Psychological empowerment and its relation to the personality traits of Saudi university students

Fatima
AbdeRahman Eltayeb
Hassan

Prince Sattam University, Kingdom of Saudi Arabia.
Email: dfatimaeltayeb@gmail.com

ABSTRACT

This study explores the psychological empowerment of students at Prince Sattam bin Abdulaziz University and the differences by specialization and study level. It also attempts to identify if dimensions of psychological empowerment predict personality traits. The study followed a descriptive and correlational design and used two scales to collect data on the participants' psychological empowerment and personality traits. The two scales were administered to a stratified random sample of 202 female students from Sattam bin Abdulaziz University. Means, standard deviations, the t-test for independent samples, and regression analysis were used to answer the research questions. The results revealed that the students had a high level of psychological empowerment. There were no statistically significant differences by study level in all dimensions of psychological empowerment, except human relations and the total score. The differences were in favor of the seventh-level students. Similarly, there were no statistically significant differences by specialization in all dimensions, except human relations and the total score. These differences were in favor of arts students. The regression analysis revealed that psychological empowerment, particularly the dimensions of goal internalization and human relations, could predict personality traits. It is recommended that psychological empowerment dimensions that contribute to positive personality traits be targeted in training and academic counseling services provided to students.

Contribution/Originality: This study adds to the literature by focusing on psychological empowerment and personality traits among university students in the Saudi context. The study is expected to offer recommendations regarding the enhancement of students' positive personality traits through their relation to psychological empowerment, which can improve the training and counseling services provided to students.

1. INTRODUCTION

With the shift from teacher- to learner-centered paradigms in education all over the world, learner variables have received considerable research interest for the key role they play in individual differences among learners. Psychological empowerment is a significant learner variable that needs to be researched in the Saudi context. According to Zimmerman (2000) psychological empowerment is defined as a cognitive structure that includes "beliefs about one's competence, efforts to exert control, and an understanding of the socio-political environment" (p. 46). Oladipo (2009) defines it as "a cognitive state characterized by a sense of perceived control, competence, and goal internalization" (p. 121). Psychological empowerment enhances students' self-efficacy and responsibility. It

114

unleashes their potential in the form of innovations that increase their motivation and positivity toward achievement. It is one of the most important strategic components of success, given the challenges individuals face in today's world, and it helps students sustain motivation and pursue achievement.

Since psychological empowerment is linked to positive psychology, it was felt necessary to explore the level of psychological empowerment of Saudi undergraduate students at Prince Sattam bin Abdulaziz University and its relation to their personality traits. University is the stage where students transition to the real world of work. It would be a valuable contribution to identify the relationship between university students' psychological empowerment and their personality traits, which is an underresearched topic in the Saudi context.

1.1. Research Questions

RQ 1: What is the level of psychological empowerment of female students at Prince Sattam bin Abdulaziz University?

RQ 2: Are there statistically significant differences in students' psychological empowerment by specialization (science and arts) and study level (first and seventh)?

RQ3: Does the psychological empowerment of female students at Prince Sattam bin Abdulaziz University predict their personality traits?

1.2. Research Significance

The significance of this research stems from the fact that it attempts to identify the relationship between the psychological empowerment of Saudi university students and their personality traits. The findings can have important implications for the education and training of Saudi university students.

2. LITERATURE REVIEW

2.1. Psychological Empowerment

According to Shaheen (2015) psychological empowerment refers to a sense of competence, informed decision making, and proper behavior. It enhances self-confidence, the ability to control thinking, and decision making. It is a lifestyle and a psychological state that fosters students' motivation and achievement. It is a trait inherent in humans and a feeling that all individuals possess to varying degrees. Individuals possessing it feel confident in their ability to achieve goals. The importance of psychological empowerment stems from the circumstances that help and reinforce positive behavior, which in turn leads individuals to be beneficial in society. University students need skills, knowledge, experience, and effort to achieve their potential. Psychological empowerment depends on the interaction of personal variables and the skill of interacting with others. It refers to the necessary psychological traits that enable individuals to control their feelings and enhance their self-efficacy. Psychological empowerment is a path to knowledge and creativity, through which students' abilities can be enhanced.

Psychological empowerment is a multi-faceted construct that creates an internal feeling and an orientation toward work. Zimmerman (2000) defines psychological empowerment as a cognitive structure that includes "beliefs about one's competence, efforts to exert control, and an understanding of the socio-political environment" (p. 46). It is a motivational concept that centers on one's motivation and self-efficacy. According to Menon (2001) psychological empowerment includes three variables: perceived control, perceived competence, and goal internalization.

