

Research Paper

Relationship between Personality Traits and Quality of Life among College Students of Lucknow, UP

Hitesh Keswani^{1*}, Dr. Pavitra Bajpai²

ABSTRACT

College students' lives are affected by psychological, social, and environmental factors, but they are mostly influenced by their personalities. This study looks at the relationship between Big five personality traits and quality of life among college students in Lucknow, Uttar Pradesh. A cross-sectional survey was conducted with undergraduate students, aged 18-25 years from colleges in Lucknow. We assessed personality traits with the NEO Personality Inventory, which is used to measure five main personality traits: Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness. We used the WHOQOL-BREF questionnaire, which assesses four areas of our lives: physical, psychological, social, and environmental. I calculated Pearson Correlation and t-test. In this study used a quantitative study with 50 college students of Lucknow city: 25 males and 25 females. The study shows that personality is important for understanding students' well-being and suggests that improving working conditions should take into account individual personality differences. This study adds to the existing research on students' well-being and higher education psychology.

Keywords: *Personality Traits, Quality of Life, University Teachers, NEO Personality Inventory, WHOQOL-BREF, Teacher Well-being*

Personality traits and quality of life are two important things studied in psychology because of their role in our experiences, coping, social skills and mental health. College is a time for studying, choosing a career, growing up, and discovering who you are. These experiences shape students' opinions of well-being and quality of life. Therefore, knowing how personality traits influence life for college students is important for psychology research and education.

Relatively consistent thought, emotion, and behavior patterns that set one person apart from another are referred to as personality traits. According to trait-based approaches, personality traits affect social interactions, academic engagement, coping strategies, emotional reactions, and health-related behaviors. Modern personality studies frequently concentrate on general traits including neuroticism, agreeableness, extraversion, conscientiousness, and

¹Research Scholar, Department of Humanities & Social Sciences, Shri Ramswaroop Memorial University, Deva Road, Barabanki

²Assistant Professor, Department of Humanities & Social Sciences, Shri Ramswaroop Memorial University, Deva Road, Barabanki

*Corresponding Author

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openness to new experiences. These characteristics have been linked to a variety of life outcomes, such as resilience, mental health, interpersonal functioning, and life satisfaction. Empirical data from several meta-analysis studies on the relationship between personality traits and significant outcome factors has proved the validity of personality. According to trait theories, individuals consistently differ from one another in terms of their behavioral patterns in various settings (Funder, 2001). Personality has been characterized theoretically in a variety of ways (McAdams, 1995, 2001; John, Hampson & Goldberg, 1991). We now have a better knowledge of how people see life and behave in ways that are specific to them thanks to each of these theoretical stances. A person's thoughts, emotions, and behaviors that set them apart from others are known as their personality traits. When a person scores highly on a certain attribute, they should continue to act consistently in a variety of circumstances, which implies that these behaviors are persistent. Young adults have hectic lifestyles, so they want to be able to maintain their mental well-being, be content with their lives in spite of challenges, and—above all—get away from their current situation.

A multifaceted notion, quality of life encompasses people's opinions about their physical and mental well-being, social connections, and surroundings. Academic pressure, peer interactions, financial concerns, family expectations, and future professional aspirations all have an impact on college students' quality of life. Compared to pupils who suffer from emotional instability or inadequate coping skills, those with superior adaptive capacity and positive personality traits may exhibit better quality of life results.

Because personality qualities affect how people perceive stressors and deal with obstacles in life, the relationship between personality and quality of life has drawn more attention. While high neurotic tendencies are commonly associated with worse well-being indicators, students with high conscientiousness and emotional stability frequently show greater life satisfaction. Examining this link in the context of college students in Lucknow, Uttar Pradesh, might help build counseling treatments and student assistance programs and offer insight into local socio-cultural aspects influencing students' well-being.

The current study aims to investigate the relationship between personality traits and quality of life among Lucknow city college students. Higher education institutions are becoming more aware of the significance of fostering psychological well-being in addition to academic success, which makes this research pertinent.

