

# Personality Type and Perceived Quality of Life of Selected College Students

Grace Ann M. Babao<sup>1</sup>, Pavel Kolesnikov<sup>2</sup>, Kheirn Karren V. Pajarito<sup>3,\*</sup>, Susy A. Jael<sup>4</sup>, Beryl Ben Mergal<sup>5</sup>, Angel Grace F. Bingcang<sup>6</sup>, Joyosthie B. Orbe<sup>7</sup>, Kristel Anne M. Rey<sup>8</sup>

<sup>1,2,3,4,5,6,7,8</sup>Adventist University of the Philippines, Philippines

\*Corresponding author: [kkvpajarito@aup.edu.ph](mailto:kkvpajarito@aup.edu.ph)

## Abstract

The World Health Organization declared the COVID-19 outbreak as a global pandemic, in which many countries began implementing restrictions to control the virus. As a result, it began to disrupt the normal activities of people around the world, including college students. Limited studies have been done in relation to this topic; thus, this study aimed to determine the significant difference in the perceived quality of life of selected college students across personality types during the pandemic. This study utilized Descriptive-Evaluative and Descriptive-Comparative research designs. Researchers purposively sampled 123 respondents from eight colleges in a selected university in Silang, Cavite. Respondents answered a self-reported online questionnaire including a personality temperament test and perceived quality of life. Data were analyzed using statistical tests of Mean, Standard Deviation, and ANOVA. Results revealed that choleric has the highest frequency of 51 (41.5%) among the four-personality types. The overall perceived quality of life was *fairly high*, with a mean of 4.62 (SD = 1.19). The level of satisfaction that the respondents get from receiving help from friends and family was *high*, with the highest mean score of 5.30 (SD = 1.53). Moreover, the result showed that there is a significant difference in the perceived quality of life across personality types ( $p = .30$ ). Choleric has a significantly higher perceived quality of life than Sanguine ( $p = .051$ ). Among the moderating variables, none had a significant difference in the perceived quality of life of the respondents. For future studies, quality of life and personality type among college students comparing both remote learning and in-person learning can be done.

**Keywords:** Personality, Quality of Life, College Students

## INTRODUCTION

On March 11, 2020, the World Health Organization (WHO) declared the COVID-19 outbreak a global pandemic. WHO is concerned with the increasing rates of the virus spreading, thus asking countries to act in order to contain the virus (Cucinotta & Vanelli, 2020). On March 16, 2020, the whole island of Luzon was placed under enhanced community quarantine wherein the citizens were to stay at home, only leaving to meet essential needs to survive (Dancel, 2020). Thus, face-to-face classes were canceled (Esguerra, 2020), and as a result, universities implemented emergency remote teaching that allows students to be in a virtual world of learning (Toquero, 2020). Restrictive measures were implemented to contain the virus; however, done with good purpose, they disrupted people's daily activities and may affect their perceived quality of life (Samrani et al., 2020).

There are several definitions of quality of life. Some definition refers to the person involved, whereas others specify multiple domains or refer to global judgment. Another definition is more function-oriented, but a different one refers to cultural and societal norms. There is no true definition of quality of life, but researchers sought a more practical approach to describing aspects of quality of life (Post, 2014).

A study by Samlani et al. (2020) focused on the effect of the COVID-19 pandemic on Morocco's quality of life and well-being. The result showed that the quality of life among the respondents was moderately disrupted during the COVID-19 pandemic. On the other hand, the study on the COVID-19 pandemic's impact on Chinese residents' mental health and quality of life produced results revealing that the COVID-19 pandemic has a mild stressful impact on the Chinese residents (Zhang & Ma, 2020).

Personality was given a profound definition by the American Psychological Association as the individual's thinking, feeling, and behaving (American Psychological Association, 2020). According to Britannica, temperament is an aspect of personality. Temperament refers to the prevailing mood or mood pattern of an individual. It originated from the 2nd century AD by a Greek physician named Galen, that developed it from an earlier physiological theory based on the four primary body fluids: blood, phlegm, black bile, and yellow bile. A person with a sanguine temperament is warm and pleasant, whereas a person with a choleric temperament is hot-tempered and quick to react. An individual with a melancholic temperament is considered as easily depressed and sad whereas, an individual with a phlegmatic temperament is slow-moving and apathetic.

A study by Lin et al. (2012) about the impact of personal character on patients' quality of life with esophageal cancer in North Henan Province showed that the quality of life of the respondents was significantly affected by personal character. Huang et al. (2017) did a systemic review to answer if personality affects health-related quality of life. The results revealed that personality characteristics are related to health-related quality of life.

Limited studies looked into this topic, especially in the Philippines; thus, the researchers take this on to determine the significant difference in college students' perceived quality of life across personality types. Further, the researchers considered if the moderating variables, such as age, gender, nationality, degree program, or year level, will have a significant difference in the perceived quality of life among the college students.

