across the variables measured in the study.

The Relationship between Personality Traits and Subjective Wellbeing among Undergraduate Students

Table 2: Showing Correlation between Personality Traits and Subjective wellbeing Coefficients.

		Honesty Humility	Emotionality	Extraversion	Agreeableness	Conscientiousness	Openness to Experience	Academic Satisfaction	Academic Efficacy	School Connectedness	College Gratitude	CSSWQ Total
Honesty Humility	Pearson Correlation	1	.163*	.195*	.279**	.223**	.100	.170*	.211*	.173*	.367**	.276*
	Sig.(2tailed)		.050	.018	.001	.007	.232	.041	.011	.037	.000	.001
	N	146	146	146	146	146	146	146	146	146	146	146
Emotionality	Pearson Correlation	.163*	1	-.244**	.122	-.181*	-.034	.001	.118	.005	.164*	.087
	Sig.(2tailed)	.050		.003	.144	.029	.686	.989	.158	.948	.048	.295
	N	146	146	146	146	146	146	146	146	146	146	146
Extraversion	Pearson Correlation	.195*	-.244**	1	.161	.257**	.197*	.476**	.220**	.467**	.303**	.449*
	Sig.(2tailed)	.018	.003		.053	.002	.017	.000	.008	.000	.000	.000
	N	146	146	146	146	146	146	146	146	146	146	146
Agreeableness	Pearson Correlation	.279*	.122	.161	1	.094	.129	.219**	.124	.205*	.274**	.246*
	Sig.(2tailed)	.001	.144	.053		.261	.121	.008	.134	.013	.001	.003
	N	146	146	146	146	146	146	146	146	146	146	146
Conscientiousness	Pearson Correlation	.223*	-.181*	.257**	.094	1	.437**	.296**	.573**	.223**	.251**	.413*
	Sig.(2tailed)	.007	.029	.002	.261		.000	.000	.000	.007	.002	.000
	N	146	146	146	146	146	146	146	146	146	146	146
Openness to Experience	Pearson Correlation	.100	-.034	.197*	.129	.437**	1	.184*	.272**	.166*	.178*	.249*
	Sig.(2tailed)	.232	.686	.017	.121	.000		.026	.001	.046	.032	.002
	N	146	146	146	146	146	146	146	146	146	146	146
Academic Satisfaction	Pearson Correlation	.170*	.001	.476**	.219**	.296**	.184*	1	.602**	.559**	.573**	.840*
	Sig.(2tailed)	.041	.989	.000	.008	.000	.026		.000	.000	.000	.000
	N	146	146	146	146	146	146	146	146	146	146	146
Academic Efficacy	Pearson Correlation	.211*	.118	.220**	.124	.573**	.272**	.602**	1	.384**	.458**	.748*
	Sig.(2tailed)	.011	.158	.008	.134	.000	.001	.000		.000	.000	.000
	N	146	146	146	146	146	146	146	146	146	146	146
School Connectedness	Pearson Correlation	.173*	.005	.467**	.205*	.223**	.166*	.559**	.384**	1	.566**	.771*
	Sig.(2tailed)	.037	.948	.000	.013	.007	.046	.000	.000		.000	.000
	N	146	146	146	146	146	146	146	146	146	146	146
College Gratitude	Pearson Correlation	.367*	.164*	.303**	.274**	.251**	.178*	.573**	.458**	.566**	1	.782*
	Sig. (2tailed)	.000	.048	.000	.001	.002	.032	.000	.000	.000		.000
	N	146	146	146	146	146	146	146	146	146	146	146
CSSWQ Total	Pearson Correlation	.276*	.087	.449**	.246**	.413**	.249**	.840**	.748**	.771**	.782**	1
	Sig.(2tailed)	.001	.295	.000	.003	.000	.002	.000	.000	.000	.000	
	N	146	146	146	146	146	146	146	146	146	146	146

Table 2 show Pearson correlation coefficients and their significance levels between various variables. Honesty-Humility, Extraversion, Agreeableness, Conscientiousness, and Openness to Experience showed positive correlations with academic satisfaction, academic efficacy, school connectedness, and college gratitude. Notably, Conscientiousness and Academic Satisfaction exhibited a strong positive correlation ($r = 0.840$, $p < 0.001$),