Competence refers to belief in one's ability to perform duties and activities with high self-efficacy. It increases academic competence and achievement and leads to the desire to exert more effort and perseverance to overcome obstacles and fears. Individuals with high competence have a sense of accomplishment when performing activities and tasks. Students with low competence, on the other hand, tend to avoid their fears, which sustains their low competence.

Goal internalization is concerned with giving tasks value by considering an individual's standards, ideas, and beliefs. This gives meaning to the goal, resulting in an individual feeling that their striving to achieve goals is valuable and deserves effort.

Human relations refer to an individual's ability to influence and be influenced by others and to develop their communication with others.

Research studies have shown positive effects of psychological empowerment on several variables. Tsang (2022) investigated how teacher burnout, transformational leadership, and psychological empowerment are connected using a sample of 339 educators in China. The findings showed that transformational leadership and psychological empowerment were negatively associated with teacher burnout. The link between transformational leadership and teacher burnout was explained by psychological empowerment. Specifically, the three aspects of psychological empowerment that played a significant role in this explanation were meaning, self-determination, and competence. Al-Anzi and Farhan (2021) found a significant relationship between psychological empowerment and the quality of the academic life of 258 Saudi university students. No statistically significant differences in psychological empowerment were found by gender, study level, or field of study.

Fauzi, Martin, and Ravesangar (2021) conducted a study to understand entrepreneurial abilities, psychological empowerment, and knowledge sharing among 177 Malaysian university students. Psychological empowerment and knowledge sharing had a significant effect on entrepreneurial behavior. Al-Dhamashah (2019) studied the relationship between psychological empowerment and self-efficacy among 592 students, and they found the level of students' psychological empowerment, self-efficacy, and achievement motivation to be moderate. There were no gender differences in psychological empowerment, self-efficacy, or achievement motivation.

Al-Amrousi (2019) explored the degree of practicing knowledge awareness and the level of psychological empowerment among graduate students (N = 85) at King Khalid University in Saudi Arabia. The level of the students' psychological empowerment ranged between very high and high. A significant positive correlation was found between knowledge awareness and psychological empowerment. There were no significant differences in psychological empowerment by age or study level.

Abdul Qayyum (2019) investigated the relationship between psychological empowerment, transformational leadership, and the intention to leave work in the banking sector. The sample consisted of 375 employees from the banking sector. The results supported the effect of psychological empowerment and organizational returns and their relationship with transformational behavior on the intention to leave work. It also showed that psychological empowerment plays a mediating role in organizational returns.

Al-Nakhaniya (2018) aimed to reveal the predictability of psychological empowerment through psychological immunity among students (N = 678) at Mutah University in light of some demographic variables. The study concluded that students' level of immunity and psychological empowerment was moderate. The participating students did not differ in psychological immunity or psychological empowerment by gender or specialization. Al-Sadi (2018) explored the relationship between psychological empowerment and self-awareness among a sample of 85 social workers. The study reported a statistically significant positive relationship between general self-awareness and the total score of self-awareness and psychological empowerment. No statistically significant relationship was found between the means of self-awareness and psychological empowerment.

2.2. Personality Traits

Research (e.g., Rosellini and Brown (2011); McCrae, Costa Jr, Del Pilar, Rolland, and Parker (1998); Yik, Russell, and Suzuki (2003) and Kazem (2018)) suggests that psychological traits affect behavior, as they affect individuals' needs and emotions. Personality traits affect individuals and their ambition for success. Individuals with positive traits feel more competent and have better performance, and they have the ability to triumph in difficult situations. Traits in the psychological tradition refer to attributes that are relatively stable over time and affect

behavior. Cattell and Eysenck are among the most prominent scholars who wrote about personality traits. Through factor analysis, Cattell identified 16 traits, while Eysenck identified three main traits (Al-Rimawi, 2011). As a result of their focused research on personality traits, Costa and McCrae (1992a) developed a model of personality traits. The traits adopted for this research are neuroticism, extraversion, conscientiousness, and agreeableness.

Neuroticism includes negative feelings, thoughts, and inclinations. A person with a high degree of neuroticism is easy to irritate, gets embarrassed, loses determination, and cannot tolerate pressure. A person with a low degree of neuroticism, on the other hand, handles pressure easily. Distinguishing characteristics that relate to neuroticism include anxiety, depression, impulsiveness, self-doubt, and self-blame (Costa & McCrae, 1992b).

Extraversion is a preference for social situations and dealing with them. Extraverts are active and enjoy being around people, while introverts tend to be isolated. Characteristics that relate to this trait include vitality, assertiveness, and positive emotions (Abu Hashem, 2010).

