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Personality Traits and Psychological Well-Being Among Undergraduate Students at Selected Public University in Kuala Lumpur

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Abstract: *This study aims to investigate the relationship between personality traits and psychological well-being among undergraduate students at a selected public university in Kuala Lumpur. The study has three main objectives: (1) To identify the five personality traits based on Lewis Goldberg's OCEAN theory among the undergraduate students, (2) To determine the psychological well-being among the undergraduate students, (3) To examine the level of relationship between personality traits and psychological well-being of undergraduate students. This research employed a quantitative method, collecting data from 275 undergraduate students at a selected public university in Kuala Lumpur, using a random sampling technique. The data were analyzed using descriptive statistics namely mean scores and standard deviations, inferential statistics namely, Pearson Correlation Coefficients, independent sample t-tests, and ANOVA to address the research objectives and questions. The main findings revealed that conscientiousness and agreeableness positively influenced the undergraduates' psychological well-being. The study recommends that students need to actively engage in self-regulation and utilize their personality strengths to enhance their psychological well-being.*

Keywords: Personality traits, psychological well-being, public university, undergraduate students

1. Introduction

Personality traits refer to enduring patterns of thoughts, feelings, and behaviors that distinguish individuals from one another. These traits are often categorized using models such as the Big Five, which includes openness, conscientiousness, extraversion, agreeableness, and neuroticism (Costa & McCrae, 1992). People with certain personality traits may be more susceptible to anxiety, as highlighted by Beyond Blue (n.d.), an Australian mental health resource. These traits align with the factors of the Big Five Personality Test, which include extraversion, agreeableness, conscientiousness, neuroticism, and openness. According to the American Psychological Association (APA) Dictionary, extraversion involves focusing on the outer world of people and things, agreeableness is the tendency to be cooperative and unselfish, conscientiousness involves being organized and responsible, neuroticism refers to emotional instability and psychological distress, and openness denotes a willingness to embrace new experiences (VandenBos, 2006).

The psychological well-being of students is a multidimensional construct that encompasses emotional, social, and academic aspects of their lives. Ryff's model of psychological well-being includes dimensions such as self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989).

1.1 The Problem Statement

Previous research highlights various connections between personality traits and psychological well-being. Studies have consistently shown that neuroticism negatively correlates with psychological well-being, while traits like extraversion and agreeableness often show positive associations (Reza et al., 2015; Ullah, 2017). However, findings on openness and conscientiousness are mixed, with some studies reporting no significant relationship (Reza et al., 2015), while others suggest these traits positively predict well-being (Ullah, 2017). Additionally, Bello (2016) found that neuroticism independently predicts psychological health, whereas other traits, including extraversion and agreeableness, showed no significant predictive power. Meta-analytic reviews (Anglim et al., 2020; Steel et al., 2019) further confirm the influence of personality traits on well-being, supported by studies such as Anglim and Grant (2016) and Sun et al. (2018), which document significant associations between the Five-Factor Model of Personality and psychological well-being.

Moreover, another research highlights the significant role of personality traits in predicting psychological well-being (Tabik, 2016). Traits like low neuroticism, associated with emotional stability and stress management, and extraversion, linked to sociability, optimism, and excitement, are particularly influential. Personality traits impact behavior and cognition both directly and through intermediary factors (Covington & Müeller, 2001). Studies also reveal a strong relationship between the Big Five personality traits and psychological well-being dimensions, with extraversion being positively associated with positive social and emotional experiences while reducing negative ones (Khan, 2020; Hong Sun, 2020).

The review of existing literature on Malaysian studies highlights a limited number of studies focusing on the connection between personality traits and psychological well-being among undergraduate students (Shahira et al., 2018; Mustafa et al., 2020; Azman, Abd Karim, & Ismail, 2023). This study aims to address these gaps by exploring the relationship between the Big Five personality traits and psychological well-being among undergraduates in Malaysian higher education institutions.

1.2 Objectives of Study

1) To identify the five personality traits based on Lewis Goldberg's OCEAN theory among undergraduate students.
2) To ascertain the level of psychological well-being among the undergraduate students.
3) To examine the level of relationship between personality traits and psychological well-being of the undergraduate students.

1.3 Research Questions

1) What are the status of the five personality traits, based on Lewis Goldberg's OCEAN theory, among undergraduate students?
2) What is the level of psychological well-being among the undergraduate students?
3) Is there any significant relationship between personality traits and psychological well-being of the undergraduate students?

1.4 Related Literature Review

1.4.1 Psychological Well-Being

Psychological well-being encompasses both positive emotional states, such as happiness, and effective functioning in daily life. It goes beyond momentary happiness to include aspects like life satisfaction, purpose, self-acceptance, and the ability to build healthy relationships. Scholars emphasize its holistic nature, involving mental stability, motivation, social connections, and personal growth (Huppert, 2009; Matteucci & Soncini, 2021). Additionally, it reflects a person's ability to meet basic needs, achieve goals, and maintain societal engagement, as highlighted by the World Health Organization (2010).

Early models of psychological well-being, such as Seligman and Csikszentmihalyi's (2000), emphasized the role of positive emotions and engagement in meaningful activities in enhancing well-being. Later models expanded this framework to include dimensions like interpersonal relationships, personal growth, and life purpose (Ryff, 1989; Diener et al., 2010). Diener et al. (2010) described well-being as a combination of happiness, life satisfaction, and fulfillment, recognizing the importance of positive feelings. Similarly, Seligman (2002) introduced positive psychology, highlighting that well-being encompasses not only pleasure and positive emotions but also meaning and purpose in life, even alongside negative experiences.