## **REVIEW OF LITERATURE**

On March 11, 2020, the World Health Organization (WHO) declared the COVID-19 outbreak a global pandemic. WHO is concerned with the increasing rates of the virus spreading, thus asking countries to act in order to contain the virus (Cucinotta & Vanelli, 2020). On March 16, 2020, the whole island of Luzon was placed under enhanced community quarantine wherein the citizens were to stay at home, only leaving to meet essential needs to survive (Dancel, 2020). Thus, face-to-face classes were canceled (Esguerra, 2020), and as a result, universities implemented emergency remote teaching that allows students to be in a virtual world of learning (Toquero, 2020). Restrictive measures were implemented to contain the virus; however, done with good purpose, they disrupted people's daily activities and may affect their perceived quality of life (Samlani et al., 2020).

There are several definitions of quality of life. Some definition refers to the person involved, whereas others specify multiple domains or refer to global judgment. Another definition is more function-oriented, but a different one refers to cultural and societal norms. There is no true definition of quality of life, but researchers sought a more practical approach to describing aspects of quality of life (Post, 2014).

A study by Samlani et al. (2020) focused on the effect of the COVID-19 pandemic on Morocco's quality of life and well-being. The result showed that the quality of life among the respondents was moderately disrupted during the COVID-19 pandemic. On the other hand, the study on the COVID-19 pandemic's impact on Chinese residents' mental health and quality of life produced results revealing that the COVID-19 pandemic has a mild stressful impact on the Chinese residents (Zhang & Ma, 2020).

Personality was given a profound definition by the American Psychological Association as the individual's thinking, feeling, and behaving (American Psychological Association, 2020). According to Britannica, temperament is an aspect of personality. Temperament refers to the prevailing mood or mood pattern of an individual. It originated from the 2nd century AD by a Greek physician named Galen, that developed it from an earlier physiological theory based on the four primary body fluids: blood, phlegm, black bile, and yellow bile. A person with a sanguine temperament is warm and pleasant, whereas a person with a choleric temperament is hot-tempered and quick to react. An individual with a melancholic temperament is considered as easily depressed and sad whereas, an individual with a phlegmatic temperament is slow-moving and apathetic.

A study by Lin et al. (2012) about the impact of personal character on patients' quality of life with esophageal cancer in North Henan Province showed that the quality of life of the respondents was significantly affected by personal character. Huang et al. (2017) did a systemic review to answer if personality affects health-related quality of life. The results revealed that personality characteristics are related to health-related quality of life.

Limited studies looked into this topic, especially in the Philippines; thus, the researchers take this on to determine the significant difference in college students' perceived quality of life across personality types. Further, the researchers considered if the moderating variables, such as age, gender, nationality, degree program, or year level, will have a significant difference in the perceived quality of life among the college students.

## **Methodology**

The researchers used a quantitative, descriptive, and comparative research design in determining the mean difference of the respondents' perceived quality of life across personality types during a pandemic. McLeod (2019) explained that quantitative research collects information in a statistical form that can be put into categories, rank order, or measured in units of measurement. This type of data can be used to create graphs and tables of the raw data. Descriptive research describes the characteristics of interest in the study population (Ranganathan P., 2019). A comparative analysis compares one or more datasets to determine their consistency with one another (Comparative Analysis of Scientific Data: Definition & Example, 2017). In this study, the researchers used a survey questionnaire. It allows the researchers to determine the difference in the personality type and perceived quality of life among college students and determine the difference of the moderating factors on the quality of life.

The study took place in one of the universities in Silang, Cavite. The study's target population included 140 college students who were actively enrolled in the university, regardless of their age, gender, nationality, degree program, and year level. Only students enrolled during the second semester and inter-semester of the class year 2019-2020 were included. Out of the 140 students who answered the survey, 17 were discarded due to incomplete data given. Only 123 respondents answered the data entirely and were included in the study.

*Table 1: Number of Male and Female Respondents*

	<b>Frequency</b>	<b>Percent</b>
Male	52	42.3
Female	71	57.7
<b>Total</b>	<b>123</b>	<b>100.0</b>

The researchers utilized purposive sampling as a method of gathering data. According to Crossman (2020), purposive sampling is a non-probability sample selected centered on the qualities of a population and the study's objective. This type of sampling is needed to reach a targeted sample, and sampling for proportionality is not the primary concern.

The researchers used an online survey questionnaire to gather the data, divided into three different sections that the respondents needed to answer. For section 1 of the questionnaire, the respondents were asked to provide information about their demographic data such as age, gender, nationality, degree program, and year level.

For section 2, a personality test adapted from "*Why You Act The Way You Do*" by Tim LaHaye is used. There were four different sections in this questionnaire with descriptive words that correspond with a specific personality type. The respondents were asked to read each descriptive word and placed a number next to it according to how well it described themselves. The scoring criteria of the personality test was a scale of 1-5 where 1 states, "*That is definitely NOT me!*"; 2 states, "*That is usually NOT me!*"; 3 states, "*That is usually me!*"; 4 states, "*That is mostly me!*"; and 5 states, "*That IS definitely me!*". The respondent would score each descriptive word in all four sections until all the words in each section had a score. To know the personality type of the respondent, the researchers would add up only scores of 3's, 4's, and 5's of each section, disregarding scores of 1's and 2's. The section with the highest score is the primary temperament.