Conscientiousness refers to thoughtfulness, good impulse control, and goal-directed behaviors. Highly conscientious people tend to be organized and mindful of details. They plan ahead and think about how their behavior affects others. Furthermore, they are good performers and high achievers.

Agreeableness includes attributes such as trust, altruism, kindness, affection, and other prosocial behaviors. Agreeable people tend to be more cooperative, frank, impartial, sincere, and tolerant. Furthermore, they are proud, open-minded, and practical.

Among the studies that researched the five personality traits is the study by Shatnawi and Maryam (2021) which aimed to identify the contribution of the five personality traits to Jordanian university students' well-being. All personality traits correlated with well-being, and extraversion, conscientiousness, and neuroticism were found to predict students' well-being. Johari and Hanaa (2021) aimed to reveal the predictive power of the five personality traits on the level of psychological stress among workers in the healthcare sector in light of the COVID-19 pandemic. The results demonstrated the predictive power of agreeableness and conscientiousness. Extraversion, neuroticism, and openness to experience did not predict stress.

Tibai (2020) explored the relationship between the big five personality traits and the quality of life of 30 teachers. Extraversion and conscientiousness correlated positively with the participants' quality of life, whereas neuroticism and openness to experience correlated negatively with it. Almado (2019) explored the impact of personality traits on the psychological empowerment of 51 employees in the directorate of Baghdad. Personality traits were found to affect psychological empowerment. The researcher recommended employing personality traits to strengthen the workers' psychological empowerment.

Mustafa and Beto (2005) examined the personality traits among 400 Iraqi university students and their relation to achievement self-image. The students scored highly on all traits except extraversion. The personality traits significantly correlated with the students' achievement self-image. Salahat and Al-Zaghul (2018) explored the prediction of mindfulness by personality traits among 760 students at Yarmouk University. Four traits explained 25.4% of mindfulness; these traits are neuroticism (17.7%), conscientiousness (6.1%), moderation (0.8%), and extraversion (0.8%).

3. METHODOLOGY

3.1. Design

This study adopted a descriptive and correlational design. The data obtained from the participants was statistically analyzed using the Statistical Package for the Social Sciences (SPSS) to describe their psychological empowerment and personality traits. Differences in psychological empowerment by specialization and study level were identified by the independent samples t-test. Finally, the prediction of personality traits by psychological empowerment was examined by regression analysis.

117

3.2. The Participants

The research sample was selected from female students at Prince Sattam bin Abdulaziz University in the 2022–2023 academic year according to the stratified random sampling method. Table 1 shows the sample description according to the variables.

Table 1. The sample description.

Variable		Frequency	%
Academic level	1st level	89	44.1
	7th level	113	55.9
Specialization	Science	102	50.5
	Arts	100	49.5

3.3. Research Instruments

Based on a survey of relevant scales and inventories used in literature, the author developed two scales to assess psychological empowerment (Avolio, Zhu, Koh, & Bhatia, 2004; Spreitzer, 1995) and personality traits (Al-Ruwaita, 2007; Costa & McCrae, 1992b; Zikri, 2021). The psychological empowerment scale had 27 items distributed under three dimensions: goal internalization, competence, and human relations. The personality traits scale had 30 items distributed under four dimensions: neuroticism, extraversion, conscientiousness, and agreeableness. Students responded to the items based on a 5-point Likert scale ranging from 1 "strongly disagree" to 5 "strongly agree". The scales were first content validated by nine university professors. After modification based on their feedback, the scales were pilot-tested on 30 students from outside the study's main sample to establish their validity and reliability.

3.3.1. The Construct Validity of the Psychological Empowerment Scale

To establish the construct validity of the psychological empowerment scale, correlations among the items and their respective dimensions, among the items and the total score, among dimensions, and among the dimensions and the total score were calculated. Items correlated with the total score with coefficients ranging between 0.44 and 0.90, and with their respective dimensions with coefficients ranging between 0.61 and 0.92. All correlation coefficients were statistically significant, and therefore none of these items were deleted. This procedure supported the construct validity of the psychological empowerment scale. The results are shown in Tables 2 and 3.

Table 2. Correlations among items, dimensions and the total score.

