

An Empirical Study of Undergraduates' Relationship Between Positive Personality and Psychological Well-being

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ABSTRACT

The Ryff Psychological Well-Being Scale and the 24 Personality Traits Test were administered to 172 college students through the Internet using a completely random sample, and the results were analyzed and processed using SPSS 19.0. The purpose was to investigate the relationship between the dimensions of positive personality traits and psychological well-being of college students. It was concluded that bravery and spirituality were significantly associated with psychological well-being among the positive personality traits of college students; the other 22 dimensions were all highly significantly associated with psychological well-being.

Keywords: Positive Personality Traits, Happiness, Relationships

1. INTRODUCTION

Positive personality as a new orientation in the study of positive psychology emphasizes the study of personality not only the traits of problematic and undesirable personality, but also the traits of good personality, while special attention should be paid to people with the potential ability to practice positive and form the role of good or individual personality development, i.e. the study of positive personality.[1]

Happiness is the purpose of life for each of us. There have been countless studies related to happiness, Happiness is the general view and basic opinion of people on the issue of happiness. Due to the different levels of literacy and education of each person, it is inevitable that different understandings of the concept of happiness will arise. Two very representative views of the concept of happiness existed in the history of Western philosophy, which was ahead of its time in the last century, namely, the pleasure theory and the realization theory of happiness [2]

In order to make a distinction between psychological happiness and subjective happiness, this paragraph lists a few points to explain the difference.

1.1. Happiness

First, theoretically, subjective well-being and psychological well-being have completely different philosophical foundations, i.e., pleasure theory and realization theory; second, quantitatively, they differ in terms of the evaluation indicators and criteria of well-being and the starting point of research. In terms of evaluation indicators, subjective well-being includes three classical assessment indicators, namely positive affect, negative affect and general satisfaction with life, while the assessment indicators of psychological well-being involve six dimensions of autonomy, mastery of the environment, personal growth, positive interpersonal relationships, life goals and self-acceptance.[3] As far as the evaluation criteria are concerned, subjective well-being mainly focuses on individuals and assesses their well-being by their internal criteria, which include self-emotional experience and the individual's overall assessment of their quality of life and self-satisfaction, with strong subjective factors; while psychological well-being is different, it is based on the value system of various schools of psychologists and assesses the individual's well-being by objective and scientific criteria. In terms of the starting point of research, subjective well-being is based on introspective research, which emphasizes empirical experience and operational research, while psychological well-being focuses on

scientific theoretical basis and theoretical structure to explore happiness based on the experience of former people, so its theoretical guidance is stronger, more convincing and more scientific [2].

1.2. Purpose

As more and more attention has been paid to the concept of happiness, the study of happiness has also shown a trend of integration. Although there are certain differences between subjective and psychological well-being, the two coincidentally have some commonalities in terms of influencing factors; both are influenced to a greater or lesser extent by demographic variables, educational attainment, marital status, economic income, and personality traits [4]. While exploring both, many past studies have interpreted a common conclusion that, among the many influencing factors, the one factor of personality is the most powerful and stable one that can predict happiness [5]. The purpose of this study is to investigate the relationship between 24 different dimensions of positive personality traits and psychological well-being and to discuss how to cultivate positive personality traits in college students as well as to explore solutions for psychological well-being enhancement by using a questionnaire method with a random sample of college students from different grades and places of origin.

2. RESEARCH PROCESS

2.1. Research subjects

In this study, 188 questionnaires were distributed through major websites, and 172 questionnaires were returned. 16 questionnaires that did not meet the age requirement and occupation requirement were excluded, and 172 valid questionnaires were obtained, with a valid return rate of 91.49%. See Table 1 for sample details

Table 1. Questionnaire data analysis

Basic information		Frequency	Percentage
Grade	Freshman	10	5.8%
	Sophomore	55	32%
	Junior	69	40.1%
	Senior	38	22.1%
Origin	Urban	136	79.1%
	Rural	36	20.9%
Gender	Male	103	59.9%
	Female	69	40.1%
Only-child	Yes	130	75.6%
	NO	42	24.4%

2.2. Research tools

(1) The Ryff Psychological Well-Being Scale consists of 84 questions with six factors, which are divided into six levels: "strongly disagree", "quite disagree", "somewhat disagree", "somewhat agree", "quite agree" and "strongly agree". The alpha coefficients measured were: full scale 0.93; autonomy 0.70; mastery of environment 0.77; personal growth 0.67; positive interpersonal relationships 0.81; life goals 0.80; and self-acceptance 0.73.

(2) "24 Personality Traits Test" This test has 240 declarative sentences, divided into 24 dimensions, and scored on a 5-point scale, ranging from "very much like me", "somewhat like me", "neutral (non-committal)", "somewhat unlike me", "very unlike me", and "very unlike me", which are scored as 5, 4, 3, 2, and 1 respectively. The alpha coefficient of the full scale was 0.89, referring to the Positive Personality Inventory for College Students compiled by Yanhong Luo. The Cronbach Alpha coefficient of the full scale was 0.931, and the split-half reliability coefficient was 0.90. All validity indicators also met the psychometric requirements.

2.3. Statistical analysis

The study used SPSS19.0 statistical software to analyze and process the data.