For section 3, the Perceived Quality of Life questionnaire was adapted and utilized. The questionnaire was started by a group of researchers at the University of North Carolina, Chapel Hill, including Dr. Donald Patrick and Dr. Marion Danis. Later, the study was scaled up and further established by another group of researchers under the leadership of Dr. Donald Patrick from the University of Washington, Seattle. An extensive test of the PQoL has been performed in collaboration with the Group Health Cooperative of Puget Sound (Patrick & Danis, 2008). For the reliability or internal consistency of the questionnaire, Cronbach's Alpha is 0.88.

This questionnaire measures based on a model defining quality of life as an evaluation of significant categories of fundamental life needs. The respondents were asked 20-items that measured the level of satisfaction and a supplementary item focusing on happiness. The 19-items covered the physical, social, and cognitive health of the respondents. The last item covered the

level of happiness of the respondents in evaluating the respondents' perceived quality of life using a 7-point scale in Table 2.

*Table 2: Criteria for Interpreting the Perceived Quality of Life*

Scale	Degree of Responses	Range Value	Indicators
0	Extremely Dissatisfied/Unhappy	1.00-1.86	Very Low
1	Somewhat Dissatisfied/Unhappy	1.87-2.72	Low
2	A Little Dissatisfied/Unhappy	2.73-3.57	Fairly Low
3	Neither Satisfied/Dissatisfied	3.58-4.42	Neither High nor Low
4	A Little Satisfied/Happy	4.43-5.27	Fairly High
5	Somewhat Satisfied/Happy	5.28-6.12	High
6	Extremely Satisfied/Happy	6.13-7.00	Very High

After the approval of the study, the researchers wrote a letter to the Dean of College of Nursing and other colleges, asking permission to conduct the study to their students that would qualify in the inclusion and exclusion criteria. The researchers created the questionnaire via Google forms.

An explanatory cover letter stated the purpose of the study and its importance and guidelines to be followed strictly before the respondents answered the questionnaires. The respondents were instructed to complete the questions honestly.

During the data gathering, the questionnaires were distributed through Facebook messenger by directly messaging the respondents or asking them to send the questionnaire to their various college group chats. Once the respondents' responses get encoded in the Google forms, the researchers will access this information for analysis. The researchers kept a record of the number of respondents that answered the questionnaire under Google forms. Once they collected the total number of respondents needed, the next step for the researchers was to download the data analytics done by the Google forms. The researchers encountered a few limitations during data gathering. One of the limitations was meeting the correct number of respondents needed for the study. Another limitation was the respondents' responses; some of the responses did not fill out every survey question. After they downloaded the data, the final step for the researchers was to translate the data, which would be used for treatment, analysis, and interpretation by the statistician.

The data gathered were encoded utilizing the Statistical Package for Social Sciences Software (SPSS). The method used to determine each respondent's personality type was descriptive statistics with frequency distribution. Frequency distribution summarized all values in variables and how many times the variables occur (van den Berg, n.d.). Descriptive statistics were used to calculate the overall perceived quality of life scores, including the mean and standard deviation results. Descriptive statistics utilization has two functions: presenting basic information about the variables in the dataset and highlighting the possible relationship between variables (Research Connections, n.d.).

The method utilized in problem 3 was the ANOVA test, which is a way to figure out if there is a need to reject the null hypothesis or accept the alternate hypothesis. The method utilized in problem 4a was the Mann-Whitney U test. The non-parametric Mann-Whitney U test is the equivalent of the two-sample t-test where no assumptions are made. The method utilized in

problem 4b was the independent samples t-test. The t-test is to compare the means of two sets of data. The method utilized in both problems 4c-e was the Kruskal-Wallis H test, a non-parametric alternative to the One-Way ANOVA. Kruskal-Wallis H test verifies whether the medians of two or more groups are separate.

## RESULTS AND DISCUSSION

### Personality Types among College Students

Table 3 presents the study results on the personality type among the respondents. The result shows that choleric has the highest frequency of 51 (41.5%) among the four personality types, whereas the lowest frequency of 22 (17.9%) is both sanguine and phlegmatic.

*Table 3: Personality Types among College Students*

	Frequency	Percent
Sanguine	22	17.9
Choleric	51	41.5
Melancholy	28	22.8
Phlegmatic	22	17.9
<b>Total</b>	<b>123</b>	<b>100.0</b>

Choleric types are the leaders of the group. They are known to be quick-thinkers, independent, effective influencers, but on the other side, they can also be competitive, easily annoyed, and prideful. They can become highly engaged in whatever they do, such as working or conversing with other people.

Like extroverts, choleric people receive social satisfaction and energy from people; they need to be social and express their beliefs and opinions on others. In addition, choleric types are natural problem solvers due to being direct and detailed-oriented and working to the end to reach the goal (Jaehnig, J., 2018).

According to Embalzado H. and Varma, P. (2018), well-being, academic performance, and college adjustment of university students could influence temperament types. In this study, the four temperament types had different influences on the three variables: well-being, academic performance, and college adjustment. The study results would find that choleric types displayed higher well-being and college adjustment due to their goal-oriented motivated behaviors. However, there was no significance towards their academic performance, which seems to correspond with the results shown above since the choleric type was the highest out of the four temperament types. On the other hand, sanguine types also displayed higher well-being and college adjustment due to their extraversion and sociability, but there was a lower academic performance level which seems to contradict the results shown above since the sanguine type was one of the lowest out of the four temperaments type.