Item	Correlation with dimension	Correlation with the total score	item	Correlation with dimension	Correlation with the total score	Item	Correlation with dimension	Correlation with the total score
1	0.70**	0.64**	10	0.66**	0.69**	19	0.70**	0.60**
2	0.83**	0.65**	11	0.91**	0.89**	20	0.79**	0.62**
3	0.92**	0.80**	12	0.92**	0.90**	21	0.87**	0.80**
4	0.70**	0.69**	13	0.61**	0.52**	22	0.71**	0.67**
5	0.70**	0.44*	14	0.80**	0.75**	23	0.73**	0.53**
6	0.81**	0.78**	15	0.65**	0.64**	24	0.67**	0.50**
7	0.86**	0.69**	16	0.79**	0.71**	25	0.64**	0.76**
8	0.71**	0.64**	17	0.76**	0.68**	26	0.67**	0.78**
9	0.80**	0.71**	18	0.70**	0.62**	27	0.71**	0.69**

Note: * Significant at the 0.5 level; ** Significant at the 0.01 level.

Table 3. Correlations among dimensions and the total score.

Dimension	1	2	3	4
1. Competence	-			
2. Goal internalization	0.704**	-		
3. Human relationships	0.513**	0.793**	-	
4. Psychological empowerment	0.845**	0.937**	0.867**	-

Note: ** Significant at the 0.01 level.

The significant correlation coefficients displayed in Tables 2 and 3 indicate that the psychological empowerment scale had an appropriate degree of construct validity.

3.3.2. The Reliability of the Psychological Empowerment Scale

To establish its reliability, the psychological empowerment scale was applied twice to the pilot sample with an interval of two weeks. Pearson correlation coefficients between the students' scores from both applications were calculated. Furthermore, the internal consistency of the scale was checked using Cronbach's alpha. This data is presented in Table 4.

Table 4. The reliability of the psychological empowerment scale.

Dimension	Test-retest	Cronbach's alpha
Competence	0.83	0.77
Goal internalization	0.81	0.80
Human relationships	0.85	0.79
Psychological empowerment	0.89	0.84

The data in Table 4 shows that the reliability estimates of the two methods are above 0.70, indicating that the scale is reliable.

3.3.3. The Construct Validity of the Personality Traits Scale

The items of the personality traits scale correlated with their respective dimensions with coefficients between 0.49 and 0.89. All correlations were significant at the 0.01 level; thus, no items were deleted. Table 5 shows the correlation values.

Table 5. Correlations among items and their respective dimensions of the personality traits scale.

Item	Correlation with dimension	Item	Correlation with dimension	Item	Correlation with dimension
28	0.62**	38	0.63**	48	0.88**
29	0.81**	39	0.63**	49	0.61**
30	0.78**	40	0.82**	50	0.75**
31	0.89**	41	0.59**	51	0.56**
32	0.80**	42	0.49**	52	0.49**
33	0.69**	43	0.60**	53	0.71**
34	0.87**	44	0.60**	54	0.56**
35	0.61**	45	0.76**	55	0.52**
36	0.59**	46	0.71**	56	0.75**
37	0.75**	47	0.67**	57	0.78**

Note: ** Significant at the 0.01 level.

3.3.4. The Reliability of the Personality Traits Scale

The reliability of the personality traits scale was checked by the test-retest method and Cronbach's alpha. The reliability estimates were all acceptable, suggesting that the scale is reliable. The results are presented in Table 6.

Table 6. The reliability of the personality traits scale.

Dimension	Test-retest	Cronbach's alpha
Neuroticism	0.82	0.79
Extraversion	0.84	0.80
Conscientiousness	0.81	0.70
Agreeableness	0.88	0.83

4. FINDINGS

4.1. RQ1: What is the Level of Psychological Empowerment of Female Students at Prince Sattam bin Abdulaziz University?

To answer this question, the means and standard deviations of the participants' responses to the psychological empowerment items were extracted. Table 7 shows the results.

Table 7. Descriptive statistics of the psychological empowerment scale.

No.	Dimension	M	SD	Agreement	Rank
2	Goal internalization	4.19	0.822	High	1
1	Competence	4.12	0.715	High	3
3	Human relations	4.09	0.805	High	4
4	Total	4.13	0.685	High	2

As listed in Table 7, the participants' means on the psychological empowerment scale ranged between 4.09 and 4.19. The goal internalization dimension ranked first (M = 4.19), while the human relations dimension ranked last (4.09). The participants' general mean of psychological empowerment was 4.13. These means indicate that the psychological empowerment of the students is high.

4.2. RQ2: Are There Statistically Significant Differences in Students' Psychological Empowerment by Study Level (first and seventh) and Specialization (Science and Arts)?

4.2.1. Differences by Study Level

The independent samples t-test was used to identify differences in the participants' psychological empowerment by study level. These results are shown in Table 8.

Table 8. The differences in psychological empowerment by study level.