3. RESULTS

3.1. Positive Personality Traits

Descriptive statistics of the mean scores and related parameters for each dimension of the scale of the 24 Personality Traits Test showed that the overall mean scores for each dimension of the positive personality traits were high. The data differed in concentration trends, with kindness (skewness = -1.057, kurtosis = 3.447) and love (skewness = -1.137, kurtosis = 3.323) being the most concentrated, followed by social justice, fairness, leadership, hope, gratitude, forgiveness, and kindness kurtosis from high to low.

In order to explore the differences in the levels of positive personality traits among college students of different genders, t-test analysis was conducted on the scores of positive personality traits among college students of different genders. The significance of each dimension did not reach the significance level, so there was no gender difference in the positive personality traits of college students.

In order to investigate the difference in the level of positive personality traits among college students from different places of origin, F-test analysis was conducted on the scores of positive personality traits among college students from different places of origin, and the results

showed that there was no difference in positive personality traits among college students from different places of origin. Similarly, no significant differences were found in the comparison of the differences in whether they had been student leaders and whether they were only children.

3.2. Psychological well-being

The mean scores and related parameters of the Ryff Psychological Well-being Scale test scores were first described statistically, and the means obtained after testing 172 college students showed that college students generally scored high on all dimensions, with the mean scores exceeding the median on all five dimensions except for self-acceptance. Overall, the mean exceeded the median by almost 2 points (mean 52.38, median 50.42). The standard deviation values are more unstable, and the scores of each dimension fluctuate widely, which can also be judged from the interval of the very large and very small values of each dimension. The analysis may be due to the fact that fewer data were collected, which does not exclude some factors of extreme data that may cause the overall data to be skewed. Since the situation varies from person to person, the possibility of extreme high and low scores will not be ruled out, and it is still considered possible to use the data collected in this test.

3.3. Relevance

To prove this view, the correlation between the total scores of 24 positive personality traits and the total scores of each dimension of the Ryff Psychological Well-being Scale was conducted, and the results are shown in Table 2. Of the 24 dimensions of positive personality, only two dimensions, namely bravery and spirituality, were significantly correlated with psychological well-being, while the other 22 dimensions were highly significantly correlated with psychological well-being.

Table 2. The relationship between personality traits and happiness

Dimension	Overall psychological well-being	
	Characters relevance	Significance(sig)
Bravery	0.150	0.049
Spirituality	0.178	0.019
Others	>0.2	<0.01

4. DISCUSSION

Descriptive statistics for each dimension of positive personality among college students showed that the scores (38.31) were above and below the median (38.75). In general, the positive personality traits of college students are in a relatively good state. The study of Zheng

Xiangzhuan, a domestic scholar, also showed that the development of positive personality traits among college students in China is generally at a moderate to high level [6].

The comparative study of gender differences shows that there is no significant difference in the dimensions of positive personality traits among college students of different genders. The results are inconsistent with the findings of Zhou inlay, a domestic scholar, that male students have better creativity, judgment, insight, courage, caution, and self-control than female students, while female students have better gratitude qualities than male students [7]. The inconsistency of the experimental results may be due to the insufficient sample size and the uneven ratio of males to females.

The comparative study of place of origin and the comparative study of being a student leader and being an only child indicated that there was no significant difference in the dimensions of positive personality traits among college students, and because the data were collected completely randomly, the ratios of place of origin, being a student leader, and being an only child were disproportionate, close to 3:1, and the experimental results did not reflect significant differences.

This study did not do regression analysis, so it is not clear which dimensions of positive personality traits affect psychological well-being and which dimensions have the greatest influence on it, which makes it impossible to discuss which positive personality traits should be focused on in the future education of college students. Nevertheless, the results indicate that good positive personality traits are associated with above-average psychological well-being, so the following are some suggestions for developing positive personality in college students.

The essence of positive education is that teachers should pay active attention to various outstanding qualities of students, both external and internal potential, and make the cultivation of positive qualities of students the starting point and the end point of curriculum teaching.

Cultivating students' awareness of self-education and developing positive personality in interactive teaching In the process of psychological development and growth, college students have great potential, multiple needs and tendency to self-development and self-education. The tapping of these great potentials, the satisfaction of basic needs and the realization of the tendency to self-development and education require the support of external environment and positive self-education.

We will develop a positive, encouraging, and guiding educational strategy to enhance students' self-esteem and improve their positive personality. According to positive psychology, enhancing positive experiences and developing self-esteem are the main ways to develop a

positive personality. The title "Conclusion" should be in all caps and should be placed above the reference.

5. CONCLUSION

The results of the study were the same as the research hypothesis that positive personality traits of college students contribute to a certain extent to psychological well-being. The degree of influence of each dimension on psychological well-being deviated from the findings of various researchers, which may be a factor of error in data processing. The overall sample sampling method used in this study is not rigorous enough, and the uneven distribution of several variables such as gender and place of birth may lead to a positive or negative effect on the research results, and there is also a great influence on the comparison of the differences of these additional variables, so in future studies, attention needs to be paid to the ratio of men and women in the overall sample collection, the ratio of different places of birth from urban versus rural areas, etc., in order to reduce the error.

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