

The Impact of Personality Trait on Final-Year Students' Flourishing: A Path-Analysis Approach

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Abstract

An individual's personality influences flourishing. Therefore, this study purposed to determine the influence of personality traits on the flourishing of final-year students. This data was collected using the PERMA-Profil and Big Five Inventory. This study was a quantitative study with a non-experimental research design. The sampling technique used purposive sampling on 300 final-year students. The data analysis method was multiple linear regression techniques assisted by the Jamovi 2.3.18. The findings showed that the significant five personality effect flourished by $R^2 = 32,2\%$. In addition, it was found that agreeableness was the most influential variable in the flourishing of final-year students, followed by conscientiousness and extraversion. On the other hand, this study confirmed that openness and neuroticism had no significant effect on flourishing. The results contributed to interventions from the university to pay attention to agreeableness, conscientiousness, and extraversion to develop flourishing in final-year students.

Keywords: agreeableness; conscientiousness; extraversion; flourishing; final-year students; neuroticism; openness.

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INTRODUCTION

The learning process at the university becomes a challenge and creates stress for students, especially final-year students. The stress experienced by final-year students' is caused by the many external and internal demands experienced during the preparation of their final project, which impacts their psychology (Angelin et al., 2021). Some final-year students are required to complete their final projects quickly. Most universities make policies that say that writing a thesis is one of the graduation requirements. This is because the thesis is the final work that can share indicators of understanding or

achievement of the student's scientific disciplines (Sutalaksana & Kusdiyati, 2020). However, many students have difficulty completing their thesis, which causes stress (Aulia & Panjaitan, 2019; Gamayanti et al., 2018; Seto et al., 2020). On the other hand, what students hope is learning, not being faced with the experience of academic stress (Reddy et al., 2018).

This is an interview conducted with AC. She is a final-year student at a university. The interview is following:

"Recently, it is not that I have not felt happiness; it is just that I have not had time yet. I am a final-year student, so there are many thoughts 'what should I do in the future?' All sorts of things, basically thinking about thesis, about what to do when you graduate, all kinds of things. So there are a lot of disturbing thoughts. That makes me unhappy, even though I could have been happy without thinking about it all, but unfortunately, that did not happen." (A. Clarita, personal communication, September 27, 2022)

Apart from not feeling happy, quite a several students also experience hopelessness and are no longer optimistic about engaging in lecture activities. This is as stated by IL:

"I am not optimistic; lecture activities feel boring, especially when working on my thesis. I feel anxious and unhappy; I also sometimes feel lonely and jealous because some of my friends have done proposal seminars before me, so that makes me less than optimal in carrying out lectures." (I. Lestari, personal communication, September 27, 2022)

From the interviews that were conducted, we obtained results that illustrated that final-year students felt unhappy. In addition, they experience hopelessness and are not optimistic about carrying out lecture activities, especially when working on their final project.

The stress experienced by individuals will influence them to flourish (Abdollahi et al., 2018). When an individual has a high level of psychological stress, it is an indication that they have problems with their well-being, which is reflected in low flourishing. (Soysa & Wilcomb, 2015). Schotanus-Dijkstra et al.'s (2017) research showed that promoting flourishing will reduce anxiety and depressive symptoms.

Flourishing is one of the concepts from positive psychology which was popularized by Seligman (2002). Flourishing can be defined as the condition of individuals who can achieve optimal development and function fully (Seligman, 2002). In 2011, Seligman proposed the concept of flourishing as a concept of well-being that is more complex and is a concept of global welfare.

