

Psychological Well-being of Adolescents: Association with Personality

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Abstract

Personality is thought to be a primary factor of adolescent happiness and well-being and has an important role in predicting mental health and well-being as well. So, the present study aimed to evaluate the association between personality traits and psychological well-being (PWB) among adolescent students. Study was completed by 502 adolescents aged 18-23 years. Personality trait was measured using the Personality HEXACO scale and psychological well-being by Ryff's Scale of Psychological Well-being (PWB). Pearson's correlation coefficient (r) analysis was performed to examine the association between personality traits with psychological well-being. Findings revealed that honesty-humility is positively and significantly associated with positive relation with others, purpose in life and personal growth; emotionality is negatively and significantly correlated with autonomy; extroversion is significantly and positively linked with environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance; agreeableness is positively and significantly correlated with environmental mastery, personal growth and positive relation with others; conscientiousness is positively and significantly associated with autonomy, environmental mastery, positive relation with others, purpose in life and personal growth; openness to experience is positively and significantly associated with personal growth and negatively significantly link with autonomy.

Keywords: Personality, Psychological well-being and Adolescents

Introduction

The concept of well-being is broad and is used in a variety of contexts, including health, human development and personality. Healthy personality development is related to several aspects of well-being. Personality has an important role in predicting mental health (Cloninger et al., 1997; Gestsdóttir and Lerner, 2007; Davydov et al., 2010), as well as positive mental wellbeing (Cloninger and Zohar, 2011; Josefsson et al., 2011; Butkovic et al., 2012). Well-being is a multifaceted phenomenon that encompasses biological, psychological, social, and spiritual aspects. (Lyubomirsky et al., 2005).

Psychological well-being has diverse connotations for different people. Levi (1987)

defined well-being as a dynamic state characterised by an acceptable level of harmony between an individual's abilities, needs, and expectations, as well as the demands and opportunities of the environment. Ryan and Deci (2001) define psychological well-being as an individual's realisation of his or her "daimon," or true nature, and it describes an individual's affective functioning. Pollard and Lee (2003) describe wellbeing as a "complex, multi-faceted construct that has persisted to baffle the researchers' attempt to define and measure it" in their systematic review of definitions.

Ryff (1989b, 1995) proposed a multidimensional model of well-being that includes six separate aspects of psychological well-being. These aspects or dimensions, when taken together, cover a wide range of wellness,

including positive assessments of oneself and one's past life despite being conscious of one's limitations (Self-Acceptance), a sense of sustained growth and progress as a person (Personal Growth), the acceptance that one's life is determined and evocative (Purpose in Life), the proprietorship of valued relations with others (Positive Relations with others), the capacity to achieve effectively one's life and surrounding world (Environmental Mastery), and a sense of independence (Autonomy). Each level of Ryff's psychological well-being model represents distinct life challenges that people experience. Psychological well-being is the result of our experiences and interactions with different components of ourselves which is influenced by life events, personality characteristics (Diener, Oishi and Lucas, 2003), personal goals, perceived social support, the type of attributions one makes.

Healthy personality development is linked to various characteristics of well-being, and there is a need to incorporate personality's contributions to well-being into existing mental health approaches (Seligman, 2008; Cloninger, 2012; Vaillant, 2012). Our reactions to the environment are determined by our personalities. It has often been discovered to be a strong predictor of happiness and well-being (Diener, Suh, Lucas and Smith, 1999). According to the Dynamic Equilibrium model (Headey and Wearing, 1992), each person has a unique average level of well-being that is dictated by his personality. Personality traits are one of the most powerful contemporaneous predictors of well-being, according to research. Meta-analyses (Steel, Schmidt, & Schultz, 2008) show that personality and well-being are closely linked.

Method

Sample

A total of 502 adolescents between the ages of 18 to 23 years constituting 254 male students and 248 females were selected through simple random sampling technique.

Measures Used

Personality HEXACO Scale

A 60-item scale developed by Michael C. Ashton and Kibeom Lee (2004) was employed

to measure six dimensions of personality namely Honesty-Humility (H), Emotionality (E), Extraversion (X), Agreeableness (A), Conscientiousness (C), and Openness to Experience (O). Respondents should answer each item on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Higher the score higher the personality oriented. The internal consistency reliabilities ranged from .77 to .80 in the college sample i.e. Honesty-Humility .79, Emotionality .78, Extraversion .80, Agreeableness .77, Conscientiousness .78 and Openness to Experience .77 (Michael C. Ashton and Kibeom Lee 2009).

Psychological Well-Being Scale

A 42-item version scale developed by Carol D. Ryff (1989) was employed to measure 6 dimensions viz Autonomy, Environmental Mastery, Personal Growth, Positive Relations, purpose in Life and Self-Acceptance on a 6-point scale ranging from 1 (Strongly disagree) to 6 (strongly agree). The questionnaire has been shown to have high reliability coefficient ranging from 0.69 to 0.86 i.e., Autonomy .73, Environmental Mastery .69, Personal Growth .76, Positive Relation with others .86, Purpose in Life .72 and Self-Acceptance .75 (Based on Pilot Study).

Objective:

This study was mainly undertaken with the objective to assess the association between personality traits and psychological well-being among adolescents.

Hypotheses:

The following hypotheses was formulated to achieve the objective of the study:

Ha1: Personality trait - honesty-humility of adolescents is significantly and positively related to psychological well-being - autonomy environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance.

Ha2: Personality trait – emotionality of adolescents is significantly and positively related to psychological well-being - autonomy

environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance.