### Perceived Quality of Life among College Students

Table 4 presents the result of the study on the perceived quality of life among college students. The result showed that perceived quality of life had an overall mean score of 4.6211 ( $SD = 1.18854$ ), which was indicated as *fairly high*. As indicated in Table 3, it showed that question number 9 describes the level of satisfaction that the respondents get from receiving help from their friends and family, with a mean score of 5.301 ( $SD = 1.5254$ ) was indicated as *high*. It was followed by question number 10, which describes the respondents' satisfaction in helping their friends and family, with a mean score of 4.959 ( $SD = 1.6216$ ), which indicated as *fairly high*.

Table 4: Perceived Quality of Life among College Students

	N	Mean	Std. Deviation	Indicator
PQOL1	123	4.260	1.6881	Neither High nor Low
PQOL2	123	4.943	1.7097	Fairly High
PQOL3	123	4.553	1.6753	Fairly High
PQOL4	123	3.992	1.8532	Neither High nor Low
PQOL5	123	3.919	1.9901	Neither High nor Low
PQOL6	123	4.740	1.7641	Fairly High
PQOL7	123	4.935	1.7070	Fairly High
PQOL8	123	4.862	1.7756	Fairly High
PQOL9	123	5.301	1.5254	High
PQOL10	123	4.959	1.6216	Fairly High
PQOL11	123	4.667	1.6430	Fairly High
PQOL12	123	4.301	1.6293	Neither High nor Low
PQOL13	123	4.520	1.8078	Fairly High
PQOL14	123	4.244	1.8347	Neither High nor Low
PQOL15	123	4.325	1.8084	Neither High nor Low
PQOL16	123	4.886	1.5052	Fairly High
PQOL17	123	4.943	1.8523	Fairly High
PQOL18	123	4.780	1.8222	Fairly High
PQOL19	123	4.390	1.8582	Neither High nor Low
PQOL20	123	4.902	1.6517	Fairly High
<b>PQOL</b>	<b>123</b>	<b>4.6211</b>	<b>1.18854</b>	<b>Fairly High</b>

Valid N (listwise) 123

Question number 5 describes the level of satisfaction in how often the respondents get outside the house, with a *mean score of 3.919* ( $SD = 1.9901$ ), which was indicated as neither high nor low. The second to the lowest question was number 4, which describes the respondents' satisfaction with the amount of walking they do, with a *mean score of 3.992* ( $SD=1.8532$ ), indicated as neither high nor low. Both of these questions were indicated as *neither high nor low*.

Sirgy et al. (2006) conducted research that measured the quality of college life of students. The quality of college life was influenced by the satisfaction of academic and social facets of the college; the satisfaction of facilities and services influenced the satisfaction of the academic and social aspects. The results revealed that the greater satisfaction with college's social and academic aspects, the higher the quality of college life of the students. It was also revealed that the greater satisfaction with facilities and services, the higher satisfaction of students is with the social and academic aspects of college. The results have similarities since the overall perceived quality of life is relatively high amongst the college students, but, on the other hand, specific domains of these students' lives were indicated as neither high nor low due to the current situation that is happening worldwide.

A study was done on the COVID-19 pandemic, and its impact on the mental health and quality of life of Chinese residents revealed that the COVID-19 pandemic has a mild stressful impact on the Chinese residents, but despite the stressful impact, the residents received increased support, shared feelings and caring from friends and family members (Zhang & Ma, 2020).

In addition, a study conducted on the mental health and quality of life during the SARS epidemic in Hong Kong revealed enhanced social and family support and helpful mental health-related lifestyle changes. Another possible explanation for these outcomes was that the pace of the whole society slowed down during the time of the pandemic and generated more opportunities and time among the community members to assist and care for one another (Lau et al., 2005).

### Mean Difference in Perceived Quality of Life Across Personality Type

Table 5 presents the difference in the perceived quality of life considering personality types. The data shows 22 - *Sanguine*, 51 - *Choleric*, 28 - *Melancholy*, and 22 - *Phlegmatic*. The testing resulted in the assumption of homogeneity of variances that was satisfied via Levene's F test ( $123$ ) = 3.090. The result showed a mean difference in the perceived quality of life across personality types with a *p-value* of  $p=.030$ . Thus, the null hypothesis that stated there was no mean difference in the perceived quality of life across personality types was rejected.

Table 5: Difference in Perceived Quality of Life Considering Personality Type

Personality Type	N	Mean	Standard Deviation	F	p-value	Verbal Interpretation
Sanguine	22	4.1507	1.424556	3.090	.030	Significant
Choleric	51	4.9391	1.09192			
Melancholy	28	4.2914	1.30176			
Phlegmatic	22	4.6914	0.99588			

Table 6 presents the comparison of perceived quality of life across personality types. The result showed a significant difference across personality types as demonstrated by *one-way ANOVA*  $F(4, 123) = 3.090, p = .030$ . A Tukey post hoc test revealed that Choleric has a significantly higher perceived quality of life than Sanguine ( $p = .051$ ). Otherwise, there was no statistically significant difference in the perceived quality of life between Sanguine and Melancholy ( $p = .976$ ) or between Sanguine and Phlegmatic ( $p = .437$ ).