Seligman (2013) said that there are five pillars in the flourishing itself; these pillars are referred to as PERMA. PERMA consists of positive emotion, engagement, relationship, meaning, and achievement (Seligman, 2013). Positive emotion is an essential part of well-being; an example of a positive emotion such as pleasure, happiness, joy, and so on (Seligman, 2013). Engagement is a state in which we focus and drift together in the activity we are doing, and we feel happy when we do the activity (Seligman, 2013). In a positive relationship, everyone needs other people and improves their welfare by building solid and positive relationships with family, friends, or neighbors (Seligman, 2013). Meaning, means that our lives will become meaningful if we educate our lives in a bigger and broader manner that impacts other people (Seligman, 2013). Achievement is the attainment and life goals that have been obtained; humans will develop better if their goals can be achieved (Seligman, 2013).

According to Arif (2018), several factors can affect flourishing, one of which is personality. In this study, we will focus on personality factors that influence flourishing.

Several studies have found the correlation and influence between personality traits on flourishing (Ekşi et al., 2022; Keyes et al., 2014; Schotanus-Dijkstra et al., 2016; Villieux et al., 2016). Neuroticism personality trait, high extraversion, and conscientiousness affect flourishing (Schotanus-Dijkstra et al., 2016). This is because individuals with high neuroticism are usually dissatisfied with their lives, experience negative social, emotional, and psychological well-being, and experience unhappiness (Abdullahi et al., 2020). Individuals with high extraversion tend to interact with others and seek pleasure by interacting, so individuals with this personality trait usually have high social well-being (Abdullahi et al., 2020). Meanwhile, individuals with a robust conscientious personalities tend to be the result-oriented and have self-discipline, so individuals with this trait will also experience high life satisfaction (Abdullahi et al., 2020).

Several theories discuss personality traits, one of which is The Big Five Personality theory. Big Five Personality is one of the personality theories that have significant variations in an individual's personality (Satwika et al., 2022). Goldberg (1981) was the first to introduce the Big Five Personality theory. Big Five Personality is a personality theory grouped into five major groups derived from thousands of personality traits and referred to as personality dimensions (Ramdhani, 2012). This theory was further developed by Costa and McCrae (1992) to see personality based on personality trait. Personality traits in the Big Five theory are openness, conscientiousness, extraversion, agreeableness, and neuroticism, called OCEAN (Goldberg, 1981).

The first personality trait is openness. Openness or openness to experience, this personality is related to the openness of insight and having authentic ideas. Those with this personality are usually open and ready to accept various opinions from existing stimuli with an open perspective because of their deep insight (Ramdhani, 2012). Openness is significantly a predictor of flourishing (Umucu et al., 2019).

The second personality trait is conscientiousness. Conscientiousness, in other words being serious in carrying out tasks, being responsible, reliable, and liking order and discipline; in their daily life, they appear as someone present on time, achieves, and likes to do work that is not complete (Ramdhani, 2012). This conscientiousness personality is more relevant for flourishers because of most of these interrelated constructs (Hone et al., 2014).

The third personality trait is extraversion. Extraversion, marked by enthusiasm they never hesitate to make acquaintances and actively seek new friends, they are assertive and assertive in their attitude (Ramdhani, 2012). According to research by Ekşi et al. (2022), the personality trait that best predicts flourishing is extraversion.

The following personality trait is agreeableness. Agreeableness, individuals with this personality trait are usually sincere in sharing, have smooth and gentle feelings, and view others positively; in their daily lives, they usually appear kind, cooperative, and trustworthy (Ramdhani, 2012). The last personality trait is neuroticism, often referred to as anxious nature. This neuroticism personality is synonymous with negative emotions, they are usually sensitive, easily worried, tense, and afraid. According to most people, someone with a dominant level of anxiety is usually easily nervous in dealing with trivial problems. When faced with inappropriate situations, they have low self-control, which causes them to get angry quickly (Ramdhani, 2012). Agreeableness has a positive relationship with psychological development, but psychological development has a negative relationship with neuroticism (Villieux et al., 2016).