Studies highlight the complex factors influencing students' psychological well-being, which is critical for their academic, personal, and professional success. Higher education institutions play a vital role by fostering life satisfaction, strong relationships, and better mental health, which enhance academic achievement (Aldridge et al., 2020). Psychological well-being acts as a protective factor against mental health disorders (Villani et al., 2021) and helps students manage stress effectively (Wongtongkam, 2019). It is closely tied to academic achievement, sense of autonomy, and relatedness, promoting psychological maturity and contentment through meaningful daily tasks and life experiences (Diener, 1984; Keyes, 2006).

Studies on psychological well-being among Malaysian university students reveal its significant impact on mental health and academic achievement. Shahira et al. (2018) found high levels of anxiety (73.7%), depression (42.2%), and stress (34.8%) among 443 students at UniSZA, highlighting the negative effects of psychological distress on health and academics, with stigma deterring many from seeking help. Mustafa et al. (2020) examined 542 students at Sultan Idris Education University and found positive correlations between psychological well-being dimensions, such as purpose in life and self-acceptance, and academic achievement.

A study by Azman, Abd Karim, and Ismail (2023) examined the psychological well-being of 283 postgraduate students at IIUM using Ryff's six-dimensional PWB questionnaire. The findings revealed that students generally had good psychological well-being, with positive relationships between the dimensions of well-being (autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance) and overall well-being. Well-being is categorized into subjective and psychological well-being. While subjective well-being focuses on life evaluation and emotional balance, psychological well-being involves dimensions like self-acceptance, personal growth, and purpose in life (Ryff & Singer, 2015). Although challenging to measure due to overlapping terms like happiness and life satisfaction, psychological well-being is recognized as a multi-dimensional concept. Positive psychology emphasizes resilience and protective factors, viewing well-being as more than the absence of mental health issues and highlighting its role in preventing psychological distress (Roffey, 2015; Siddiqui & Khan, 2016).

1.4.2 Big Five Factor Personality Traits

The Big Five Personality Model, developed through decades of research by Goldberg (1992) and McCrae & Costa (2003), identifies five core personality traits: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. These traits can influence susceptibility to anxiety, as individuals with certain traits may be more prone to psychological distress. Extraversion focuses on engagement with the outer world, agreeableness emphasizes cooperation, conscientiousness involves responsibility, neuroticism reflects emotional instability, and openness indicates a willingness to explore new experiences (VandenBos, 2006).

The Five-Factor Model of Personality (FFMP), or the Big Five, defines personality through five key traits: neuroticism, which reflects emotional instability; openness, which involves creativity and curiosity; extraversion, marked by sociability and energy; agreeableness, characterized by warmth and trust; and conscientiousness, which denotes reliability and organization. These traits help to shape an individual's behavior and personality, influencing various aspects of life, such as emotional responses, social interactions, and goal achievement (Block, 2010; von Stumm & Ackerman, 2013; Costa & McCrae, 1992).

1.4.3 Big Five Factor Personality Traits on Student's Psychological Well-Being

Previous research has found significant correlations between personality traits and psychological well-being. For example, neuroticism negatively impacts well-being, while extraversion and agreeableness are positively related (Reza et al., 2015; Ullah, 2017). Some studies have suggested that neuroticism independently predicts psychological well-being, whereas other traits like openness and conscientiousness show less impact (Bello, 2016). Additionally, Tabik (2016) emphasized that individuals with lower neuroticism and higher extraversion tend to have better emotional stability and coping abilities. Research has also highlighted the complex interplay between personality traits and well-being, with extraversion positively linked to social and psychological experiences (Khan, 2020; Hong Sun, 2020).

Research has shown that individual differences, particularly personality traits, significantly influence students' psychological well-being and academic success (Poropat & Corr, 2015; Eyong et al., 2014; Meera et al., 2009). A study by Osamika et al. (2021) found that traits like agreeableness, conscientiousness, and openness positively impacted both psychological well-being and academic success, while neuroticism negatively affected academic performance. Although personality traits did not independently predict psychological well-being, they jointly predicted it and significantly influenced academic success, emphasizing their role in students' overall well-being and academic achievement. Emerging research has explored the relationship between the Big Five personality traits and psychological well-being (PWB), identifying neuroticism, extraversion, and conscientiousness as key predictors of PWB (Grant et al., 2009; Schmutte & Ryff, 1997; Shulman & Hemenover, 2006).

Some studies suggest the Big Five may better predict PWB than subjective well-being (SWB) (Anglim & Grant, 2016). Traits like agreeableness and extraversion correlate with positive relationships, openness with personal growth, and conscientiousness with purpose in life (Grant et al., 2009; Meléndez et al., 2019). Jeromy Anglim's (2020) meta-analysis of 334,567 individuals across 462 studies further supports the significant role of these traits, emphasizing extraversion as the strongest predictor in the HEXACO model and the value of facet-level analysis in predicting well-being outcomes.

1.5 Conceptual Framework of the Study

The following Figure 1.1 represent the study conceptual framework.