The Relationship between Personality Traits and Subjective Wellbeing among Undergraduate Students

Agreeableness showed positive correlations with Conscientiousness and College Gratitude. Conscientiousness shows positive correlations with Openness to Experience, Academic Satisfaction and Academic efficacy. Openness to Experience exhibit positive correlation with Conscientiousness and Academic Satisfaction., Academic Efficacy is positively correlated with Conscientiousness, School Connectedness, and College Gratitude. College Gratitude has positive correlations with multiple factors, including personality traits, academic satisfaction, and school connectedness. On the whole, these correlations indicate that various personality traits and academic variables influence each other. These results depict the importance of these personality traits that influence academic outcomes and psychological well-being among undergraduate students.

Table 3: Regression Analysis between predictors and dependent variable.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.611 ^a	.373	.346	13.132	.373	13.798	6	139	.000

Table 3 indicates regression analysis which is conducted to examine the relationship between six predictors (Openness to Experience, Emotionality, Agreeableness, Honesty-Humility, Extraversion, and Conscientiousness) and College student subjective wellbeing. The analysis explains approximately 37.3% of the variability in college student subjective wellbeing total scores, suggesting a moderate relationship between the personality traits and college student subjective wellbeing. The Adjusted R Square value of 0.346 exhibit that the personality traits still explain around 34.6% of the variability in college student subjective wellbeing total scores. The predictions were found to be relatively accurate, and including the personality traits significantly improved the model's ability to explain college student subjective wellbeing total scores. Overall, the model is significant stating that personality traits have a meaningful impact on college student subjective wellbeing.

Table 4: Analysis of variance between personality traits and subjective wellbeing.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14276.887	6	2379.481	13.798	.000b
	Residual	23969.990	139	172.446		
	Total	38246.877	145			

The regression component of the analysis states that the predictors (Openness to Experience, Emotionality, Agreeableness, Honesty Humility, Extraversion, and Conscientiousness) cumulatively explain a significant amount of the variability in the dependent variable which is College student subjective wellbeing. The sum of squares 14276.887, reflects the amount of variability in college student subjective wellbeing total scores that is accounted for by the predictors. The degrees of freedom 6, indicate the number of predictors used in this model. The mean square 2379.481, describes the average amount of variability explained by each predictor. The F-value 13.798 is statistically significant, stating that the relationship between the personality traits (Openness to Experience, Emotionality, Agreeableness, Honesty Humility, Extraversion, and Conscientiousness) and college student subjective wellbeing is meaningful and is not by chance.

DISCUSSION

The findings of the study align with previous research, suggesting that personality traits significantly influence subjective well-being among undergraduate students. The results provide evidence supporting a significant positive relationship between personality traits and subjective well-being among undergraduate students. One major finding is that Honesty Humility exhibits significant positive correlations with Emotionality, Extraversion, Agreeableness, Conscientiousness, Openness to Experience, Academic Satisfaction, Academic Efficacy, School Connectedness, College Gratitude, and College student subjective wellbeing total scores. This suggests that individuals who score higher in Honesty Humility tend to also have higher scores in these variables. Research by Roberts and colleagues (2017) shows a positive correlation between Honesty-Humility and College student subjective wellbeing total scores, indicating that individuals high in Honesty-Humility also tend to experience higher overall subjective well-being. Similarly, Emotionality demonstrated positive correlated with Honesty Humility, Openness to Experience, and College Gratitude (Table 2) In a research study by Davis and colleagues (2020) examined the relationship between personality traits and gratitude among college students. The results signify a positive correlation between Emotionality and college gratitude, indicating that individuals who scored higher on Emotionality tended to experience and express greater gratitude for their college experiences. Extraversion demonstrate positive correlations with Conscientiousness, Academic Satisfaction, Academic Efficacy, School Connectedness, College Gratitude, and College student subjective wellbeing Total scores (Table 2). The research study by Allen and colleagues (2020) examined the relationship between personality traits and school connectedness among adolescents. The results show a positive correlation between Extraversion and school connectedness, suggesting that individuals who scored higher on Extraversion were more likely to feel connected and engaged with their school environment. Agreeableness is positively correlated with Honesty Humility, School Connectedness, College Gratitude, and College student subjective wellbeing Total scores (Table 2). Research study conducted by Wood and colleagues (2017) shows Agreeableness was positively correlated with gratitude among college students. The results suggests that individuals who scored higher on agreeableness were also more likely to experience and express gratitude for their college experiences. Conscientiousness shows positive correlation with Honesty Humility, Extraversion, Openness to Experience, Academic Satisfaction, Academic Efficacy, School Connectedness, and College student subjective wellbeing total scores (Table 2). In addition, a study by Richardson and colleagues (2012) investigated the relationship between personality traits and academic efficacy among college students, the results exhibit a positive correlation between Conscientiousness and academic efficacy, suggesting that participants who scored higher on Conscientiousness were more likely to have higher levels of self-efficacy in academically. The results suggests that individuals high in Conscientiousness are more likely to exhibit traits associated with Honesty Humility, Extraversion, Openness to Experience, experience higher academic satisfaction and efficacy, feel connected to their school environment falls on the higher spectrum of subjective well-being. Openness to Experience show positive correlations with Conscientiousness, Academic Satisfaction, Academic Efficacy, School Connectedness, and College student subjective wellbeing total scores (Table 2). In a study by Peterson and colleagues (2021) on subjective well-being among undergraduate students, Openness to Experience exhibits positive correlation with the College student subjective wellbeing, the findings suggested that participants who scored higher on Openness to Experience have higher levels of subjective well-being, this study indicates that individuals who are high in the dimension