Based on the explanation above, final-year students who are preparing their final projects are often overwhelmed by anxiety, resulting in stress, despair, optimism, and unhappiness. This non-optimal unhappiness will result in an individual not flourishing. Individual with high levels of openness, conscientiousness, extraversion, agreeableness, and low neuroticism tends to flourish. Therefore, this study purposed to determine the contributing of personality trait on flourishing in final-year students.

METHOD

Desain Penelitian

This research was quantitative research with a non-experimental design that purposed to look for the influence between variables, but these variables are not manipulated (Gravetter & Forzano, 2018). This study purposed to find the influence of the personality trait on the flourishing.

Partisipan

The population in this study is the final-year students from Universitas Islam Negeri Raden Fatah Palembang. The characteristics population are the final-year students from Universitas Islam Negeri Raden Fatah Palembang who is doing on a thesis, male and female, and they are willing to be a research participant. The sampling technique used purposive sampling technique. Purposive sampling is a sampling method based on considerations of the desired criteria to determine the number of samples to be studied (Sugiyono, 2016). In this study, a sample of 300 participants was obtained.

Instrumen Penelitian

This study uses a Likert scale to collect research data. Data were collected using two measurement tools. The flourishing used The PERMA-Profilier and the personality trait used the Big Five Inventory..

The PERMA-Profilier.

This scale was developed by Butler and Kern (2016) and later adapted by Elfrida et al. (2021). The PERMA-Profilier consists of five dimensions: Positive emotion, engagement, positive relationship, meaning, and achievement (Butler & Kern, 2016). This measuring instrument consists of 14 items. With the stretch of the Likert scale, it can be seen in table 1. After doing Confirmantory Factor Analysis (CFA), 14 items are valid and showed a fit model with $\chi^2 (67) = 301$, $p < 0.001$, CFI = 0.913, TLI = 0.882, SRMR = 0.046 and RMSEA = 0.108 (90% CI = 0.096 – 0.120), and a loading factor > 0.30 (Hair & Babin, 2010). Meanwhile, an item is reliable if the reliability coefficient is above 0.7 (Anastasi & Urbina, 1997). This measuring tool obtained $\alpha = 0.939$.

Table. 1 The PERMA-Profilier Scale

Aitem	Likert Scale Stretch
1, 2, 4, 5, 6, 7, 9, 10 and 14	0 = Never 10 = Always
4	0 = Very Undirected 10 = Very Purposeful
8	0 = Not Loved At All 10 = Much Loved

11 and 12

0 = Very Dissatisfied

10 = Very Satisfied

13

0 = Completely Not Aware

10 = Very Aware

Big Five Inventories

This instrument was first developed by John and Srivastava (1999), consisting of 44 items, and then 28 items were successfully adapted by Ramdhani (2012). This instrument has five dimensions: Openness, conscientiousness, extraversion, agreeableness, and neuroticism (John & Srivastava, 1999). The five dimensions are measured from favorable and unfavorable items with five answer choices (1 = Strongly Disagree, 5 = Strongly Agree). After CFA analysis, 26 items are valid and reliable were obtained. The Big Five Inventory model is fit with $\chi^2(289) = 1117$, $p < 0.001$, CFI = 0.742, TLI = 0.710, SRMR = 0.108 and RMSEA = 0.098 (90% CI = 0.092 – 0.104) and loading factor > 0.30 (Hair & Babin, 2010). In addition, this instrument is said to be reliable, with a reliability coefficient above 0.7 (Anastasi & Urbina, 1997). This instrument has good reliability with openness ($\alpha = .732$), conscientiousness ($\alpha = .756$), extraversion ($\alpha = .737$), agreeableness ($\alpha = .713$), and neuroticism ($\alpha = .867$).

Prosedur Penelitian

We first asked permission from Universitas Islam Negeri Raden Fatah Palembang to collect data. After the university gave permission, we collected data by distributing questionnaires online via Google Forms. Before filling out the questionnaire, participants were first asked to fill out the informed consent section at the beginning of the Google form. Participants who agreed then filled out the questionnaire that had been distributed.