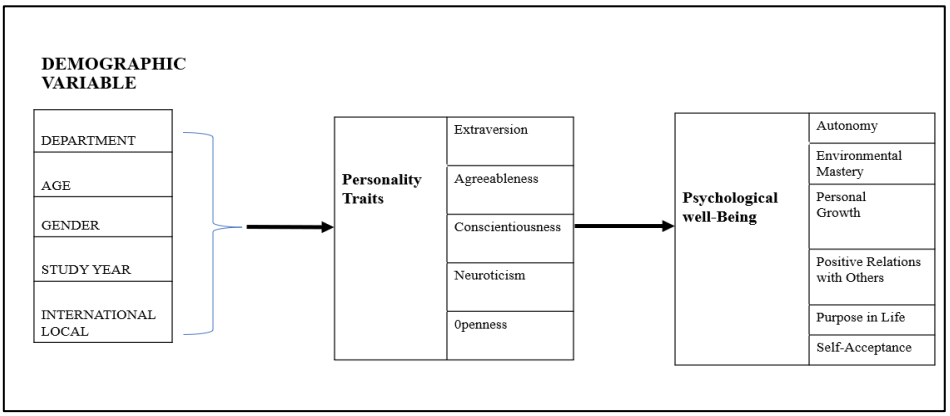

Figure 1.1: conceptual Framework of the study

Figure 1.1: conceptual Framework of the study displays the relation between Big Five personality traits that is openness, conscientiousness, extraversion, agreeableness, and neuroticism with psychological well-being, which was conceptualized to fall under six dimensions: self-acceptance, positive relations, autonomy, environmental mastery, purpose in life, and personal growth. It depicts that personality traits uniquely influence specific aspects of well-being: positive traits.

2. Methods

2.1 Research Design

This study used quantitative research method, employed the survey method using a questionnaire as the primary research instrument. Data were collected by distributing the questionnaires to respondents, ensuring it aligns with the study's objectives.

2.2 Population of the Study

The study's population consists of 960 undergraduate students from an Education faculty at a selected public university in Kuala Lumpur, including both male and female students aged 18 years and above. The population spans three departments: Educational Psychology and Counseling (DEPC), Language and Literacy (DLL), and Curriculum and Instruction (DCI), with data collected from the undergraduate center. Participants are required to be 18 years old or older, ensuring the sample aligns with the study's objectives and represents the relevant subgroup of students.

2.3 Sampling Procedure and Sample Size

The sample size was determined using the Raosoft sample size calculator with the total population being 960 undergraduate students at the faculty. Based on a 5% margin of error, a confidence level of 95%, and a response distribution of 50%, the required sample size was 275 students. This approach ensures that the research findings are representative of the targeted population within the stipulated parameters. The study used quota random sampling to ensure diverse representation and prioritized ethical considerations with informed consent. Data collection was conducted through WhatsApp, targeting faculty's students union and subject-based students' associations, where Google Form links were shared with students based on their enrolled subjects.

2.4 Instruments

This study utilizes validated instruments to measure personality traits and psychological well-being. The Big Five Personality Inventory (BFI), based on the 50-item IPIP scale, assesses five personality dimensions using a five-point Likert scale. Psychological well-being is evaluated through an 18-item scale adapted from Ryff and Keyes (1995), measuring six dimensions: self-acceptance, positive relations, autonomy, environmental mastery, purpose in life, and personal growth.

2.5 Data Collection

Data collection followed formal requirements, beginning with obtaining consent from the undergraduate office. A Google Form questionnaire and invitation messages were developed and shared through WhatsApp and Telegram groups targeting the undergraduate students. Invitations were sent regularly every seven days, with reminders posted in groups and individual invitations sent to approximately 15 students daily.

2.6 Data Analysis

Quantitative data will be analyzed using the IBM SPSS, version 29.0. Demographic data will be summarized using descriptive statistics, including mean, frequency, and percentages, together with the standard deviation. This study will perform various correlation analyses in investigating the relationship between personality traits and psychological well-being among undergraduate students at the faculty, with the use of inferential statistics.

3. Findings and Results

3.1 Respondents' Background

A total of 275 undergraduate students participated in this study, representing the faculty of Education at a selected public university in Kuala Lumpur. This demographic data highlighted the following trends: a majority being females, 70.2%, while males were 29.8%. A larger majority were Malaysians, at 80.7%, with 19.3% being international students. The age brackets between 21-23 years totaled 43.3%, though 32% were between 18-20 years, with the rest coming from older age groups. The students were in the following proportions: first-year students constituted 38.9%, second-year students 24%, third-year students 18.9%, and fourth-year students 18.2%. At the departmental level, DLL had the highest representation of 35.6%, followed by DEPC with 33.8% and DCI with 30.6% representation.

3.2 Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness Among Undergraduate Students at KOED, IIUM

Table 3.1 presents the mean and standard deviation of students' responses on personality traits. The overall average mean is 3.23 (SD=1.11), with differences observed among the five traits. Agreeableness has the highest mean score (M=3.39, SD=1.01), followed by Extraversion (M=3.26, SD=1.15), Openness (M=3.16, SD=1.04), Conscientiousness (M=3.18, SD=1.13), and Neuroticism (M=3.15, SD=1.23). This indicates that agreeableness is rated higher compared to extraversion and conscientiousness.

