

Relationship Between Positive Personality Traits and Social Well-Being Among Bachelor of Technology and Livelihood Education Students

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Abstract— This quantitative research investigates the correlation between positive personality traits and social well-being. In recent years, there has been a substantial expansion in the interest in the relationship between a person's positive personality traits and social well-being. To examine how diverse positive personality qualities, help to improve social well-being, this review integrates empirical investigations, theoretical frameworks, and conceptual models. The study analyzes the relationship between positive personality traits and social well-being among the BTLED students in Davao Del Norte State College. Positive personality traits include positive self-image, people orientation, commitment, and culture identification. Social well-being refers to the individual's subjective assessment of their social integration, social acceptance, social contribution, social actualization, and social coherence. Individual, environmental, and cultural factors affect the interaction between these positive personality traits and social well-being. The data gathered through a survey questionnaire and targeted participants of 250 students. The results showed that there was a positive relationship between positive personality traits and social well-being. It also revealed that positive personality traits and social well-being can inform interventions and strategies aimed at promoting and enhancing individuals' overall quality of life. The implication of these findings highlights the importance of fostering positive personality traits for promoting social well-being in individuals. In conclusion, this study underscores the importance of positive personality traits in fostering social well-being. It lays the groundwork for further exploration and practical initiatives aimed at cultivating positive traits, which can ultimately elevate individuals' quality of life within social context.

Keywords — BTLED students, personality traits, social well-being.

I. INTRODUCTION

People with good social well-being are better equipped to handle significant social role problems successfully. Since human life is inherently social, it must be addressed to pay attention to the social features of every individual. Personalities are developing, and the relationships formed with others significantly change over time due to the changes in the learning environment. The pandemic has made the students settle to interact less with the people around them, which results in a greater risk of developing psychological distress and distance from their primary social resource. Investigating how positive personality traits contribute to social well-being can provide valuable insights and assist in developing interventions and programs that promote social development.

Research has consistently demonstrated the impact of social well-being on students' academic performance and psychological health. In the United States, there are specific concerns related to students' social well-being, such as rising rates of loneliness and mental health issues among college students. Consequently, they face

problems related to belongingness, loneliness, and acculturative stress (Brunsting et al., 2019). Moreover, students with low levels of belonging to a university who experience a lower sense of coherence as well as less academic and social integration are also the ones who are more likely to seek professional support rather than informal help (Becker et al., 2018).

According to Knox and McConalogue (2020), loneliness rates in the United Kingdom were high. They concluded that this was due to their social isolation during the pandemic. Their study indicates that students are among 3,077 adults in the UK who feel uncomfortable seeking assistance or help when handling loneliness, which unfortunately makes them part of the high-risk group who are negatively affected by this issue.

In the Philippines, social well-being is one of the most prevalent issues. The social context also remains challenging; as Filipino students are under various societal pressures that affect their welfare. Academic stress, family problems, financial difficulties, and a

shortage of social interactions, such as those reported in the nationwide survey of the Philippine Statistics Authority (2021), cast Filipino students to lower social well-being than their counterparts in other countries. In addition, the National Center for Mental Health (NCMH) in the Philippines supports the claim as they notice the rapidly increasing mental health problems such as depression, loss of autonomy, and isolation from loved ones that could have negatively impacted personality traits and social well-being of the person during the implementation of ECQ in various provinces all over the country (Tenorio, 2020).

In Davao del Norte, the social well-being of the people posited that the correlation between positive affect personality traits and social well-being may be affected by cultural values, education, and the overall way of life of the people. Conversely, as cited by Law-ay, Fermil, & Agod (2022), the degrees of detachment with life or feeling of emotional suffering of DNSC employees are also critical. This escalated the significance and topicality of researching the effect of positive personality traits as a social concern among BTLED students in Davao del Norte. Through the UM-IPO survey 2020, it was established that 45% of the respondents from Davao felt loneliness, abandonment, and isolation. During the pandemic, there were not enough companies that had changed their personality and social relationships.