Table 6: Comparison of Perceived Quality of Life Across Personality Type

(I) Personality Type	(J) Personality Type	Mean Difference (I-J)	Std. Error	p-value
Sanguine	Choleric	-.78839	.30380*	.051
	Melancholy	-.14064	.33933	.976
	Phlegmatic	-.54067	.35911	.437
Choleric	Sanguine	.78839	.30380*	.051
	Melancholy	.64776	.28014	.101
	Phlegmatic	.24772	.30380	.847
Melancholy	Sanguine	.14064	.33933	.976
	Choleric	-.64776	.28014	.101
	Phlegmatic	-.40003	.33933	.641
Phlegmatic	Sanguine	.54067	.35911	.437
	Choleric	-.24772	.30380	.847
	Melancholy	.40003	.33933	.641

\*The mean difference is significant at the 0.05 level

A study conducted by Embalzado and Varma (2018) determined the effects of the temperament types on well-being, academic performance, and college adjustment of university students. The results revealed that students should better grasp their temperament types and work suitably on the positive and negative sides to achieve better well-being and adjustment. It was found that both sanguine and choleric types displayed higher levels of well-being and college adjustment, whereas melancholic types reported lower levels of well-being and college adjustment. On the other hand, phlegmatic types did not affect any of the three variables.

Lin et al. (2012) revealed that among the patients with esophageal cancer, the choleric groups had the highest QOL among all the groups, whereas the melancholic groups had more inferior QOL groups.

The result implied that there was a significant difference in the perceived quality of life across personality types. Furthermore, choleric groups had a significantly higher perceived quality of life than Sanguine. This study result can be related to choleric types as natural problem solvers due to being direct and detailed-oriented and working to the end to reach the goal.

### The Difference in the Perceived Quality of Life Considering Age

Table 7 presents the difference age has on the perceived quality of life with a *p-value* of 0.150. The data revealed that the null hypothesis that stated there was no significant difference in the perceived quality of life considering age was accepted.

Table 7: Difference in the Perceived Quality of Life Considering Age

PQoL	
------	--

Mann-Whitney U	1431.000
Wilcoxon W	2334.000
Z	-1.440
Asymp. Sig. (2-tailed)	.150

Significant at  $p \leq 0.05$

	Age Group	N	Mean Rank	Sum of Ranks
	<=20	42	55.57	2334.00
PQoL	21<=	81	65.33	5292.00
	Total	123		

Demographic variables, like age, gender, nationality, etc., were considered in examining the correlation between levels of life quality and leisure satisfaction of university students (Yaşartürk, Akyüz, & Gönülateş, 2019). This study revealed no significant association between age and the quality of life scale, which correlates with the result shown above.

### The Difference in Perceived Quality of Life Considering Gender

Table 8 presents the difference gender has on perceived quality of life with a *p-value* of 0.295. Thus, the null hypothesis stated there was no significant difference in the perceived quality of life considering gender was accepted.

Table 8: Difference in Perceived Quality of Life Considering Gender

		t-test for Equality of Means		
		t	df	p-value
PQoL	Equal variances assumed	1.052	121	.295

Significant at  $p \leq 0.05$

	Gender	N	Mean
PQoL	Female	71	4.7176
	Male	52	4.4894

A study conducted by Dubrovina, N. et al. (2016) determines the relationship between social and demographic factors and health and life satisfaction. In this study, the various factors had different influences on health and life satisfaction. The results revealed that gender, one of the demographic factors, significantly influenced health and life satisfaction, which contradicts the result shown in Table 8.

### The Difference in Perceived Quality of Life Considering Nationality

Table 9 presents the difference nationality has on perceived quality of life with a *p-value* of 0.827. Thus, the null hypothesis stated there was no significant difference in perceived quality of life considering nationality was accepted.

Table 9: Difference in Perceived Quality of Life Considering Nationality

	PQoL
Chi-Square	.894
df	3
Asymp. Sig.	.827

Significant at  $p \leq 0.05$

Nationality	N	Mean
American	3	4.9833
Filipino	58	4.5440
Fil-Am	16	4.7625
Other Nationalities	46	4.6457
<b>Total</b>	<b>123</b>	<b>4.6211</b>

Spiers and Walker (2008) examine an individual's happiness, peacefulness, and quality of life, based on ethnicity and leisure satisfaction. In this study, British/Canadian and Chinese/Canadian were used in the research. The results revealed that ethnicity has a significant impact on the standard of living, achieving in life, and life as a whole, which contradicts the result shown above in the table.

### The Difference in Perceived Quality of Life Considering Degree Program

Table 10 presents the different degree programs have on perceived quality of life with a  $p$ -value of 0.917. Thus, the null hypothesis stated there was no significant difference in perceived quality of life considering the degree program was accepted.