Dimension	Study level	N	M	SD	t-value	df	Sig.
Competence	1st level	89	4.06	0.672			
	7th level	113	4.17	0.746	-1.100	200	0.273
Goal internalization	1st level	89	4.07	0.874			
	7th level	113	4.29	0.769	-1.911	200	0.057
Human relations	1st level	89	3.94	0.880			
	7th level	113	4.21	0.723	-2.402	200	0.017
Psychological empowerment	1st level	89	4.01	0.677			
	7th level	113	4.21	0.681	-2.066	200	0.040

It is clear from the data in Table 8 that there were no statistically significant differences by study level in the competence and goal internalization dimensions. However, there were statistically significant differences (a = 0.05) in the human relations dimension and the total score in favor of the seventh level students. This indicates that older participants are more psychologically empowered.

4.2.2. Differences by Specialization

The independent samples t-test was used to identify differences in the participants' psychological empowerment by specialization. These results are shown in Table 9.

Table 9. The differences in psychological empowerment by specialization.

Dimension	Specialization	N	M	SD	t-value	df	Sig.
Competence	Science	102	4.04	0.746	-1.515	200	0.131
	Arts	100	4.19	0.676			
Goal internalization	Science	102	4.13	0.802	-1.109	200	0.269
	Arts	100	4.25	0.841			
Human relations	Science	102	3.93	0.869	-2.834	200	0.005
	Arts	100	4.25	0.704			
Psychological empowerment	Science	102	4.02	0.709	-2.162	200	0.032
	Arts	100	4.23	0.646			

From the data in Table 9, there were no statistically significant differences by specialization in the competence and goal internalization dimensions. However, there were statistically significant differences (a = 0.05) in the human relations dimension and the total score in favor of arts students, showing that Arts students are more psychologically empowered.

4.3. RQ3: Does the Psychological Empowerment of Female Students at Prince Sattam bin Abdulaziz University Predict Their Personality Traits?

To identify if personality traits could be predicted by students' psychological empowerment, a stepwise multiple linear regression analysis was performed with personality traits as the dependent variables and psychological empowerment dimensions as the predictors. The results of this analysis are presented in Table 10.

Table 10. Stepwise multiple regression for predicting psychological empowerment by personality traits.

Dependent variable	Predictor	R	R²	Adj. R²	β	F	t	Constant	Sig.
Neuroticism	Goal internalization	0.255	0.065	0.065	-0.348	13.852	-3.722	3.895	0.000
	Human relations	0.325	0.105	0.041	0.364	11.718	3.005	3.354	0.000
Extraversion	Human relations	0.513	0.263	0.263	0.457	71.509	8.456	2.082	0.000
	Competence	0.565	0.320	0.056	0.299	46.732	4.054	1.510	0.000
Conscientiousness	Goal internalization	0.732	0.536	0.536	0.578	230.621	15.186	1.983	0.000
	Competence	0.772	0.597	0.061	0.358	147.107	5.484	1.526	0.000
	Human relations	0.789	0.622	0.025	0.170	108.511	3.638	1.343	0.000
Agreeableness	Human relations	0.699	0.489	0.489	0.488	191.225	13.828	2.031	0.000
	Goal internalization	0.725	0.525	0.036	0.168	109.959	3.893	.380	0.000

4.3.1. Neuroticism

It is clear from Table 10 that goal internalization and human relations explained 10.5% of the variance in neuroticism. Goal internalization was the strongest predictor of neuroticism, explaining 6.5% of the variance, while human relations explained 4.1% of the variance. The variance explained by these dimensions was statistically significant at the 0.05 level. The competence dimension did not enter the regression model, given that the variance it explained was not statistically significant. It is also clear from Table 10 that an increase in goal internalization by a standard unit (standard deviation) reduces neuroticism by 0.348. Similarly, an increase in human relations by a standard unit increases neuroticism by 0.364, indicating that these predictors are statistically significant (a = 0.05). This reveals that goal internalization reduces neuroticism, whereas human relations increase it.

4.3.2. Extraversion

The psychological empowerment dimensions of human relations and competence predicted 32% of the variance in extraversion. The human relations dimension was the most capable of predicting extraversion, explaining 26.3% of the variance, followed by the competence dimension that explained 5.6% of the variance. The variance explained by these dimensions was statistically significant at the 0.05 level. Goal internalization was not included in the prediction of the extraversion, given that the variance it explained was not statistically significant (a = 0.05). It is

clear from the data that an increase in human relations by a standard unit increases extraversion by 0.457, while an increase in competence by a standard unit increases extraversion by 0.299, indicating that these predictors are statistically significant (a = 0.05). This shows that individuals with better human relations and competence tend to be extraverts.