Ha3: Personality trait – extroversion of adolescents is significantly and positively related to psychological well-being - autonomy environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance.

Ha4: Personality trait – agreeableness of adolescents is significantly and positively related to psychological well-being -autonomy environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance.

Ha5: Personality trait - conscientiousness of adolescents is significantly and positively related to psychological well-being -autonomy environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance.

Ha6: Personality trait - openness to experience of adolescents is significantly and positively related to psychological well-being -autonomy environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance.

RESULTS AND DISCUSSION

Table 1: Correlation Coefficients (r-values) for the Personality of Adolescents with Their Psychological Well-Being (N=502)

	Autonomy	Environmental Mastery	Personal Growth	Positive Relations with Others	Purpose In Life	Self-Acceptance
Honesty-Humility	.02	.005	.10*	.18**	.13**	.07
Emotionality	-.13**	-.01	-.01	.08	.000	-.02
Extroversion	.08	.19**	.24**	.30**	.18**	.19**
Agreeableness	.05	.13**	.25**	.30**	.05	-.004
Conscientiousness	.23**	.18**	.10*	.23**	.20**	.07
Openness to Experience	-.10*	-.07	.14**	.01	.08	.03

Results of table 1 depicts adolescents' honesty-humility has highly significant positive ($p<0.01$) association with positive relation with others ($r=.18$) and purpose in life ($r=.13$) and significant positive ($p<0.05$) relationship with personal growth ($r=.10$); emotionality is negatively and highly significantly ($p<0.01$) correlated with autonomy ($r=-.13$); extroversion has highly significant ($p<0.01$) and positive link with environmental mastery ($r=.19$), personal growth ($r=.24$), positive relation with others ($r=.30$), purpose in life ($r=.18$) and self-acceptance ($r=.19$); agreeableness is positively and highly significantly ($p<0.01$) correlated with environmental mastery ($r=.13$), personal growth ($r=.25$) and positive relation with others ($r=.30$); conscientiousness is positively and highly significantly ($p<0.01$) associated with

autonomy ($r=.23$), environmental mastery ($r=.18$), positive relation with others ($r=.23$) and purpose in life ($r=.20$) and it is positively and significantly ($p<0.05$) associated with personal growth ($r=.10$); openness to experience has positively and highly significantly ($p<0.01$) associated with personal growth ($r=.14$) and negatively significantly ($p<0.05$) link with autonomy ($r=-.10$).

No significant relationship was found between honesty-humility and autonomy, environmental mastery, and self-acceptance; emotionality and environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance; agreeableness and autonomy, purpose in life and self-acceptance; conscientiousness and self-acceptance;

openness to experience and environmental mastery, positive relation with others, purpose in life and self-acceptance.

The above results can be inferred that, honesty-humility has highly significant positive relationship with positive relation with others and purpose in life and significant positive relationship with personal growth. This result is in tune with the findings obtained by Aghababaei, Naser and Arji, Akram. (2014) who reported that, honesty-humility is linked to better levels of psychological well-being and has been found to be a significant aspect in interpersonal relationships.

Sincere people, according to Lee and Ashton (2004), are genuine in interpersonal relationships. Honesty-humility is a fundamental personality trait that represents "the proclivity to be fair and sincere in dealing with others" (Ashton and Lee 2007). Honesty-humility generally link with behaviours that entail self-monitoring and individualistic gains (Ashton et al., 2000) and hence, individualistic gain leads to personal growth and in turn facilitate in building purpose in life.

Emotionality is negatively and highly significantly correlated with autonomy. This can be inferred that, people who are emotional are afraid of physical danger, anxious, in need of emotional support, and emotionally attached. All of these issues contribute to a loss of self-esteem, which leads to a loss of self-identity. All of their activities, desires, and behaviours are dictated by what others seek. When someone loses their identity, they develop a personality that is characterised by and promotes total dependency.

Extroversion has highly significant positive relationship with environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance. This can be inferred that, adolescents with an extrovert personality are self-reliant and able to resist social pressures, have the ability to shape environments according to their needs and desires, progress rather than stagnate, develop warm and trusting interpersonal relationships, construct positive attitudes toward themselves, and find meaning in their efforts.

Agreeableness is positively and highly significantly correlated with environmental mastery, personal growth and positive relation

with others. This might be because, co-operative, patient, lenient, humble, supporting, and adaptable people are more agreeable. They develop positive attitudes toward themselves and others, resulting in a tendency to perceive others and themselves in a more positive light. They establish emotional sympathy with others and thus create an environment that is friendly with the individual's personal and psychological features.

Conscientiousness is positively and highly significantly associated autonomy, environmental mastery, positive relation with others and purpose in life and it is positively and significantly associated with personal growth. The reason might be, Adolescents with high conscientiousness scores are structured, systematise their time and physical surroundings, enhance interpersonal relationships, competent, self-disciplined, work independently toward their goals in a disciplined manner, strive for accuracy and perfection in their tasks, deliberative, persistent, dutiful, and have strong strivings for achievement, and thus are independent and have competence of their surroundings.

Openness to experience has positively and highly significantly associated with personal growth. Individuals' dispositions to crave new experiences, to be real, open, and to take a positive attitude toward oneself, accepting both the positive and negative aspects of oneself, are all part of being open to new experiences and conquering the surroundings. Individuals who are open to new experiences are supposed to be content with their personal growth in this regard. Openness to experience is negatively significantly link with autonomy this can be inferred that, people who have a low openness score are thought to be closed to new experiences and to be conventional and typical in their viewpoint and lifestyle. As a result, they do not upgrade to the current world and lack independence.

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