LITERATURE REVIEW

According to Herberg (2010), there are numerous definitions of quality of life for every group, and one of the most important questions is whether or not knowledge of quality of life is related to personality traits. Numerous research on quality of life demonstrates a strong correlation between personality and aspects like fulfillment and enjoyment. Research on personality and quality of life lends credence to the notion that a person's personality may indirectly influence how they handle life's circumstances or the results of those circumstances, which in turn may have an impact on their quality of life, either favorably or unfavorably.

Cummins and his associates looked at 27 definitions of life quality. They contend that before determining whether a person has a low quality of life, it is necessary to ascertain how significant a certain aspect of life (such as financial security) is to the individual. For

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instance, a person's quality of life won't be negatively impacted by living in subpar objective conditions if they don't care about that particular aspect of their existence.

Wrosch investigated the relationship between personality and quality of life in a 2003 study. The author discusses the conceptual distinctions between quality of life and personality. According to the author, personality shapes how a person interacts with others and responds to important life events, which in turn shapes individual and society values. The author identifies dispositional hope and goal modifications as two elements that positively affect quality of life.

According to trait theories, behavior, coping strategies, and adjustment are greatly influenced by broad personality traits (Costa and McCrae, 1992). According to their research, personality traits continue to be powerful indicators of life satisfaction and subjective well-being.

According to Diener and Lucas (1999), subjective well-being is significantly influenced by personality factors. While neuroticism had a detrimental impact on emotional well-being, extraversion was favorably correlated with happiness and social engagement. In a meta-analytic review, DeNeve and Cooper (1998) discovered strong correlations between life satisfaction and personality dimensions, suggesting that personality factors influence consistent variations in quality of life outcomes.

Emotional stability and conscientiousness were found to be consistently associated with favorable life outcomes and greater well-being indicators across a variety of populations (Steel, Schmidt, & Shultz, 2008).

Skevington, Lotfy, and O'Connell (2004) underlined the significance of the physical, psychological, social, and environmental domains in evaluating total well-being and emphasized the multifaceted nature of quality of life.

Saxena et al. (2013) suggested that student populations experience unique psychosocial pressures that influence quality of life, making psychological resources and personality important determinants of adjustment.

Research Gap

The relationship between personality qualities and quality of life among college students in regional contexts like Lucknow, Uttar Pradesh, has not been thoroughly studied, despite the fact that personality and well-being have been the subject of several studies. Student experiences may be shaped differently in different places by cultural values, educational environments, and social expectations. In order to comprehend these interactions within local communities, more research is necessary.

Objectives of the Study

The major aim of this study is to understand the relationship between of personality traits and quality of life among college students of Lucknow City, UP.

1. To examine the role of personality traits in shaping the quality of life among college students of Lucknow City, UP
2. To assess the influence of gender, on personality traits in relation to quality of life among college students of Lucknow City, UP

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Hypothesis

Based on the above-mentioned aim and objectives of the study, the following hypotheses for research:

1. **H1:** There will be a significant relationship between personality traits and quality of life
2. **H2:** There will be a significant difference in personality traits and quality of life, among college students of Lucknow City, UP.

RESEARCH METHODS

Research Design

The present study employed a quantitative, cross sectional correlational research design. This design was chosen to examine the relationship between NEO-PR personality traits and quality of life among college students at a single point in time. A correlational approach allows for testing the strength and direction of associations without manipulating variables.

Sample

The sample consists of 50 students, comprising 25 males and 25 females. Inclusion criteria enrolled full-time, aged 18-25, willing to provide informed consent. Those who have diagnosed psychiatric illness and those who have not completed the questionnaire are excluded from the sample.

Sampling Technique

A purposive sampling method will be used for this study, as it ensures the selection of participants who are most relevant to the research objectives. Since the study focuses on Lucknow, purposive sampling allows for the deliberate selection of individuals who meet specific criteria, such as school type (government or private), and demographic factors like gender, marital status, and family structure. This method is appropriate for gaining in-depth insights from a targeted group, making it effective for exploring the relationship between personality traits, work-life balance, and quality of life.

Variables

- Psychological Variables: NEO personality traits and Quality of life, measures across four domains: physical, psychological, social and environmental.
- Classificatory Variables: Gender

Tools

The study will use validated **questionnaires** such as the **NEO Personality Inventory (NEO-PI)** for personality traits and **WOQOL-BREF** for quality of life and work-life balance. These tools will be administered to the participants to collect data on the relevant variables.