Table 10: Difference in Perceived Quality of Life Considering Degree Programs

	PQoL
Chi-Square	2.627
df	7
Asymp. Sig.	.917

Significant at  $p \leq 0.05$

College	N	Mean
CAH	13	4.8192
COB	10	4.2250
COD	23	4.3239
COE	3	4.6333
COH	17	4.6412

CON	48	4.7448
CST	6	4.9333
COT	3	4.6333
<b>Total</b>	<b>123</b>	<b>4.6211</b>

A study was done by Singh et al. (2016) assessed the quality of life, sleepiness, and mood disorders among first-year undergraduate students of medical, engineering, and arts. The results revealed that quality of life was reported as good or very good among most students, except for eight medical, four engineering, and two fine arts students who reported their quality of life as inferior or neither poor nor good.

### The Difference in Perceived Quality of Life Considering Year Level

Table 11 presents the difference year level has on the perceived quality of life with a *p-value* of 0.727. Thus, the null hypothesis stated there was no significant difference in perceived quality of life considering the year level was accepted.

Table 11: Difference in Perceived Quality of Life Considering Year Level

	PQoL
Chi-Square	2.047
df	4
Asymp. Sig.	.727

Significant at  $p \leq 0.05$

Year Level	N	Mean
1 <sup>st</sup> Year	7	4.6643
2 <sup>nd</sup> Year	40	4.7675
3 <sup>rd</sup> Year	35	4.6171
4 <sup>th</sup> Year	34	4.5221
Beyond 4 <sup>th</sup> Year	7	4.2429
<b>Total</b>	<b>123</b>	<b>4.6211</b>

Payakachat et al. (2014) assessed health-related quality of life among student pharmacists. The results revealed that first-year through third-year student pharmacists had lower HRQoL than four-year students, which could be due to high levels of stress associated with low mental health.

## CONCLUSION

Based on the study's findings, the researchers concluded that many of the selected college students' primary personality temperament type is choleric, and the perceived quality of life among the respondents during the pandemic is *fairly high*. The result also showed a mean difference in the perceived quality of life across personality types. Among the personality types, choleric has a

significantly higher perceived quality of life than Sanguine. The results revealed that the moderating variables such as age, gender, nationality, degree program, and year level had no significant difference in the perceived quality of life among the college students when considered.

Thus, since most of the respondents' personality type is choleric, the respondents' perceived quality of life is still *fairly high* despite the circumstances during the school year. The results illustrated the mean difference of personality type on the perceived quality of life and indicated the importance of how specific characteristics can affect the satisfaction and happiness of students, especially in exceptional circumstances such as a pandemic. The results also support and confirm both the theories, Proto Psychological Theory and Maslow's Hierarchy of Needs.

### **Acknowledgment**

This research paper is an output of the collaborative efforts of the Adventist University of the Philippines, College of Nursing students Grace Ann M. Babao and Pavel Kolesnikov, with the guidance of their research adviser Kheirn Karren V. Pajarito. Thank you so much for your persevering efforts to be able to finish this paper despite the challenges experienced along the way. Thank you for not giving up and for giving your best through it all.

To our Panel Members, Dean Susy A. Jael, Dr. Beryl Ben Mergal, Dr. Angel Grace F. Bingcang, Dr. Joyosthie B. Orbe, and Kristel Anne M. Rey, the researchers are grateful for the words of advice and for the time sacrificed when this research study was in the making. Thank you for the encouragement and words of motivation and for the example of professionalism exuded during the proposal to the finish of the study.

All praises and glory to God because we would not have made it this far without Him. To God, for His guidance and provision of wisdom throughout this journey, we are humbled. When the researchers felt weak, God's strength carried us to where we are today.

We are grateful to all who included us in prayers to keep us going until this study's completion.

### **REFERENCES**

- “TEST: Personality Temperament Test - Questionnaire.” Accessed May 14, 2020. <http://www.goingthedistance.org/pages.asp?pageid=18151>.
- Abbaszadeh, A., Borhani, F., & Mohsenpour, M. (2010). Compatibility of personality and major among freshman undergraduate nursing students of the Kerman University of Medical Sciences. *Iranian journal of nursing and midwifery research*, 15(2), 90–95.
- Antaramian, S. (2017). The importance of very high life satisfaction for students' academic success. *Cogent Education*, 4(1). [doi:10.1080/2331186x.2017.1307622](https://doi.org/10.1080/2331186x.2017.1307622)
- Crossman, Ashley. (2020, March 19). *Understanding Purposive Sampling*. <https://www.thoughtco.com/purposive-sampling-3026727>
- Comparative Analysis of Scientific Data: Definition & Example. (2017, August 31). <https://study.com/academy/lesson/comparative-analysis-of-scientific-data-definition-example.html>.