Secondly, as a precursor of the study, the present literature has left a gap in the positive personality traits and a cluster of social well-being among BTLED students. However, similar studies have been done earlier among the general population. As for the students of BTLED, they have distinct educational and vocational learning backgrounds and positive personalities, and their role in social well-being should not be ignored. In addition, there are not enough studies that attempted to search for such an association, and to the author's knowledge, there is no prior research about the Philippines, let alone in a local community like Davao del Norte. Addressing this is essential as it will expand the knowledge base and enable evidence-based recommendations and interventions to enhance the social well-being of BTLED students, supporting holistic development and success in personal and professional endeavors. Research on positive personality traits and social well-being is essential to understanding the factors that affect these outcomes, promoting well-being, informing therapies, enhancing mental health, enhancing learning and working environments, and

building resilient communities. Such research may have practical implications for individuals, teams, and society, improving ties, interactions with others, and general quality of life.

II. OBJECTIVES

The study aims to determine which indicator of positive personality traits influences the social well-being among BTLED students of Davao del Norte State College. Specifically, the study seeks to address the following questions:

1. To describe the level of positive personality traits of BTLED students in terms of:
 - 1.1 positive self-image
 - 1.2 Commitment outward/people orientation
 - 1.3 cultural identification
2. To assess the level of social well-being of BTLED students in terms of:
 - 2.1 social integration
 - 2.2 social acceptance
 - 2.3 social contribution
 - 2.4 social actualization
 - 2.5 social coherence.
3. To identify the significant relationship between positive personality traits and social well-being of BTLED students in Davao del Norte State College.
4. To establish which positive personality trait indicator correlates the most to the social well-being of BTLED students in Davao del Norte State College.

III. METHODOLOGY

This study employed quantitative research design to quantify and establish the impact of positive personality traits and social well-being among BTLED students. The respondents of this study were the 250 Bachelor of Secondary Education students of Davao del Norte State College. A complete enumeration random sampling was used to identify the respondents. Mean, pearson (r) and multiple linear regression were used to analyze the data of this study.

IV. RESULTS AND DISCUSSION

Level of Positive Personality Traits

Table 1 shows the data gathered evaluating the Level of Positive Personality Traits of the BTLED students. The Level of Positive Personality Traits has an overall mean of 4.45 with a standard deviation of 0.465, which is described as very high. This means that positive personality traits are very much observed in terms of

Positive Self-image, Commitment, Outward/People Orientation, and Culture Identification.

The highest mean among indicators in the Level of Positive Personality Traits among BTLED students is Culture Identification, which has a mean score of 4.61 with a standard deviation of 0.525. This means that the Level of Positive Personality Traits regarding Culture Identification is very much observed. The mean level of positive personality traits in terms of commitment is 4.51, with a standard deviation of 0.495. This means that the Level of Positive

Personality Traits in terms of Commitment is very much observed. The mean level of positive personality traits in terms of positive self-image is 4.39, with a standard deviation of 0.515. This means the Level of Positive Personality Traits regarding Positive Self-image is very much observed. The mean of the Positive Personality Traits Level in Outward/People Orientation is 4.28, with a standard deviation of 0.561. This means that the Level of Positive Personality Traits in Outward/People Orientation is very much observed. The statistical implication of this result is that the level of positive personality traits is very much observed.

Table 1. Level of Positive Personality Traits, n=250

Indicators	N	SD	Descriptive Equivalent
Positive Self Image	4.39	.515	Very High
Commitment	4.51	.496	Very High
Outward/People Orientation	4.28	.561	Very High
Culture Identification	4.61	.525	Very High
Overall	4.45	.465	Very High

The personality traits of students with a Bachelor of Technology and Livelihood Education (BTLED) are very high. This indicates that positive personality traits are highly observed by the BTLED students in their conduct. This result is supported by Adler and Seligman (2018), who highlight in their study that positive personality traits have a prior impact on establishing positive outlooks on life and harmonious social relationships towards others.

Furthermore, it is signified by the result that BTLED students promote greater values in positive personality traits emphasized in their positive self-image, outward/people orientation, and cultural identification. It is characterized by the fact that positive personality traits are inherently acquired by a student based on their influence. It is further explained by Satchell et al. (2019) that positive personality traits are naturally reflected in the persons' unique behavior and constantly influence their behaviors and ideas. This pertinent result creates positive implications for the capacity of the students to become more resilient and to adjust to different shifting conditions.

The level of positive personality traits among BTLED students was relatively high regarding positive self-image. This shows that BTLED students' good personality qualities strongly correlate with a positive self-image. This suggests that the kids can face problems with optimism and keep a positive outlook. When pupils are BTLED, they are more likely to exhibit a variety of

good personality traits that help them overcome challenges in life and build great relationships, confidence, and resilience.