Table 3.1: Mean and Standard Deviation of Personality traits

Personality traits	Mean	Std. Deviation
Extraversion	3.26	1.15
Agreeableness	3.39	1.01
Conscientiousness	3.18	1.13
Neuroticism	3.15	1.23

Openness	3.16	1.04
Average Mean and Standard Deviation of Personality Traits	**3.23**	**1.11**

3.3 Undergraduate Students Psychological Well-Being

Table 3.2 summarizes the mean and standard deviation of students' responses on psychological well-being, with an average mean of 3.34 (SD=1.66). Among the six dimensions, "Purpose in Life" recorded the highest mean (M=3.99, SD=1.83), followed by "Positive Relations with Others" (M=3.71, SD=1.73). Other dimensions include "Self-Acceptance" (M=3.23, SD=1.69), "Autonomy" (M=3.13, SD=1.63), "Environmental Mastery" (M=3.11, SD=1.59), and "Personal Growth" (M=2.86, SD=1.49). This indicates that "Purpose in Life" is the most significant dimension of psychological well-being among students.

Table 3.2: Mean and Standard Deviation of Psychological well-being

Dimension	Mean	Std. Deviation
Autonomy	3.13	1.63
Environmental Mastery	3.11	1.59
Personal Growth	2.86	1.49
Positive Relations with Others	3.71	1.73
Purpose in Life	3.99	1.83
Self-Acceptance	3.23	1.69
Average Mean and Standard Deviation of Psychological Well-Being	3.34	1.66

The reliability of the study's instruments was assessed using Cronbach's alpha. The Big Five Personality Inventory (BFI) demonstrated a reliability score of 0.735 and the Psychological Well-Being (PWB) scale scored 0.720, confirming acceptable internal consistency for all measures.

3.4 Descriptive Analysis of Personality Traits and Psychological Well-being.

Table 3.3 Descriptive statistics were calculated for psychological well-being and five personality traits among 275 participants. The mean psychological well-being score was 84.68 (SD=12.54). For personality traits, the mean scores were as follows: extraversion (M=17.34, SD=6.76), agreeableness (M=26.34, SD=4.87), conscientiousness (M=24.53, SD=6.00), neuroticism (M=18.92, SD=7.44), and openness to experience (M=24.13, SD=4.79).

Table 3.3: Descriptive statistics of personality and psychological well-being

Variable of study	Mean	Std. Deviation	N
Psychological Well-Being	84.68	12.538	275
Extraversion	17.34	6.757	275
Agreeableness	26.34	4.870	275
Conscientiousness	24.53	6.003	275
Neuroticism	18.92	7.440	275
Openness to Experience	24.13	4.789	275

3.5 Correlation Analysis of Personality Traits and Psychological Well-being

(H_1): There is a significant correlation between Personality traits and psychological well-being of Undergraduate Students

Table 3.4 the analysis explored the relationships between psychological well-being and five personality traits: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. Extraversion (r=.319, p<.001), agreeableness (r=.380, p<.001), and openness to

experience (r=.340, p<.001) showed moderate positive correlations with psychological well-being. Conscientiousness (r=.449, p<.001) exhibited a strong positive association, while neuroticism (r=.423, p<.001) was also moderately and positively correlated. The hypothesis is accepted and there is a significant positive relationship between Test Anxiety and Psychological well-being.

Table 3.4: Correlation analysis of personality traits and psychological well-being

	Personality Characteristics	Correlations	P value
Psychological well-being	Extraversion	r=.319	p<.001
	Agreeableness	r=.380	p<.001
	Conscientiousness	r=.449	p<.001
	Neuroticism	r=.423	p<.001
	Openness to Experience	r=.340	p<.001

A scatterplot is below the figure 3.1. This figure shown that the relationship between Conscientiousness and psychological well-being

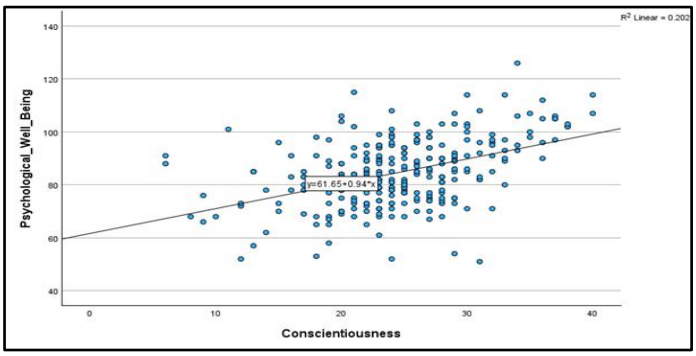

Figure 3.1: Scatterplot (Conscientiousness and psychological well-being)

A scatterplot is shown as the figure 3.2. This figure explores that the relationship between Extraversion and psychological well-being.

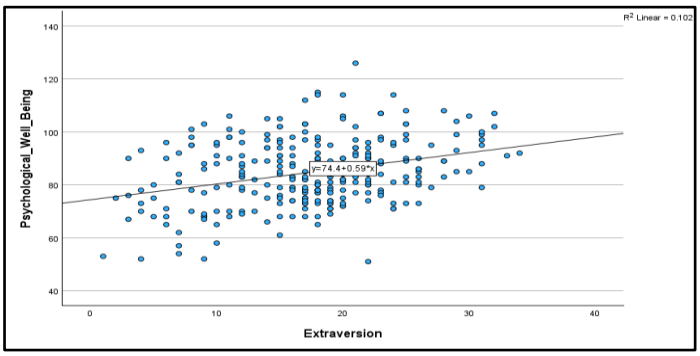

Figure 3.2: Scatterplot (Extraversion and psychological well-being)

3.6 Analysis of Personality Traits and Psychological Well-being According to the Demographic of Participants

3.6.1 Differences in personality traits and psychological well-being according to the Respondents Gender

Table 3.5 shows the Gender differences in personality traits and psychological well-being were minimal. Males scored slightly higher in extraversion, neuroticism, and openness to

experience, while females scored marginally higher in agreeableness and conscientiousness. Psychological well-being was nearly identical across genders, with similar mean scores for males and females.