4.3.3. Conscientiousness

The psychological empowerment dimensions involved in predicting conscientiousness are goal internalization, competence, and human relations, which together explained 62.2% of the variance in conscientiousness. Goal internalization was most capable of predicting conscientiousness, explaining 53.6% of the variance, followed by competence, which explained 6.1% of the variance, and human relations, which explained 2.5% of the variance. The variance explained by these dimensions was statistically significant at the 0.05 level. An increase in goal internalization by a standard unit increases conscientiousness by 0.578, while an increase in competence by a standard unit increases conscientiousness by 9.358, and an increase in human relations by a standard unit increases conscientiousness by 0.170, indicating that these predictors are statistically significant (a = 0.05). This suggests that psychologically empowered individuals are more conscientious.

4.3.4. Agreeableness

The psychological empowerment dimensions involved in predicting agreeableness are human relations and goal internalization, which together explained 52.5% of the variance in agreeableness. The human relations dimension was the strongest predictor of agreeableness, explaining 48.9% of the variance, followed by goal internalization, which explained 3.6% of the variance. The variance explained by these dimensions was statistically significant at the 0.05 level.

Competence was not included in the prediction of agreeableness, given that the variance it explained was not statistically significant (a = 0.05). An increase in human relations by a standard unit increases agreeableness by 9.488, while an increase in goal internalization by a standard unit increases agreeableness by 0.168), indicating that these predictors are statistically significant (a = 0.05). This indicates that individuals with better human relations and goal internalization are more agreeable.

5. DISCUSSION

The results of the study revealed that the participants' psychological empowerment is high in terms of the individual dimensions and the overall construct. A possible explanation for this finding is that students are in a stage that is crucial for their future, and they may realize that success in this transitional stage of their lives determines the quality of their life after graduation. This may increase their sense of responsibility for their future and the importance of planning for it. Such positive perceptions about their future may be a reason for their high level of psychological empowerment. This finding is in line with the study by Al-Amrousi (2019) where the level of psychological empowerment of students was found to be high or very high. However, it is inconsistent with the studies by Al-Nakhaniya (2018) and Al-Dhamashah (2019) in which students scored moderately on psychological empowerment. The study found no statistically significant differences by study level and specialization in the competence and goal internalization dimensions of psychological empowerment. However, there were statistically significant differences in the human relations dimension and the total score in favor of the seventh level students and arts students, suggesting that older students and arts students tend to be more psychologically empowered. This finding is not in line with previous studies (Al-Amrousi, 2019; Al-Anzi & Farhan, 2021; Al-Nakhaniya, 2018). Al-Anzi and Farhan (2021) did not find significant differences in psychological empowerment between students from the first, fourth, fifth, sixth, and seventh levels. Al-Amrousi (2019) found no statistically significant differences in psychological empowerment by age or study level. Likewise, in the study by Al-Nakhaniya (2018) gender and

specialization did not affect psychological empowerment. The important finding in this study is that seventh-level students who are close to graduation had a higher level of psychological empowerment than first-level students. Therefore, faculty members and counselors should enhance the psychological empowerment and positive aspects of junior students' personalities by reinforcing their positive personality traits.

The regression analysis revealed that an increase in goal internalization by one standard unit reduces neuroticism by 0.348. This is logical since psychological empowerment reflects a low level of neuroticism. That is, the students' high level of goal internalization could reduce their neuroticism. Human relations proved to be the strongest predictor of extraversion, followed by competence. That is, having good human relations enhances students' extraversion. Academic counselors should therefore focus on the human relations dimension when providing guidance to students. Goal internalization was the highest predictor of conscientiousness, followed by competence and human relations. Conscientiousness reflects one's adherence to hard work and is the basis for the well-being of man and society. It is the basis for a student's success in scientific and practical life. A student with high conscientiousness is aware of the importance of academic achievement. Goal internalization should be employed to enhance students' psychological empowerment in the university environment through academic counseling, lectures, and training programs. The human relations dimension of psychological empowerment proved to be the best predictor of agreeableness. Thus, those working in the educational field must employ this dimension of psychological empowerment to bring about positive changes in students' personalities and invest in these changes for an emotionally stable future. Agreeableness, intimacy, and clarity are positive psychological traits that have a positive reflection on psychological empowerment.

6. CONCLUSION

The results of this study revealed that Prince Sattam bin Abdulaziz University students are psychologically empowered. Older students and arts students scored higher than younger students and science students in some dimensions of psychological empowerment. More importantly, psychological empowerment dimensions were found to influence personality traits. Goal internalization was found to reduce neuroticism and increase conscientiousness and agreeableness. Human relations positively affected extraversion, conscientiousness, and agreeableness. Finally, competence was found to increase extraversion and conscientiousness. The results suggest some opportunities for further research, i.e., investigating why older students and science students are more psychologically empowered.