Analisis Data

We used the Jamovi 2.3.18 application to analyze research data. In this study, the hypothesis was tested using multiple linear regression techniques assisted by using Path analysis installed in the Jamovi 2.3.18 software. Before testing the hypothesis, we conducted a validity test with CFA (loading factor > 0.30) and a reliability test with Cronbach alpha ($\alpha > 0.7$). We used descriptive statistical techniques to see an overview of personality traits and flourishing in final-year students.

RESULTS AND DISCUSSION

Hasil Penelitian

This study obtained 300 participants who met the predetermined criteria. Detailed characteristics and demographics of the participants can be seen in table 2. The participants in this study were final-year students from Universitas Islam Negeri Raden Fatah Palembang, divided by gender, age, faculty, GPA, place of residence, and parents' income range.

Table. 2 Characteristics of Participants

Characteristic	f	%
Sex		
Female	218	27
Male	82	73

Age		
19-20	79	26.3
21-22	203	69.3
23-24	13	4.3
Faculty		
Adapt and Humanities	30	10
Da'wah and Communication	19	6
Islamic Economics and Business	31	10
Social Science and Political Science	27	9
Tarbiyah and Teacher Training	43	14
Science and Technology	47	16
Ushuluddin and Islamic Thought	20	7
Sharia and Law	33	11
Psychology	50	17
GPA		
Good (2.76-3.50)	134	45
Cumlaude (3.50-4.00)	166	55
Residence		
Relatives/Parents' House	139	46
Hostel	17	6
Boarding School	3	1
Flat	141	47
Parents' Income		
< IDR 500.000	15	5
IDR 500.000 - IDR 1.000.000	47	16
IDR 1.000.000 - IDR 2.000.000	63	21
> IDR 2.000.000	175	58

Variable Overview

To describe the variables in this study, we categorized the data for each variable. An overview of flourishing and personality traits is obtained by categorizing the average scores obtained by grouping them into three levels, namely below ($X < M - 1SD$), average ($M - 1SD < X < M + 1SD$), and above ($M + 1SD < X$) (Azwar, 2018). Based on the results of the categorization of the data, the most flourishing description of the participants was in the average category with 204 participants, while for the below and above categories each amounted to 48 participants (see table 3).

Table 3. Flourishing Description

Category	Criteria	Frequency	Percentage
Below	< 79	48	16.0%
Average	79 - 118	204	68.0%
Above	≥ 118	48	16.0%

An overview of personality traits was also obtained using data categorization by categorizing them into three levels, below, average, and above. Further categorization can be seen in table 4.

Table. 4 Descriptions of Personality Traits

Variable	Category	Score Range	%
Openness	Below	<18	16
	Average	18 - 25	68
	Above	≥ 25	16
Conscientiousness	Below	<16	15
	Average	16 – 22	76
	Above	≥ 22	9
Extraversion	Below	< 14	21
	Average	14 - 21	67
	Above	≥ 21	12
Agreeableness	Below	<19	13
	Average	19 - 27	77
	Above	≥ 27	10
Neuroticism	Below	< 8	24,7
	Average	8 - 17	61,7
	Above	≥ 17	13,7

Furthermore, we used Pearson correlation analysis to determine the relationship between variables in this study. For the Pearson correlation analysis results, we summarized and added the mean and standard deviation to table 5. The results of the Pearson correlation analysis showed that the five personality traits have a positive correlation with flourishing, including openness with flourishing ($r = .272, p < 0.1$), conscientiousness with flourishing ($r = .447, p < 0.1$), extraversion with flourishing ($r = .376, p < 0.1$), agreeableness with flourishing ($r = .514, p < 0.1$), and neuroticism with flourishing ($r = .120, p < 0.5$).