Table 3.5: Descriptive Analysis of Respondents Gender

Gender		N	Mean	Std. Deviation	Std. Error Mean
Extraversion	Male	82	18.11	7.064	0.780
	Female	193	17.02	6.614	0.476
Agreeableness	Male	82	26.29	4.980	0.550
	Female	193	26.36	4.836	0.348
Conscientiousness	Male	82	23.34	6.266	0.692
	Female	193	25.04	5.831	0.420
Neuroticism	Male	82	20.27	7.565	0.835
	Female	193	18.35	7.331	0.528
Openness to Experience	Male	82	24.39	4.393	0.485
	Female	193	24.02	4.955	0.357
Psychological Well-Being	Male	82	84.34	12.331	1.362
	Female	193	84.82	12.655	0.911

Table 3.6 shows the Independent Sample t-Test, which compares personality traits and psychological well-being between males and females. For conscientiousness, there is a significant gender difference ($t = -2.163$, $p = .031$), with females scoring higher. A marginally significant result is observed for neuroticism ($t = 1.964$, $p = .051$), suggesting that males report slightly higher scores. No significant differences are found for extraversion, agreeableness, openness to experience, or psychological well-being, as their p-values exceed the .05 threshold. These results indicate that while conscientiousness differs across genders, other variables show no statistically significant difference with regard to gender.

Table 3.6: Independent Sample Test (Gender)

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Extraversion	Equal variances assumed	1.074	0.301	1.230	273	0.110	0.220	1.094	0.890	-0.658	2.846
	Equal variances not assumed			1.197	144.138	0.117	0.233	1.094	0.914	-0.712	2.901
Agreeableness	Equal variances assumed	1.415	0.235	-0.101	273	0.460	0.920	-0.065	0.643	-1.331	1.201
	Equal variances not assumed			-0.100	148.826	0.460	0.921	-0.065	0.651	-1.351	1.221
Conscientiousness	Equal variances assumed	0.346	0.557	-2.163	273	0.016	0.031	-1.700	0.786	-3.248	-0.152
	Equal variances not assumed			-2.101	143.374	0.019	0.037	-1.700	0.809	-3.300	-0.100
Neuroticism	Equal variances assumed	0.074	0.786	1.964	273	0.025	0.051	1.916	0.976	-0.005	3.837
	Equal variances not assumed			1.939	148.555	0.027	0.054	1.916	0.988	-0.037	3.869
Openness To Experience	Equal variances assumed	1.902	0.169	0.585	273	0.280	0.559	0.370	0.632	-0.875	1.614
	Equal variances not assumed			0.614	171.119	0.270	0.540	0.370	0.602	-0.819	1.558
Psychological Well-Being	Equal variances assumed	0.195	0.659	-0.288	273	0.387	0.773	-0.477	1.656	-3.737	2.782
	Equal variances not assumed			-0.291	156.488	0.386	0.771	-0.477	1.638	-3.713	2.759

3.6.2 Differences in personality traits and psychological well-being according to the Respondents Nationality

Table 3.7 shows the analysis of nationality differences in personality traits and psychological well-being among undergraduate students showed minimal variation. Malaysians and international students had similar scores in extraversion and openness to experience. International students scored slightly higher in agreeableness, while Malaysians scored higher in conscientiousness and neuroticism. Psychological well-being was nearly identical between the two groups.

Table 3.7: Descriptive Analysis of Respondents Nationality

Nationality		N	Mean	Std. Deviation	Std. Error Mean
Extraversion	Malaysian	222	17.27	6.476	0.435
	International	53	17.66	7.889	1.084
Agreeableness	Malaysian	222	26.22	4.526	0.304
	International	53	26.83	6.135	0.843
Conscientiousness	Malaysian	222	24.80	5.705	0.383
	International	53	23.42	7.070	0.971
Neuroticism	Malaysian	222	19.19	7.378	0.495
	International	53	17.81	7.666	1.053
Openness To Experience	Malaysian	222	24.13	4.803	0.322
	International	53	24.15	4.777	0.656
Psychological Well-Being	Malaysian	222	84.84	12.150	0.815
	International	53	84.00	14.156	1.944

Table 3.8 Independent Sample t-Test compares Malaysian and International students on various measures. For Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness to Experience, and Psychological Well-Being, no significant differences are found, as the p-values for two-tailed tests are > 0.05.