6.1. Research Limitations and Implications

This study shed light on the psychological empowerment of Prince Sattam bin Abdulaziz University students and its relation to their personality traits. However, the generalizability of the findings is limited by the small size of the sample (N = 202). Future investigations can yield more generalizable results by using a larger sample. The various dimensions of psychological empowerment were found to positively affect the students' personality traits. Thus, it is recommended that such dimensions be targeted in training and academic counseling services provided to students. For instance, students' positive personal traits can be enhanced if they are provided with training on goal internalization and the establishment of good relations with others.

REFERENCES

Abdul Qayyum, A. (2019). *The impact of psychological empowerment, transformational leadership, and the intention to leave work on the banking sector and its relationship to behavioral transformations and the intention to leave work*. Published Ph.D. Dissertation, Sudan University of Science and Technology.

Abu Hashem, A. (2010). The structural model of the relationship between psychological well-being and personality traits, self-esteem, and social support among university students. *Journal of the Faculty of Education, Zagazig University, 20*(81), 269-350.

Al-Amrousi, N. (2019). Knowledge awareness and its relationship to psychological empowerment among graduate students at the college of education, King Khalid University, Saudi Arabia. *Future of Arab Education Journal, 26*(121), 417-506.

Al-Anzi, F., & Farhan, S. (2021). The relationship between psychological empowerment and the quality of academic life. *Journal of Educational Sciences, Imam Mohammed Bin Saud University, 2*(28), 19-92.

Al-Dhamashah, S. (2019). Psychological empowerment and its impact on achieved self-efficacy and achievement motivation: A study in psychology. *Journal of Law and Political Sciences, 9*(1), 388-414.

Al-Nakhaniya, Q. (2018). *Mindfulness and its relation to the quality of life among Mutah University students*. MA Thesis, Mutah University.

Al-Rimawi, M. (2011). *General psychology*. Amman: Dar Al-Masirah for Publishing and Distribution.

Al-Ruwaita, A. (2007). The big five factors personality scale for Saudi female sample. *Educational Journal, 83*(21), 99-126.

Al-Sadi, R. A. (2018). Psychological empowerment and its relationship with selfawareness among a sample of social workers in the ministry of social development in Palestine. *Journal of Educational & Psychological Sciences, 19*(04), 427-456. https://doi.org/10.12785/jeps/190414

Almado, A. (2019). The impact of personal traits on the psychological empowerment of employees: An exploratory study in Baghdad directorate environment. *Al-Ustadh Journal, 2*(1), 136-148.

Avolio, B. J., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: Mediating role of psychological empowerment and moderating role of structural distance. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior, 25*(8), 951-968. https://doi.org/10.1002/job.283

Costa, P. T., & McCrae, R. R. (1992a). Normal personality assessment in clinical practice: The NEO personality inventory. *Psychological Assessment, 4*(1), 5–13. https://doi.org/10.1037/1040-3590.4.1.5

Costa, P. T., & McCrae, R. R. (1992b). *Revised NEO personality inventory (NEO PI - R) and NEO five-factor inventory (NEO - FFI). Professional manual*. Odessa, FL: Psychological Assessment Resources.

Fauzi, M. A., Martin, T., & Ravesangar, K. (2021). The influence of transformational leadership on Malaysian students' entrepreneurial behaviour. *Entrepreneurial Business and Economics Review, 9*(1), 89-103. https://doi.org/10.15678/eber.2021.090106

Johari, I., & Hanaa, S. (2021). The predictive power of the five major personality factors on the level of psychological stress among health sector workers. *Journal of Psychological Studies, 14*(2), 410-427.

Kazem, A. (2018). Psychological values and the five personality traits. *Journal of Educational and Psychological Sciences, 3*(2), 12-40.