Table 5. Correlation between Variables

	M	SD	Age	O	C	E	A	N	F
Age	21	0.85 5	—						
Openness	3.6	0.53 4	0.024	—					
Conscientiousness	3.7 5	0.57 9	0.038	0.61***	—				
Extraversion	3.5 1	0.64 4	-0.075	0.512* **	0.594* **	—			
Agreeableness	3.7 7	0.66	0.128*	0.283* **	0.478* **	0.31***	—		
Neuroticism	3.0 6	1.14	0.199* **	0.034	0.097	0.169* *	0.359* **	—	
Flourishing	7.0 6	1.38	0.083	0.272* **	0.447* **	0.376* **	0.514* **	0.12 0*	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$, O = Openness, C = Conscientiousness, E = Extraversion, A = Agreeableness, N = Neuroticism, F = Flourishing

In addition, we also conducted Path analysis. A model is said to be fit if the value of Comparative Fit Index (CFI) > 0.95 and Root Mean Square Error of Approximation

(RMSEA) < 0.06, Chi-square > 0.05, Goodness of Fit Indeks (GFI) > 0.9, Tucker-Lewis Index (TLI) > 0.95, and Standardized Root Mean Square Residual (SRMR) < 0.08 (Hu & Bentler, 1999). Path analysis results for personality traits with flourishing show a fit model with $\chi^2(5) = 122$, $p < 0.001$, CFI = 1.000, TL = 1.000, GFI = 1.000, RMSEA = 0.000, and SRMR = 0.000.

The results of multiple linear regression tests for the effect of personality trait on flourishing are described in table 6. From table 6, we can conclude that personality trait influences flourishing with 32.2% of the variance of flourishing explained by personality trait with $F(5, 294) = 29.4$, $p = .000$. Based on the results of multiple linear regression test data, three personality traits significantly influence flourishing. The three personality traits are conscientiousness ($\beta = .187$; $p = .008$), extraversion ($\beta = .161$; $p = 0.012$) and agreeableness ($\beta = .388$; $p = .000$). Meanwhile, the personality trait of openness ($\beta = -.033$; $p = .587$) and neuroticism ($\beta = -.009$; $p = .867$) did not significantly influence flourishing. For more details, see the path analysis in Figure 1.

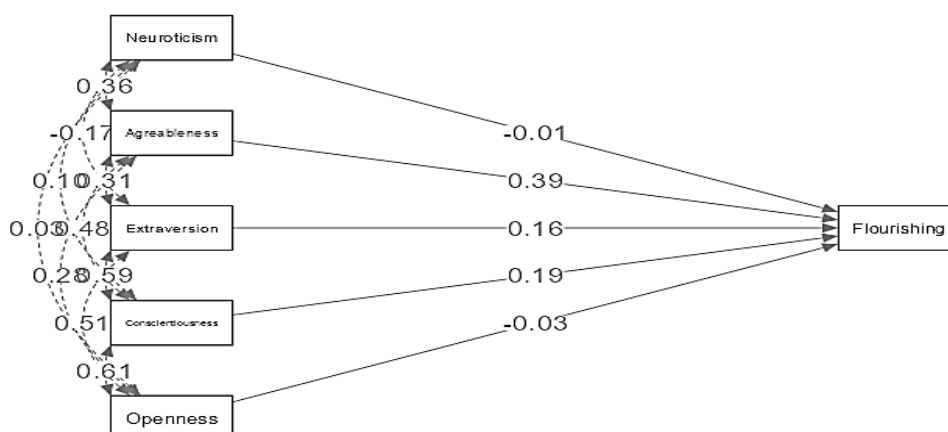
Table 6. Multiple Linear Regression Analysis Results

Dept	Pred	β	Estimate s	SE	95% CI		z	p
					LL	UL		
Flourishing	Openness	0.033	-0.086	0.159	0.398	0.225	-0.54	0.587
Flourishing	Conscientiousness	0.187	0.447	0.168	0.118	0.776	2,664	0.008
Flourishing	Extraversion	0.161	0.346	0.137	0.078	0.614	2,527	0.012
Flourishing	Agreeableness	0.388	0.813	0.122	0.574	1,052	6,656	<.001
Flourishing	Neuroticism	0.009	-0.011	0.065	0.139	0.117	-0.17	0.867
R		0.577						
R ²		0.333						
ΔR^2		0.322						