Table 3.8: Independent Sample t-Test (Nationality)

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Extraversion	Equal variances assumed	6.029	0.015	-0.381	273	0.352	0.703	-0.395	1.035	-2.431	1.642
	Equal variances not assumed			-0.338	69.653	0.368	0.736	-0.395	1.167	-2.723	1.934
Agreeableness	Equal variances assumed	5.166	0.024	-0.818	273	0.207	0.414	-0.609	0.745	-2.076	0.857
	Equal variances not assumed			-0.680	66.123	0.249	0.499	-0.609	0.896	-2.398	1.179
Conscientiousness	Equal variances assumed	6.298	0.013	1.515	273	0.066	0.131	1.387	0.916	-0.416	3.189
	Equal variances not assumed			1.328	69.034	0.094	0.188	1.387	1.044	-0.696	3.469
Neuroticism	Equal variances assumed	0.060	0.807	1.212	273	0.113	0.226	1.378	1.136	-0.860	3.615
	Equal variances not assumed			1.184	76.657	0.120	0.240	1.378	1.164	-0.939	3.695
Openness to Experience	Equal variances assumed	0.060	0.807	-0.034	273	0.487	0.973	-0.025	0.734	-1.469	1.419
	Equal variances not assumed			-0.034	79.043	0.487	0.973	-0.025	0.731	-1.480	1.430
Test Anxiety	Equal variances assumed	0.172	0.678	-2.235	273	0.013	0.026	-0.298	0.133	-0.560	-0.035
	Equal variances not assumed			-2.155	75.598	0.017	0.034	-0.298	0.138	-0.573	-0.023
Psychological Well-Being	Equal variances assumed	3.257	0.072	0.436	273	0.331	0.663	0.838	1.920	-2.941	4.617
	Equal variances not assumed			0.397	71.381	0.346	0.692	0.838	2.109	-3.366	5.042

3.6.3 Differences in personality traits and psychological well-being according to the Respondents Study year

Table 3.9 the descriptive analysis of personality traits and psychological well-being across four academic years showed slight variations. Extraversion increased in the third year before stabilizing, while agreeableness remained consistent, peaking in the first and third years. Conscientiousness declined slightly, with the lowest scores in the fourth year. Neuroticism peaked in the second year and declined significantly by the fourth year, while openness to experience showed minor fluctuations, lowest in the second year. Psychological well-being peaked in the first year, dipped in the second year, and recovered in later years

Table 3.9: Descriptive Analysis of Respondents Study Year

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
Extraversion	First Year	107	16.43	6.983	0.675	15.09	17.77
	Second Year	66	17.33	6.562	0.808	15.72	18.95
	Third Year	52	18.73	5.460	0.757	17.21	20.25
	Fourth Year	50	17.86	7.586	1.073	15.70	20.02
	Total	275	17.34	6.757	0.407	16.54	18.14
Agreeableness	First Year	107	26.62	5.174	0.500	25.63	27.61
	Second Year	66	25.52	4.390	0.540	24.44	26.59
	Third Year	52	26.67	4.440	0.616	25.44	27.91
	Fourth Year	50	26.48	5.238	0.741	24.99	27.97
	Total	275	26.34	4.870	0.294	25.76	26.92
Conscientiousness	First Year	107	24.96	6.899	0.667	23.64	26.28
	Second Year	66	24.85	6.019	0.741	23.37	26.33
	Third Year	52	24.04	3.773	0.523	22.99	25.09
	Fourth Year	50	23.72	5.849	0.827	22.06	25.38
	Total	275	24.53	6.003	0.362	23.82	25.25
Neuroticism	First Year	107	18.85	7.317	0.707	17.45	20.25
	Second Year	66	20.39	6.802	0.837	18.72	22.07
	Third Year	52	19.21	7.360	1.021	17.16	21.26
	Fourth Year	50	16.84	8.277	1.171	14.49	19.19
	Total	275	18.92	7.440	0.449	18.04	19.81
Openness to Experience	First Year	107	25.04	4.964	0.480	24.09	25.99
	Second Year	66	23.05	5.214	0.642	21.76	24.33
	Third Year	52	23.69	4.208	0.584	22.52	24.86
	Fourth Year	50	24.08	4.110	0.581	22.91	25.25
	Total	275	24.13	4.789	0.289	23.56	24.70
Psychological Well-Being	First Year	107	86.26	13.088	1.265	83.75	88.77
	Second Year	66	82.85	12.909	1.589	79.67	86.02
	Third Year	52	83.38	8.832	1.225	80.93	85.84
	Fourth Year	50	85.04	13.943	1.972	81.08	89.00
	Total	275	84.68	12.538	0.756	83.19	86.16

Table 3.10 shows the results of the ANOVA test signal that there are no statistically significant differences in any of the dimensions across the four academic years. Specifically, the F-value related to Extraversion is 1.488, with a p-value of .218, thus proving no significant variation.

The other traits, such as agreeableness (F = 0.840, p = .473) and conscientiousness (F = 0.664, p = .575), also show no significant variations. Neuroticism approached significance, F = 2.225, p = .086, with some variability across groups. Lastly, Openness to Experience reaches a borderline result: F = 2.600, p = .053, which may indicate a trend that is worth further investigation. Psychological well-being also shows no significant differences, F = 1.239, p = .296.

Table 3.10 ANOVA (Study year)

		Sum of Squares	df	Mean Square	F	Sig.
Extraversion	Between Groups	202.727	3	67.576	1.488	0.218
	Within Groups	12307.142	271	45.414		
	Total	12509.869	274			
Agreeableness	Between Groups	59.852	3	19.951	0.840	0.473
	Within Groups	6439.697	271	23.763		
	Total	6499.549	274			
Conscientiousness	Between Groups	72.083	3	24.028	0.664	0.575
	Within Groups	9802.338	271	36.171		
	Total	9874.422	274			
Neuroticism	Between Groups	364.638	3	121.546	2.225	0.086
	Within Groups	14802.758	271	54.623		
	Total	15167.396	274			
Openness to Experience	Between Groups	175.816	3	58.605	2.600	0.053
	Within Groups	6109.471	271	22.544		
	Total	6285.287	274			
Psychological Well-being	Between Groups	582.811	3	194.270	1.239	0.296
	Within Groups	42493.385	271	156.802		
	Total	43076.196	274			

3.6.4 Differences in personality traits and psychological well-being according to the Respondents Age

Table 3.11 the descriptive statistics show age-related variations in personality traits, test anxiety, and psychological well-being. Extraversion increases with age, peaking at 27–29 years, while agreeableness remains consistent, slightly higher in those aged 30 and above. Conscientiousness decreases significantly in the oldest group, and neuroticism remains stable. Openness to experience is highest among the oldest group, while test anxiety is lowest in this group. Psychological well-being is highest in the youngest age group and slightly lower in older groups.