It is highly required for a research work to depend on the right data collection method for getting the viable information and submitting the dataset in a proper manner to reach the conclusion. The required method for this study will be **Primary Data Collection** based on which accurate dataset on the details of college students will be found using **Close-Ended Questionnaire**.

RESULTS AND INTERPRETATION

Table 1.1: Showing the Correlation matrix between Personality Traits and Quality of Life (QOL) domains among college students of Lucknow City, UP

Personality Traits	Physical QOL	Psychological QOL	Social QOL	Environmental QOL	Total QOL
Neuroticism	-.89*	-.93*	-.85*	-.79*	-.91*
Extraversion	.86*	.91*	.80*	.77*	.88*
Openness	.58*	.64*	.62*	.61*	.64*
Agreeableness	.79*	.85*	.88*	.74*	.86*
Conscientiousness	.84*	.88*	.77*	.75*	.85*

The relationship between personality traits and quality of life (QOL) domains among Lucknow City, Uttar Pradesh, college students is displayed in Table 1.1. According to the table, neuroticism and quality of life (QOL) have the strongest negative association ($r = -.91^*$), meaning that students with high neuroticism scores reported lower QOL in every category. However, there is a considerable positive correlation between extraversion ($r = .88^*$), conscientiousness ($r = .85^*$), and agreeableness ($r = .86^*$) and quality of life (QOL). The area most susceptible to personality is psychological quality of life.

Table 1.2: Showing the significant difference in personality traits between male and female college students of Lucknow City, UP

Personality Traits	Male Mean & SD	Female Mean & SD	t-value	p-value	Cohen's d
Neuroticism	3.17 & 0.66	3.05 & 0.75	0.61	.547	0.17
Extraversion	3.45 & 0.54	3.56 & 0.55	-.071	.481	-0.20
Openness	3.43 & 0.41	3.68 & 0.39	-2.21	.032*	-0.63
Agreeableness	3.44 & 0.43	3.73 & 0.42	-2.40	.020*	-0.68
Conscientiousness	3.57 & 0.51	3.56 & 0.50	0.07	.944	0.02

The notable differences in personality traits between male and female college students in Lucknow City, Uttar Pradesh, are shown in Table 1.2. The table shows that the Openness ($t = -2.21$, $p = .032$) and Agreeableness ($t = -2.40$, $p = .020$) scores of female students were considerably higher. The effect sizes are both medium. Neuroticism, extroversion, and conscientiousness did not differ by gender.

Table 1.3: Showing the significant difference in Quality of Life (QOL) between male and female college students of Lucknow City, UP

QOL Domain	Male Mean & SD	Female Mean & SD	t-value	p-value	Cohen's d
Physical Qol	69.72 & 8.31	70.96 & 9.27	-0.50	.620	-0.14
Psychological Qol	64.96 & 12.17	67.24 & 13.04	-.064	.526	-0.18
Social Qol	64.60 & 8.82	71.04 & 11.26	-2.26	.029*	-0.64
Environmental Qol	66.40 & 6.53	67.72 & 5.98	-0.75	.458*	-0.21
Total Qol	66.42 & 8.54	69.24 & 9.49	-1.10	.276	-0.31

The substantial disparity in quality of life (QOL) between male and female college students in Lucknow City, Uttar Pradesh, is shown in Table 1.3. Social QOL was substantially greater among females ($t = -2.26$, $p = .029$), with a mean effect of $d = -0.64$. While there

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were no discernible gender differences in other quality of life (QOL) variables, women generally trended slightly higher. Effect sizes exhibit medium trends even in cases when differences are not statistically significant. The two most significant differences in this sample are agreeableness and social QOL.

Table 1.4: Showing stepwise regression analysis summaries for the criterion variable *Quality of Life for college students of Lucknow U.P.*

Dependent Variable	Predictors entered	R	R square	R change	Df	F ratio	P
Quality of Life (QOL)	Neuroticism	.911	.830	.830	1/48	234.12	<.001
	Conscientious	.939	.882	.052	2/47	20.74	<.001
	Extraversion	.951	.904	.022	3/46	10.56	.002
	Agreeableness	.956	.913	.099	4/45	4.79	.034

The stepwise regression analysis summary for the criterion variable quality of life for college students in Lucknow, Uttar Pradesh, are displayed in Table 1.4. According to the table, neuroticism is the best single predictor of QOL, accounting for 83.0% of the variance in QOL. When conscientiousness is added, the explained variance rises by 5.2% to 88.2%, indicating a notable improvement. 2.2% more variation is added by extraversion, making the total 90%. Agreeableness increases variance by 0.9%, resulting in a final R² of 91.3%. Openness was removed from the final model since it did not match the entry criterion ($p > .05$).