$F(5, 294) = 29.4; p < .001$

Note. Dep = Dependent Variable, Pred = Predictor/Independent Variable

Figure 1. Path Diagram



Pembahasan

This study purposed to examine the influence of personality traits on flourishing. The results of the multiple regression analysis that has been carried out show that the big five personality together have a significant effect on the flourishing of final-year students by 32.2%. In contrast, the remaining 67.8% of flourishing is influenced by other factors outside of research.

Big Five Personality, compiled by Costa and McCrae (1992), is a personality theory based on factor analysis of traits used to see and assess an individual's personality (Wikansari & Nasyroh, 2016). An individual's personality can determine individual behavior, including how the individual can achieve flourishing. This is the same as several previous studies that personality trait can influence individuals flourishing (Ekşi et al., 2022; Keyes et al., 2014; Schotanus-Dijkstra et al., 2016; Villieux et al., 2016).

Agreeableness has the most significant influence on flourishing. This is the same as previous research, which found a significant influence between agreeableness on flourishing (Conner et al., 2018; Ekşi et al., 2022; Villieux et al., 2016). This indicated that individuals who have the characteristics of people who are pleasant, sincere, believe in others, are obedient, and have sympathy for others can achieve optimal development themselves.

Conscientiousness is the second personality trait that affects the flourishing of final-year students. This research is the same as previous research, which show conscientiousness has significant influence on flourishing (Ekşi et al., 2022; Villieux et al., 2016). Individuals who have high conscientiousness tend to be more productive and positive, which explains why individuals who have high conscientiousness will have potential to flourish (Tu et al., 2020). People who have conscientiousness tend to be able to organize themselves when faced with a problem (Moberg, 1999).

Apart from agreeableness and conscientiousness, another big five personality trait that influences the flourishing of final-year students is the extraversion. This shows that people with an extraversion that is easy to get along with others usually tend to achieve flourishing (Villieux et al., 2016). Thus, it can be concluded that extraversion significantly influences an individual's development, and this research is in line with the research conducted by Ekşi et al. (2022) and Villieux et al. (2016).

Unlike the research by Umucu et al. (2019), this study found that openness is insignificant in influencing flourishing. However, the findings of this study are the same as those of other studies, which also found no significant effect of openness on flourishing

(Ekşi et al., 2022; Villieux et al., 2016). This indicates that individuals open to new experiences or ideas are not necessarily flourishing.

Neuroticism personality trait, we found that neuroticism did not significantly affect flourishing. This finding is in line with previous studies (Ekşi et al., 2022; Umucu et al., 2019; Villieux et al., 2016).

The limitations of this study are that this research is only addressed to final-year students at Universitas Islam Negeri Raden Fatah Palembang. The research purposed to determine the influence of personality traits on individual flourishing. The results of this study indicate that agreeableness, conscientiousness, and extraversion significantly influence flourishing. Therefore, universities, counselors, and psychologists in tertiary institutions need to pay attention to agreeableness, conscientiousness, and extraversion as an essential reference for developing educational modules or interventions to increase the flourishing of final-year students at Universitas Islam Negeri Raden Fatah Palembang

CONCLUSION

Based on the test results and analysis that has been done, it can be concluded that the five personality traits in the big five personalities have a significant influence on the flourishing of final-year students, where 32.2% of flourishing is explained by personality trait. In addition, the results show that agreeableness personality is the most influential variable on flourishing, followed by conscientiousness and extraversion in the next order. However, two personality traits from the big five personalities do not significantly influence the flourishing of final-year students, i.e., openness and neuroticism.

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