Table 3.11 Descriptive Analysis of participants Age

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
Extraversion	18-20	88	16.13	7.437	0.793	14.55	17.70
	21-23	119	17.39	6.771	0.621	16.16	18.62
	24-26	49	18.71	5.646	0.807	17.09	20.34
	27-29	13	19.85	5.565	1.544	16.48	23.21
	30 and above	6	17.67	4.033	1.647	13.43	21.90
	Total	275	17.34	6.757	0.407	16.54	18.14

Agreeableness	18-20	88	26.77	5.225	0.557	25.67	27.88
	21-23	119	26.12	5.034	0.461	25.20	27.03
	24-26	49	25.88	4.161	0.594	24.68	27.07
	27-29	13	26.31	3.521	0.977	24.18	28.44
	30 and above	6	28.17	4.491	1.833	23.45	32.88
	Total	275	26.34	4.870	0.294	25.76	26.92
Conscientiousness	18-20	88	26.11	6.347	0.677	24.77	27.46
	21-23	119	23.70	5.890	0.540	22.63	24.77
	24-26	49	24.71	4.359	0.623	23.46	25.97
	27-29	13	23.31	2.250	0.624	21.95	24.67
	30 and above	6	19.17	12.703	5.186	5.84	32.50
	Total	275	24.53	6.003	0.362	23.82	25.25
Neuroticism	18-20	88	19.15	7.329	0.781	17.59	20.70
	21-23	119	18.34	7.897	0.724	16.90	19.77
	24-26	49	19.57	7.260	1.037	17.49	21.66
	27-29	13	20.15	5.320	1.476	16.94	23.37
	30 and above	6	19.33	5.989	2.445	13.05	25.62
	Total	275	18.92	7.440	0.449	18.04	19.81
Openness to Experience	18-20	88	25.57	5.371	0.573	24.43	26.71
	21-23	119	23.29	4.367	0.400	22.49	24.08
	24-26	49	23.18	3.768	0.538	22.10	24.27
	27-29	13	23.46	2.787	0.773	21.78	25.15
	30 and above	6	29.00	7.642	3.120	20.98	37.02
	Total	275	24.13	4.789	0.289	23.56	24.70
Psychological Well-being	18-20	88	87.38	13.960	1.488	84.42	90.33
	21-23	119	82.42	12.005	1.101	80.24	84.60
	24-26	49	85.59	11.290	1.613	82.35	88.83
	27-29	13	83.31	8.939	2.479	77.91	88.71
	30 and above	6	85.33	12.028	4.910	72.71	97.96
	Total	275	84.68	12.538	0.756	83.19	86.16

Table 3.12 the ANOVA results showed that there were significant differences between the age groups in the traits of Conscientiousness and Openness to Experience. In the case of Conscientiousness, the variance between groups was significant at F (4, 270) = 3.576, p =.007, thus showing differences by age. Similarly, Openness to Experience showed significant differences across age groups, F (4, 270) = 5.316, p <.001. Yet no statistically significant effects were observed for Extraversion: F (4, 270) = 1.687, p =.153, for Agreeableness: F (4, 270) = 0.554, p =.697, Neuroticism F (4, 270) = 0.388, p =.817 and Psychological Well-Being: F (4, 270) = 2.125, p =.078.

Table 3.12 ANOVA (Age)

		Sum of Squares	df	Mean Square	F	Sig.
Extraversion	Between Groups	305.000	4	76.250	1.687	0.153
	Within Groups	12204.869	270	45.203		
	Total	12509.869	274			
Agreeableness	Between Groups	52.874	4	13.218	0.554	0.697
	Within Groups	6446.675	270	23.877		
	Total	6499.549	274			

Conscientiousness	Between Groups	496.846	4	124.212	3.576	0.007
	Within Groups	9377.575	270	34.732		
	Total	9874.422	274			
Neuroticism	Between Groups	86.737	4	21.684	0.388	0.817
	Within Groups	15080.660	270	55.854		
	Total	15167.396	274			
Openness to Experience	Between Groups	458.833	4	114.708	5.316	0.000
	Within Groups	5826.454	270	21.579		
	Total	6285.287	274			
Psychological Well-being	Between Groups	1314.640	4	328.660	2.125	0.078
	Within Groups	41761.556	270	154.672		
	Total	43076.196	274			

3.6.5 Differences in personality traits and psychological well-being according to the Respondents Specialization

Table 3.13 the analysis across three specializations reveals minimal differences in personality traits and psychological well-being. Extraversion and agreeableness scores were consistent across departments, with overall means of 17.34 (SD = 6.76) and 26.34 (SD = 4.87), respectively. Curriculum and Instruction scored slightly higher in conscientiousness (M = 25.00, SD = 4.58), while neuroticism was highest in Language and Literacy (M = 19.69, SD = 7.58). Openness to experience was highest in Educational Psychology and Counseling (M = 24.87, SD = 4.55). Psychological well-being scores were similar across departments, with an overall mean of 84.68 (SD = 12.54)