- Cucinotta, D., & Vanelli, M. (2020). WHO Declares COVID-19 a Pandemic. *Acta bio-medica: Atenei Parmensis*, 91(1), 157–160. <https://doi.org/10.23750/abm.v91i1.9397>
- Dancel, Raul. (2020, March 16). Coronavirus: Duterte places a third of the Philippines on sweeping lockdown [Text]. *The Straits Times*. <https://www.straitstimes.com/asia/se-asia/coronavirus-massive-cracks-in-manila-lockdown-luzon-under-enhanced-community-quarantin>
- Descriptive Statistics. (n.d). <https://www.researchconnections.org/childcare/datamethods/descriptivestats.jsp>
- Dubrovina, N., Siwec, A., Ornowski, M., Boyko, V., Zamiatin, P., Zamiatin, D., & Gerrard, R. (2016). Social and Demographic Determinants of the Health State and Life Satisfaction of Population in Poland. In 959064058 746506798 G. Torres (Author), *Life satisfaction: Determinants, psychological implications and impact on quality-of-life* (pp. 1-54).
- Embalzado, H., & Varma, P. (2018, January 03). Influences of Temperament Types on University Students' Well-Being, Academic Performance and College Adjustment. <http://www.assumptionjournal.au.edu/index.php/Scholar/article/view/2996>
- Esguerra, D. (2020, March 10). NCR classes canceled March 10-14 due to coronavirus threat. <https://newsinfo.inquirer.net/1239010/ncr-classes-canceled-from-march-10-to-14-due-to-coronavirus-threat>
- Four Temperaments: Sanguine, Phlegmatic, Choleric, and Melancholic Personality Types*. <https://psychologia.co/four-temperaments/>
- Glen, S. (2020, September 17). *ANOVA Test: Definition, Types, Examples*. <https://www.statisticshowto.com/probability-and-statistics/hypothesis-testing/anova/>
- Glen, S. (2020, July 30). *Independent Samples T-Test (Unpaired Samples): Definition, Running*. <https://www.statisticshowto.com/independent-samples-t-test/>
- Glen, S. (2020, September 16). *Kruskal Wallis H Test: Definition, Examples & Assumptions*. Statistics How To. <https://www.statisticshowto.com/kruskal-wallis/>
- Glen, S. (2021, April 26). *Mann Whitney U Test: Definition, How to Run*. Statistics How To. <https://www.statisticshowto.com/mann-whitney-u-test/>
- Harris, M. A., Brett, C. E., Johnson, W., & Deary, I. J. (2016). Personality stability from age 14 to age 77 years. *Psychology and Aging*, 31(8), 862–874. <https://doi.org/10.1037/pag0000133>
- Hassel, S., & Ridout, N. (2018). An Investigation of First-Year Students' and Lecturers' Expectations of University Education. *Frontiers in psychology*, 8, 2218. <https://doi.org/10.3389/fpsyg.2017.02218>
- Huang, I. C., Lee, J. L., Ketheeswaran, P., Jones, C. M., Revicki, D. A., & Wu, A. W. (2017). Does personality affect health-related quality of life? A systematic review. *PloS one*, 12(3), e0173806. <https://doi.org/10.1371/journal.pone.0173806>

- Ingrand, I., Paccalin, M., Liuu, E., Gil, R., & Ingrand, P. (2018). Positive perception of aging is a key predictor of quality-of-life in aging people. *PloS one*, *13*(10), e0204044. <https://doi.org/10.1371/journal.pone.0204044>
- Jacobs J. E. (2009). Quality of life: what does it mean for general practice?. *The British journal of general practice: the journal of the Royal College of General Practitioners*, *59*(568), 807–808. <https://doi.org/10.3399/bjgp09X472854>
- Jaehnig, J. (2018, October 13). *What Is The Choleric Temperament?* <https://www.betterhelp.com/advice/temperament/what-is-the-choleric-temperament/>
- Janjhua, Y., & Chandrakanta (2012). Behavior of personality type toward stress and job performance: a study of healthcare professionals. *Journal of family medicine and primary care*, *1*(2), 109–113. <https://doi.org/10.4103/2249-4863.104969>
- Kajonius, P., & Mac Giolla, E. (2017). Personality traits across countries: Support for similarities rather than differences. *PloS one*, *12*(6), e0179646. <https://doi.org/10.1371/journal.pone.0179646>
- Lau, J. T., Yang, X., Pang, E., Tsui, H. Y., Wong, E., & Wing, Y. K. (2005). SARS-related perceptions in Hong Kong. *Emerging infectious diseases*, *11*(3), 417–424. <https://doi.org/10.3201/eid1103.040675>
- Lin, J.-Y., Wang, M.-S., Dong, L.-P., Xu, D.-W., Wang, Y., Li, X.-L., & Li, X.-M. (2012). Influence of Personal Character on Quality of Life of Patients with Esophageal Cancer in North Henan Province and Influencing Factors. *Asian Pacific Journal of Cancer Prevention*, *13*(11), 5415–5420. <https://doi.org/10.7314/apjcp.2012.13.11.5415>
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, *50*(4), 370–396. <https://doi.org/10.1037/h0054346>
- Merenda, P. F. (1987). “Toward a Four-Factor Theory of Temperament and/or Personality”. *Journal of Personality Assessment*. *51* (3): 367–374.
- McLeod, S. A. (2019, July 20). *Qualitative vs. quantitative research*. Simply Psychology. <https://www.simplypsychology.org/qualitative-quantitative.html>
- Mendes-Rodrigues, C., Ranal, M. A., & Carvalho, D. V. (2019). Postgraduate Students: An Alert about Quality of Life. *World Journal of Education*, *9*(1), 135. <https://doi.org/10.5430/wje.v9n1p135>
- Patrick, D.L. (2014) Perceived Quality of Life Scale. In: Michalos A.C. (eds) Encyclopedia of Quality of Life and Well-Being Research. Springer, Dordrecht. [https://doi.org/10.1007/978-94-007-0753-5\\_2130](https://doi.org/10.1007/978-94-007-0753-5_2130)
- Patrick, D.L, Kinne, S., Engelberg, R.A., Pearlman, R.A. (2000). Functional status and perceived quality of life in adults with and without chronic conditions. *Journal of Clinical Epidemiology*, *53*(8), 779-785.