McCrae, R. R., Costa Jr, P. T., Del Pilar, G. H., Rolland, J.-P., & Parker, W. D. (1998). Cross-cultural assessment of the five-factor model: The revised NEO personality inventory. *Journal of Cross-Cultural Psychology, 29*(1), 171-188. https://doi.org/10.1177/0022022198291009

Menon, S. (2001). Employee empowerment: An integrative psychological approach. *Applied Psychology, 50*(1), 153-180. https://psycnet.apa.org/doi/10.1111/1464-0597.00052

Mustafa, Y., & Beto, A. A. (2005). The five personality traits and their relation to achievement self-efficacy among university students. *Journal of the College of Arts, Baghdad University, 77*, 215-251. https://doi.org/10.31973/aj.v0i77.3210

Oladipo, S. E. (2009). Psychological empowerment and development. *Edo Journal of Counselling, 2*(1), 118-126. https://doi.org/10.4314/ejc.v2i1.52661

Rosellini, A. J., & Brown, T. A. (2011). The NEO five-factor inventory: Latent structure and relationships with dimensions of anxiety and depressive disorders in a large clinical sample. *Assessment, 18*(1), 27-38. https://doi.org/10.1177/1073191110382848

Salahat, M., & Al-Zaghul, R. (2018). The predictive power of personality traits on mindfulness among Yarmouk University students. *Al-Quds Journal of the Open University for Educational and Psychological Studies, 9*(25), 21-38.

Shaheen, H. (2015). Psychological empowerment and professional burnout among special education teachers. *Journal of Educational Sciences, King Saud University, 2*(1), 267-312.

Shatnawi, A., & Maryam, A. (2021). The possibility of predicting the five major personality factors on well-being among University of Jordan students. *Journal of Educational and Psychological Sciences, 29*(1), 518-535.

Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of Management Journal, 38*(5), 1442-1465. https://doi.org/10.5465/256865

Tibai, S. (2020). *The personality traits and their relation to the quality of life of primary school teachers.* Published MA Thesis, Mohamed Khider University.

Tsang, K. (2022). Transformational leadership, teacher burnout, and psychological empowerment: A mediation analysis. *Social Behavior and Personality Journal, 50*, 1-11. https://doi.org/10.2224/sbp.11041

Yik, M., Russell, J., & Suzuki, N. (2003). Relating momentary a Japanese case. *Japanese Psychological Research, 45*(2), 80-93. https://doi.org/10.1111/1468-5884.t01-1-00036

Zikri, A. (2021). Developing the five big factors of personality scale according to the Andrich estimating ladder model "ARSM" among Students at Jazan University. *Jazan University Journal of Human /Sciences, 10*(1), 121-154.

Zimmerman, M. (2000). Empowerment theory. In J. Rappaport & E. Sideman (Eds.), Handbook of Community Psychology. In (pp. 43-63). New York: Plenum Publishers.

APPENDIX

The Appendix presents the psychological empowerment and personality trait scale.

Competence

1. I accomplish all the tasks and duties assigned to me.
2. I have sufficient experience in my field of work.
3. I make sure to evaluate the strengths and weaknesses of my specialty.
4. I have knowledge of the laws and regulations of the university.
5. I perform the tasks and responsibilities assigned to me in a timely manner.
6. I seek to develop myself in my specialization through scientific research.
7. I understand my subject well.
8. I feel scientifically clear-headed.
9. I'm confident in my scientific abilities.
10. I master basic skills in the scientific field.

Goal Internalization

11. I am clear about my future.
12. I create specific strategies and follow them to achieve my goals.
13. I deal with my problems flexibly.
14. Facing problems helps me achieve my goals.
15. I do some voluntary work to serve my community.
16. I feel that my life has meaning.
17. What I do is very important to me.

Human Relations

18. I care about others around me.
19. I love all people.
20. I find pleasure in dealing with others.
21. I am willing to help others to the utmost of my ability.
22. I volunteer to serve others.

23. I help others solve their own problems.

24. My relationship with others helps me achieve my goals.

25. I can decide for myself how to deal with others.

26. I influence others significantly.

27. I have the ability to overcome my problems.

The Personality Traits Scale

Neuroticism

1. I am anxious most of the time.

2. I feel inferior to others.

3. I collapse quickly under stress.

4. I feel sad and depressed.

5. I feel worthless.

6. I get very angry at the way people treat me.

7. I feel afraid and anxious.

Extraversion

8. I like to have a lot of people around me.

9. I laugh easily.

10. I enjoy talking with people.

11. I am an optimistic person.

12. I am a cheerful and energetic person.

13. I consider myself a happy person.

Conscientiousness

14. When I find the correct way to do something, I pursue it.

15. Other individuals' cultures draw my attention.

16. I care a lot about the human circumstances of others.

17. I get my work done on time.

18. I am dedicated to the tasks assigned to me.

19. I strive to achieve my goals.

20. I get my work done on time.

21. I think I am distinguished and organized.

22. Others depend on me for many tasks.

Agreeableness

23. I try to be courteous to everyone I meet.

24. I treat everyone kindly.

25. I would rather cooperate with others than compete with them.

26. Most people I know like me.

27. I respect the feelings of others.

28. I am arrogant.

29. I am flexible in my opinion.

30. I love many people.