Table 3.13 Descriptive Analysis of participants Specialization

		N	Mean	Std. Dev.	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
Extraversion	Educational Psychology and Counseling	93	17.06	7.351	0.762	15.55	18.58
	Language and Literacy	98	17.68	6.960	0.703	16.29	19.08
	Curriculum and Instruction	84	17.25	5.829	0.636	15.99	18.51
	Total	275	17.34	6.757	0.407	16.54	18.14
Agreeableness	Educational Psychology and Counseling	93	26.28	5.412	0.561	25.16	27.39
	Language and Literacy	98	26.37	5.049	0.510	25.36	27.38
	Curriculum and Instruction	84	26.37	4.005	0.437	25.50	27.24
	Total	275	26.34	4.870	0.294	25.76	26.92
Conscientiousness	Educational Psychology and Counseling	93	24.53	6.482	0.672	23.19	25.86
	Language and Literacy	98	24.14	6.607	0.667	22.82	25.47
	Curriculum and Instruction	84	25.00	4.581	0.500	24.01	25.99
	Total	275	24.53	6.003	0.362	23.82	25.25

Neuroticism	Educational Psychology and Counseling	93	17.89	7.177	0.744	16.41	19.37
	Language and Literacy	98	19.69	7.584	0.766	18.17	21.21
	Curriculum and Instruction	84	19.17	7.515	0.820	17.54	20.80
	Total	275	18.92	7.440	0.449	18.04	19.81
Openness to Experience	Educational Psychology and Counseling	93	24.87	4.550	0.472	23.93	25.81
	Language and Literacy	98	23.95	5.008	0.506	22.94	24.95
	Curriculum and Instruction	84	23.52	4.738	0.517	22.50	24.55
	Total	275	24.13	4.789	0.289	23.56	24.70
Psychological Well-Being	Educational Psychology and Counseling	93	84.56	14.174	1.470	81.64	87.48
	Language and Literacy	98	84.82	12.904	1.304	82.23	87.40
	Curriculum and Instruction	84	84.64	10.082	1.100	82.45	86.83
	Total	275	84.68	12.538	0.756	83.19	86.16

Table 3.14: The ANOVA results show no significant difference among the three groups for all the measured variables. The F-value for Extraversion was 0.210 (p = .810), indicating no significant variance among the groups. Agreeableness, F = 0.010, p = .990, and Conscientiousness, F = 0.459, p = .632, also showed no significant differences. Neuroticism had a higher F-value of 1.468 but was still not significant, p = .232. Finally, the overall F-value for Openness to Experience was 1.868, p = .156, also failing to reach significance, and Psychological Well-Being, F = 0.010, p = .990 across groups. These results reflect more similar means across the three groups in terms of most of the measured variables.

Table 3.14 ANOVA (Department)

		Sum of Squares	df	Mean Square	F	Sig.
Extraversion	Between Groups	19.312	2	9.656	0.210	0.810
	Within Groups	12490.557	272	45.921		
	Total	12509.869	274			
Agreeableness	Between Groups	0.483	2	0.241	0.010	0.990
	Within Groups	6499.066	272	23.894		
	Total	6499.549	274			
Conscientiousness	Between Groups	33.239	2	16.620	0.459	0.632
	Within Groups	9841.183	272	36.181		
	Total	9874.422	274			
Neuroticism	Between Groups	161.989	2	80.994	1.468	0.232
	Within Groups	15005.408	272	55.167		
	Total	15167.396	274			

Openness to Experience	Between Groups	85.138	2	42.569	1.868	0.156
	Within Groups	6200.149	272	22.795		
	Total	6285.287	274			
Psychological Well-being	Between Groups	3.292	2	1.646	0.010	0.990
	Within Groups	43072.904	272	158.356		
	Total	43076.196	274			

4. Conclusions

The findings demonstrate notable relationships between personality traits and psychological well-being, with conscientiousness showing the strongest positive association, followed by neuroticism, agreeableness, extraversion, and openness to experience. Gender differences were observed only for conscientiousness, with females scoring higher, while neuroticism approached significance, indicating slightly higher scores for males. No significant differences were found between Malaysian and international students in any measures or among academic years across all dimensions, except for neuroticism and openness to experience, which showed borderline trends. Age-related differences were significant for conscientiousness and openness to experience, highlighting the influence of age on these traits. However, no significant variations were observed for extraversion, agreeableness, neuroticism, or psychological well-being across age groups. Additionally, comparisons among departmental groups revealed no significant differences in personality traits or psychological well-being.

5. Limitations of the Study

This study highlights that personality traits can evolve over time and acknowledges demographic and methodological limitations, such as age, department, gender, and data collection methods, which may affect generalizability. Despite these constraints, the well-defined sample and clear parameters enhance the study's precision and contextual understanding of the examined relationships.

6. Recommendations

Future research should broaden its focus to include all public university in Malaysia, postgraduate students, and diverse populations across universities and countries, exploring cultural and institutional influences. Studies should also examine mediators like emotional intelligence, coping strategies, and social support, using mixed methods. Teachers are encouraged to tailor support based on students' personality traits, while students should leverage their strengths, such as planning for conscientious individuals or social engagement for extraverts, to enhance their well-being.

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