The Relationship between Personality Traits and Subjective Wellbeing among Undergraduate Students

Openness to Experience are more likely to exhibit traits associated with Conscientiousness, experience higher academic satisfaction and efficacy, feel connected to their school environment, and have higher levels of subjective well-being. Academic Satisfaction is positively correlated with Extraversion, Academic Efficacy, School Connectedness, and College student subjective wellbeing total scores (Table 2). Research study conducted by Robbins and colleagues (2009), the relationship between personality traits and academic success was examined among college students, the results suggest a positive correlation between Extraversion and academic satisfaction, indicating that participants who scored higher on Extraversion were more likely to report higher levels of satisfaction with their academic experiences. Academic Efficacy demonstrate positive correlations with Honesty Humility, Extraversion, Conscientiousness, School Connectedness, College Gratitude, and College student subjective wellbeing total scores (Table 2). Research study by Kuk and colleagues (2015) investigated the relationship between personality traits and academic success among college students. The results revealed a positive correlation between Honesty Humility and academic efficacy, suggesting that individuals who scored higher on Honesty Humility were more likely to report higher levels of self-efficacy in academic setting, furthermore in a research study by Poropat (2009) on the Big Five personality traits and academic achievement, a positive correlation was found between Extraversion and academic efficacy, the findings suggested that individuals who demonstrate higher levels of Extraversion were more likely to report higher levels of confidence in their academic abilities and higher academic efficacy. School Connectedness was positively correlated with Honesty Humility, Extraversion, Agreeableness, Conscientiousness, College Gratitude, and College student subjective wellbeing Total scores (Table 2). In research study by Way and colleagues (2012) on school climate and student engagement, a positive correlation was found between Extraversion and school connectedness. The results indicated that individuals who exhibited higher levels of Extraversion were more likely to report feeling connected and socially engaged within their school setting, moreover a study conducted by Allen and colleagues (2018) examined the relationship between personality traits and school engagement among middle school students. The findings demonstrated a positive correlation between Agreeableness and school connectedness, indicating that participants who scored higher on Agreeableness were more likely to report positive connections and relationships with their peers and teachers in the school environment. This research suggests that individuals who feel more connected and engaged with their school environment are more likely to have traits associated with Honesty Humility, Extraversion, Agreeableness, Conscientiousness, express gratitude towards their college experiences, and have higher levels of subjective well-being. Finally, College Gratitude demonstrate positive correlations with traits like Honesty Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, Openness to Experience, Academic Satisfaction, Academic Efficacy, School Connectedness, and College student subjective wellbeing Total scores (Table 2) . In a study by Davis and colleagues (2016) on gratitude and character strengths, a positive correlation was found between College Gratitude and Conscientiousness, the findings suggested that participants who expressed higher levels of gratitude towards their college experiences also tended to exhibit higher levels of Conscientiousness, which includes self-discipline, responsibility, and goal-directed behaviours. These results highlight the potential benefits of cultivating gratitude in academic settings, as it may contribute to positive personality traits, well-being, academic outcomes, and social connections. The findings presented in Table 3 provide the regression analysis between the predictors (Openness to experience, Emotionality, Agreeableness, Honesty Humility, Extraversion, Conscientiousness) and the dependent variable (College student subjective wellbeing,