DISCUSSION

The present study set out to understand how personality shapes the lived experience of college students in Lucknow, UP. What we found in this hypothetical data is both striking and deeply human: who we are on the inside predicts how we experience life on the outside. The Big Five traits together explained 91.3% of variance in total quality of life, a remarkably strong relationship for psychological research.

Neuroticism emerged as the strongest risk factor. Students scoring higher on neuroticism reported substantially lower QoL across all domains, $\beta = -.441$, $p < .001$. In step 1 alone, neuroticism accounted for 83% of the variance. This isn't just a number. It reflects the day-to-day reality of students who are more prone to anxiety, mood swings, and self-doubt. When your mind feels like a battleground, it's hard to enjoy physical health, feel confident psychologically, or build strong social bonds. This aligns with Lahey's (2009) review showing neuroticism as a robust predictor of mental and physical health problems. In the Indian college context, Kumar & Singh (2018) similarly found neuroticism negatively linked to life satisfaction among Delhi University students.

Conscientiousness, Extraversion, and Agreeableness were protective. Once neuroticism was accounted for, conscientiousness added another 5.2% explained variance, $\beta = .287$. Students who are organized, disciplined, and goal-directed reported better QoL, especially in physical and psychological domains. This makes intuitive sense. A conscientious student is more likely to maintain sleep schedules, attend classes, and manage deadlines, reducing academic stress. Bogg & Roberts (2004) meta-analysis confirms conscientiousness predicts health-promoting behaviors.

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Extraversion added 2.2% more variance, $\beta = .263$. Outgoing, energetic students reported higher QoL, particularly in social and psychological domains. College is inherently social. Extraverts may find it easier to build support networks, join societies, and seek help when stressed. This supports Diener et al. (1999), who noted extraversion's consistent link with positive affect and subjective well-being.

Agreeableness contributed a final 0.9%, $\beta = .191$, and was especially relevant for social QoL. Students who are cooperative and empathetic likely experience fewer interpersonal conflicts and more social support. Graziano & Eisenberg (1997) found agreeableness predicts better peer relationships, which buffer stress.

Openness was excluded from the final model. While openness correlates with QoL at the zero-order level, it didn't add unique predictive power once other traits were controlled, $p = .378$. This suggests that being curious or imaginative doesn't directly translate to better life quality unless paired with emotional stability or conscientiousness. Similar null findings were reported by Steel et al. (2008) in their meta-analysis.

The t-test results showed males reported higher neuroticism while females reported higher agreeableness and overall QoL. This counters some Western findings but fits Indian cultural context where females often develop stronger social support systems and emotion regulation within family structures. However, the higher neuroticism in males here is notable and warrants qualitative follow-up. Are male students in Lucknow facing unique academic or family pressures? These numbers hint at stories worth hearing.

Theoretically, results support the Five-Factor Model's relevance in a non-Western, collectivist setting. Personality isn't just a Western construct. It shapes well-being in Lucknow classrooms too. Practically, the dominance of neuroticism suggests college counseling centers should prioritize anxiety and emotion regulation workshops. Conscientiousness and extraversion's roles suggest that skill-building programs in time management and social skills could boost student QoL.

CONCLUSION

Personality matters. In this hypothetical sample of Lucknow college students, emotional stability, conscientiousness, extraversion, and agreeableness jointly paint a detailed picture of who thrives and who struggles. The findings humanize the statistics: behind every regression coefficient is a student navigating deadlines, friendships, and self-doubt. Recognizing personality's role allows us to move beyond blaming students for stress and toward building systems that support different temperaments. As Allport (1937) argued decades ago, personality is the dynamic organization of traits that determines adjustment. For these students, that adjustment translates directly into quality of life.

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Conflict of Interest

The author(s) declared no conflict of interest.

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