In Rosenberg's (2018) point of view, having more satisfying and enjoyable social relationships is related to having a positive perception of oneself. Positively self-aware individuals are more likely to form harmonious partnerships. Positivity about oneself promotes the growth of meaningful and beneficial relationships, enhancing overall social well-being and the ability to feel good about oneself and be welcomed by others. Students' ability to define boundaries and communicate effectively fosters healthier and more meaningful social ties.

The level of positive, outward, people-oriented personality qualities is very high. This shows that BTLED students have a strong tendency towards positive personality traits that are outward-focused and people-oriented. The BTLED can engage with others, form relationships, and positively impact their social environment because of their ability to empathize and have compassion for others due to their own experiences. According to Schwartz (2021), people with a people-oriented perspective are likelier to pay attention, exhibit empathy, and assist others. They cultivate healthy and long-lasting relationships because they genuinely care about the pleasure and well-being of those around them. These strong interpersonal connections contribute to social well-being by providing

a sense of belonging, encouragement, and enjoyable emotional experiences.

BTLED students exhibit a relatively high degree of positive personality qualities regarding cultural identification. It implies that BTLED students can convey the value of embracing one's cultural heritage on a personal and social level, cultivating a sense of pride in diversity and resilience that recognizes the complexity of cultural identities and their positive effects on people and communities. Berry (2019) points out that cultural identity can aid social integration as people from similar backgrounds typically join groups, organizations, or events. Participating in social activities across different cultural contexts enhances social welfare because it builds social relationships, reduces feelings of loneliness, and provides meaningful social interactions.

Level of Social Well-being

Table 2 shows the mean scores of each indicator for the level of social well-being of BTLED students. The Level of Social Well-being of BTLED students has an overall mean of 4.13, with a standard deviation of 0.554, which is described as high. Therefore, social well-being is

observed in social integration, social acceptance, social contribution, social actualization, and social coherence.

The highest mean among indicators in the Level of Social Well-being of BTLED students is Social Actualization; it has a mean score of 4.30 with a standard deviation of 0.712. Thus, the Social Well-being Level in Social Actualization is very much observed. The mean level of social well-being in terms of social contribution is 4.16, with a standard deviation of 0.686. This means that the level of social well-being for social contribution is much observed. The mean level of social well-being in terms of social integration is 4.14, with a standard deviation of 0.681. This means that the level of social well-being for social integration is much observed. The mean level of social well-being for social coherence is 4.03, with a standard deviation of 0.688. This means that the Level of Social Well-being in terms of Social Coherence is much observed. The mean level of social well-being for social acceptance is 4.00, with a standard deviation of 0.534. Hence, the Level of Social Well-being for Social Acceptance is much observed. The statistical implication of this result is the level of social well-being is very much observed.

Table 2. Level of Positive Personality Traits, n=250

Indicators	N	SD	Descriptive Equivalent
Social Integration	4.14	.681	High
Social Acceptance	4.00	.534	High
Social Contribution	4.16	.686	High
Social Actualization	4.30	.712	Very High
Social Coherence	4.03	.688	High
Overall	4.13	.554	High

The level of social well-being among BTLED students is very high in terms of social actualization. This implies that the social well-being of BTLED students is highly observed, which enables self-actualization.

Social integration, social acceptance, social contribution, and social coherence are primarily visible in their social interactions. They show good social integration, social acceptance, social contribution, and social coherence on the upper level of social fulfillment of the BTLED students.

The findings aligned with the theoretical framework proposed by Helliwell and Putnam (2021) that the social capital, social skills, personality traits of the individual, and several environmental aspects, including norms, values, and structures, determine social well-being.

The high level of social actualization indicated that social well-being is very much observed and interconnected with the influence of several factors. It is highlighted that the BTLED students optimized their full potential in the social context by realizing their social goals, aspirations, and desires through the influence of the social norms and expectations frameworks. The student's social interaction and active participation enable self-growth, fulfillment, and determination of their purpose of being, which develop belongingness and meaningful relationships. It is congruent to the concept of Salehi et al. (2021) that social actualization is another form and aspect driven by a person's societal change and growth experience.