- Payakachat, N., Gubbins, P. O., Ragland, D., Flowers, S. K., & Stowe, C. D. (2014). Factors Associated With Health-Related Quality of Life of Student Pharmacists. *American Journal of Pharmaceutical Education*, 78(1), 7. <https://doi.org/10.5688/ajpe7817>
- Personality. (2020). <https://www.apa.org/topics/personality>
- Post M. W. (2014). Definitions of quality of life: what has happened and how to move on. *Topics in spinal cord injury rehabilitation*, 20(3), 167–180. <https://doi.org/10.1310/sci2003-167>
- Purposive Sampling 101 | SurveyGizmo Blog. (2018, March 22). SurveyGizmo. <https://www.surveygizmo.com/resources/blog/purposive-sampling-101/>
- Ranganathan P. (2019). Understanding Research Study Designs. *Indian journal of critical care medicine: peer-reviewed, official publication of Indian Society of Critical Care Medicine*, 23(Suppl 4), S305–S307. <https://doi.org/10.5005/jp-journals-10071-23314>
- Samlani, Z., Lemfadli, Y., Errami, A. A., Oubaha, S., & Krati, K. (2020). The Impact of the COVID-19 Pandemic on Quality of Life and Well-Being in Morocco. <https://doi.org/10.20944/preprints202006.0287.v1>
- Short, S. E., Yang, Y. C., & Jenkins, T. M. (2013). Sex, gender, genetics, and health. *American journal of public health*, 103 Suppl 1(Suppl 1), S93–S101. <https://doi.org/10.2105/AJPH.2013.301229>
- Singh, R., Shriyan, R., Sharma, R., & Das, S. (2016). Pilot Study to Assess the Quality of Life, Sleepiness and Mood Disorders among First Year Undergraduate Students of Medical, Engineering and Arts. *Journal of clinical and diagnostic research: JCDR*, 10(5), JC01–JC5. <https://doi.org/10.7860/JCDR/2016/19140.7878>
- Sirgy, M. J., Grzeskowiak, S., & Rahtz, D. (2006). Quality of College Life (QCL) of Students: Developing and Validating a Measure of Well-Being. *Social Indicators Research*, 80(2), 343–360. <https://doi.org/10.1007/s11205-005-5921-9>
- Spiers, A., & Walker, G. J. (2008). The Effects of Ethnicity and Leisure Satisfaction on Happiness, Peacefulness, and Quality of Life. *Leisure Sciences*, 31(1), 84–99. <https://doi.org/10.1080/01490400802558277>
- Temperament. (2020, April 18). <https://www.britannica.com/topic/temperament>
- Toquero, C. M. D. (2020). Emergency remote teaching amid COVID-19: The turning point. *Asian Journal of Distance Education*, 15(1), 185–188. <https://doi.org/10.5281/zenodo.3881748>
- van den Berg, R. (n.d.). What is a Frequency Distribution? <https://www.spss-tutorials.com/frequency-distribution-what-is-it/>
- Weisberg, Y. J., Deyoung, C. G., & Hirsh, J. B. (2011). Gender Differences in Personality across the Ten Aspects of the Big Five. *Frontiers in psychology*, 2, 178. <https://doi.org/10.3389/fpsyg.2011.00178>



- Yang, C., Richard, G., & Durkin, M. (2016). The association between Myers-Briggs Type Indicator and Psychiatry as the specialty choice. *International journal of medical education*, 7, 48–51. <https://doi.org/10.5116/ijme.5698.e2cd>
- Yaşartürk, F., Akyüz, H., & Gönülateş, S. (2019). The Investigation of the Relationship between University Students' Levels of Life Quality and Leisure Satisfaction. *Universal Journal of Educational Research*, 7(3), 739-745. <https://doi.org/10.13189/ujer.2019.070313>
- Zhang, J., Zhao, S., Lester, D., & Zhou, C. (2014). Life satisfaction and its correlates among college students in China: a test of social reference theory. *Asian journal of psychiatry*, 10, 17–20. <https://doi.org/10.1016/j.ajp.2013.06.014>
- Zhang, Y., & Ma, Z. F. (2020). Impact of the COVID-19 Pandemic on Mental Health and Quality of Life among Local Residents in Liaoning Province, China: A Cross-Sectional Study. *International journal of environmental research and public health*, 17(7), 2381. <https://doi.org/10.3390/ijerph1707238>