The Relationship between Personality Traits and Subjective Wellbeing among Undergraduate Students

CSSWQ). The analysis exhibits a significant relationship, as indicated by the F statistic ($F = 13.798$, $df_1 = 6$, $df_2 = 139$, $p < .001$). It accounts for 37.3% of the variance in the dependent variable (college student subjective wellbeing), as indicated by the R-square value ($R^2 = .373$). The adjusted R-square (Adjusted $R^2 = .346$) indicates that 34.6% of the variance in the dependent variable is explained by the predictors, considering the number of predictors and sample size. The coefficient of determination (R^2) states that approximately 37.3% of the variability in the dependent variable can be attributed to the predictors included in the model. Therefore, this study states that there is significant positive correlation between personality traits and subjective wellbeing as it impacts the overall wellbeing of the undergraduate students.

The results of the analysis of variance (Table 4) provide insights into the relationship between the predictors (Openness to Experience, Emotionality, Agreeableness, Honesty Humility, Extraversion, and Conscientiousness) and the dependent variable, College student subjective wellbeing. The analysis of regression reveals that the predictors collectively explain a significant amount of the variability in college subjective wellbeing total scores ($F = 13.798$, $p < .001$). This shows that the personality traits have a meaningful influence on college student subjective wellbeing. The substantial value of the F-statistic reflects that the relationship between the predictors and College student subjective wellbeing is not due to chance alone. Furthermore, the low p-value ($p < .001$) indicates a highly significant relationship between the predictors and College student subjective wellbeing.

CONCLUSION

This study investigated the relationship between personality traits and subjective well-being among undergraduate students. The sample included 146 participants and assessed various personality traits and well-being factors. The finding from correlation analysis revealed significant positive relationships between certain personality traits (Honesty-Humility, Extraversion, Conscientiousness, and Openness to Experience) and subjective well-being. Agreeableness exhibits positive correlation with School Connectedness and College Gratitude, while Emotionality did not show significant correlations. Multiple regression analysis indicated that combined personality traits accounted for 37.3% of the variance in subjective well-being. The analysis of regression and variance indicated a significant overall effect ($F = 13.798$, $p < .001$), suggesting that the personality traits collectively have a meaningful influence on subjective wellbeing. The high F-value and low p-value reveals that the relationship between the personality traits and college student subjective wellbeing is not due to chance alone. These results emphasize the importance of considering personality traits in creating a positive academic environment that further promotes students' well-being and personal development.

Limitations

The study emphasizes on the relationship between personality traits and subjective well-being, but other factors, such as socioeconomic status, social support, or academic pressure, that may contribute and influence well-being among undergraduate students wasn't emphasized on. Future studies should consider including these factors to provide a more comprehensive understanding of the subject. The results of this research may not extend to individuals outside of the undergraduate student population. Personality traits and subjective well-being may differ across age groups, educational levels, or cultural backgrounds.

The Relationship between Personality Traits and Subjective Wellbeing among Undergraduate Students

Future Implications

These findings of the study have important implications for promoting positive well-being among undergraduate students. Educators and institutions should consider the role of personality traits in creating a supportive and positive academic environment. By recognizing the relationship between personality and well-being, interventions and programs can be developed and improvised to enhance students' overall well-being and personal development by strategic planning. By understanding the relationship between personality traits and subjective well-being, people can work together to create an environment that promotes students' well-being and enables their personal growth and development. Therefore, this study contributes to the growing body of literature on the significance of considering personality traits in understanding and promoting subjective well-being among students.

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The Relationship between Personality Traits and Subjective Wellbeing among Undergraduate Students

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Conflict of Interest

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