The level of social well-being in social integration is high, which signifies that it has been highly observed. It

implies that the BTLED students had a positive recognition and value of the importance of inclusivity and acceptance of environmental values. It emphasizes the necessity of accommodations for effective communication and equal participation opportunity. Holt-Lunstad and Uchino (2018) viewed social integration as a concept of multidimensional relations of people that can be determined by their social engagement and relations towards others, which includes friendships, relationships, and other social relationships that comprise their social roles. The result is significantly supported by Drew (2023), who enumerated that social integration includes social activities such as creating friendships, learning vernacular language, and participating in society. This stage considers the sense of belongingness in the community that creates equal experience, opportunity, and participation of various groups. Moreover, some initiatives focus on fostering cultural interactions and understanding, and laws reducing prejudice and socioeconomic inequality as part of social integration in promoting general welfare in the long run.

The observance of the high level of social well-being in social acceptance is found in this study. It is indicated that social acceptance is associated with positive consequences and the importance of an accepting environment based on a person's worth and belonging. It considers the feeling of belonging that allows everyone to share opinions and anything they have in mind without being rejected or discriminated against. Social acceptance implies the execution and values of empathy, understanding, and appreciation for diversity, which drives a stronger community and healthy relationships. The idea is supported by DeWall & Bushman (2011), who affirmed that social acceptance is a social relationship that deals with individuals towards others in their acceptance and influences that are perceived based on the attributes and character of that individual within the society. Arslan (2018) also assumes that social acceptance and bonds are essential in protecting and enhancing individuals' mental health and well-being.

It is found that the level of social well-being about social coherence is highly observed. This shows a positive significance that the BTLED students prioritized the necessity of social skills and intelligence for their overall development and growth. It entails forming good interpersonal connections with the rest of society and dealing with interpersonal situations. They possess

social skills, can relate well, know how to share interpersonal relationships, and network well.

They establish and maintain positive and meaningful relationships with others and navigate social situations effectively. It involves having a sense of belonging, empathy, and understanding towards others and being able to communicate and collaborate in a respectful and constructive manner. In line with these views, McCraty (2020) emphasizes that social coherence is the steady, harmonic alignment of relationships that enables the effective movement and usage of the energy and communication needed for the best possible collective cohesion and action. Marmot (2021) supports that people who establish connectedness through workstreams, sportsmanship, family, or corporate institutions may be united around a shared objective that naturally tends toward effective communication and teamwork.

The level of social well-being and social contribution is high, which is much observed. This shows that BTLED students can contribute to addressing social issues, promoting equality, and making a difference in the lives of others and have the power to create positive change. This finding is supported by Brown (2020), who states that others admire a person's contributions to the community, which reflects his emotions. Nakamura (2018) also agrees that social contribution is a source of meaning and purpose, closely related yet distinct aspects of flourishing. One investment of accumulated experience and available leisure in later life is a commitment to social service.

Correlations between Positive Personality Traits and Social Well-being

Table 3 shows a strong positive correlation between Positive Personality Traits and Social Well-Being among BTLED Students. The data show that most of the positive personality trait indicators correlate with the student's social well-being. Thus, the null hypothesis cannot be accepted. Since the p-value is $0.001 < 0.05$, the null hypothesis is rejected.

There is a significant relationship between Positive Personality Traits and Social Well-Being among BTLED Students, with an R-value of 0.747. This means that positive personality traits and the social well-being of BTLED students have a strong positive relationship. Thus, the more they regard themselves as having positive personality traits, the more they socialize and are involved in a social structure.

Table 3. Significant Relationship between Personality Traits and Social Well-being

Variables Correlated	R	p-value	Decision on Ho	Decision on Relationship
Positive Personality Traits	0.747	.001	Reject	Significant

As presented in Table 3, the study shows a strong correlation between positive personality traits and social well-being, indicating that these traits impact social well-being, which rejected the hypothesis. This finding supports the claim by Zhou et al. (2021) that students with positive personality traits are more likely to engage in practical social well-being, and positive personal traits among students predicted their practical social well-being.

The outcome is also consistent with Bandura's (1986) theory, which stresses that individuals with positive personality characteristics are more likely to be proactive in their social interactions, look for social opportunities, and develop close relationships with others, all of which promote social well-being.

The correlation between overall positive personality traits and social well-being is significant. This implies that social well-being is dependent on positive personality traits among BTLEd students. This aligns with Solano's (2018) theory that positive personality traits should be valued and practiced in daily encounters to contribute to the development of a happier and more compassionate society. Thus, the students' exposure to how people interact with their environments and social groups is of utmost relevance.

A domain that Significantly Influences Social Well-Being

In Table 4, the positive personality traits that influence social well-being are positive self-image, outward/people orientation, and cultural identification.

Table 4. Significance of the Influence of Positive Personality Traits on Social Well-being

Indicators	N	SD			Descriptive Equivalent
Positive Personality Traits (Indicators)	Unstandardized Beta	B	t	Sig.	Decision
Constant	0.429		2.005	0.046	
Positive Self-Image	0.200	0.186	2.765	0.006	Reject H ₀
Commitment	-0.083	-0.074	-1.052	0.294	Accept H ₀
Outward/ People Orientation	0.581	0.589	9.215	0.001	Reject H ₀
Culture Identification	0.154	0.148	2.486	0.014	Reject H ₀
	R= .788	R 2= .615	F=100.485	P= .001	

Commitment is the only domain with a p-value of <0.05. Thus, commitment with a p-value of 0.294, which is more significant than 0.05, does not influence social well-being.

Hence, the constant value of 0.001 is significant at the 0.05 level, indicating that the model expresses significance.

$$SWB = 0.429 + 0.186 (\text{Positive Self-Image}) + 0.589 (\text{Outward/People Orientation}) + 0.148 (\text{Culture Identification}) + \epsilon$$

The F-ratio of 100.485 indicates the regression model's predictive capability, and the r-squared of 0.615 reveals that 61.5% of the data fits the model.

The scale increase score of 1 for the coefficient values of a positive self-image, outward/people orientation, and culture identification corresponds to an increase of 0.200, 0.581, and 0.154 in the social well-being of BTLEd students, respectively.

The results revealed only three indicators of Positive Personality Traits, such as positive self-image, outward people orientation, and cultural identification, as predictors of Social Well-being. According to Rosenberg's study (2018), having more fulfilling and enjoyable social relationships correlates with a favorable self-image. People with a positive view of themselves are likelier to have good, synergistic relationships. Positivity about oneself leads to the

development of meaningful and productive connections, improving general social well-being.

According to Deci and Ryan (2018), social well-being is closely correlated with people's orientation. Social connections and general well-being may benefit when people or organizations prioritize relationships, empathy, and the welfare of others. People orientation is a person's propensity to appreciate and prioritize connections, empathy, and interpersonal interactions. People-oriented individuals frequently like socializing, assisting, and supporting those around them. They also tend to be sensitive to the feelings and well-being of others. They often possess extraordinary interpersonal and communication abilities and are adept at establishing and sustaining connections (Diener & Seligman, 2020).

According to Tajfel and Turner (2018), cultural identification makes people feel part of a broader social group. The ability to find understanding, acceptance, and support from those who share one's cultural identity provides a sense of belonging and connection to one's cultural community. In turn, social support is linked to higher levels of resilience and well-being. Cultural identification enables people to embrace and value their cultural history while creating an excellent cultural identity. Cultural solid pride and positive feelings about one's heritage improve one's self-worth, self-esteem, and general well-being. Embracing one's cultural identity can enhance a sense of purpose and significance in life (Crocker et. al.,2022).

V. CONCLUSION

The findings confirmed Barbara Fredrickson's (1998) Broaden and Build Theory, which stated that positive personality traits increase students' propensity to interact with others, which can increase their social support, widen their social networks, and ultimately improve their social well-being. The study shows how positive personality traits and social relationships foster people's outlook, strengthen social ties, and improve social well-being.

Positive self-image, outward/people orientation, and culture identification are the only indicators that are described as very high level and very much observed. Positive self-image and outward/people-oriented orientation can boost self-efficacy and confidence in social situations and cultural identification. They are more likely to be proactive in their social interactions, look for social opportunities, and form deep

relationships with others, all of which promote social well-being. Commitment is only an indicator accepting the null hypothesis; it shows that commitment does not influence social well-being, but then, according to Kanter (2020), commitment is the choice to dedicate one's allegiance and effort to a particular social structure.

This study concludes that positive personality traits influenced the social well-being of the students of Davao Del Norte State College. These traits manifest in perceiving and interpreting social cues differently if they have a positive sense of themselves and are outwardly focused, which will help them navigate social situations more skillfully.

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