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STUDY ON THE IMPACT OF PERSONALITY TRAITS OF ART COLLEGE STUDENTS ON REAL-LIFE INTERPERSONAL RELATIONSHIPS

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ABSTRACT

This study explores how personality traits impact real-life interpersonal relationships and online engagement among art students, highlighting the influence of these traits on social interactions and network usage. Understanding art students' social behaviors holds significant theoretical and practical value in the context of rapid societal development and the digital age. With their unique traits, art students may exhibit distinct patterns in their social behavior and online engagement. Identifying these patterns can enhance their social adaptation and guide educators and counselors. The study examines demographic variables (gender, age, grade) to explore differences among art students and explanatory variables, including personality traits (extraversion, agreeableness, conscientiousness, emotional stability, openness) and real-life interpersonal relationships (family, social acceptance, peers, teacher-student). The dependent variable is network engagement, referring to participation in social networks and reliance on online interactions. A questionnaire survey was used to collect data from students at various art institutions, covering demographic information, personality traits, interpersonal relationships, and network engagement. Statistical analysis, including descriptive statistics, ANOVA, and regression, was applied to explore variable relationships. The study aims to reveal how personality traits and interpersonal relationships affect network engagement. It is expected that extraverted art students will have broader social connections. At the same time, those with harmonious relationships may engage less online. The findings will enhance understanding art students' social behaviors and network usage, offering insights for relevant interventions and guidance.
Keywords: Art Students、Personality Traits、Real-life Interpersonal Relationships、Network Engagement

INTRODUCTION

With the rapid development of globalization and information technology, the interpersonal dynamics of college students, especially art college students, are undergoing significant changes. These students are increasingly impacted by their personality traits, which influence their interpersonal relationships and network

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involvement. Research has shown that personality traits are critical in shaping social networks, with extroverted individuals typically forming broader social connections. In art students, traits like emotional expression and creativity further affect their interactions.

In China, the rising mental health issues among art students, such as interpersonal tension, highlight the importance of understanding the connection between personality traits and interpersonal relationships. However, domestic research remains largely descriptive and lacks in-depth empirical studies. This study aims to bridge this gap by investigating how personality traits, based on the Five-Factor Model (FFM), affect art students' social interactions and online engagement.

Extraverted students often establish more extensive social networks. At the same time, emotional expression and creativity, common among art students, influence how they build relationships. However, excessive internet usage can reduce real-life social interactions, as suggested by previous research. This study seeks to provide insights into how personality traits shape art students' interpersonal relationships, focusing on the role of emotional intelligence and self-concept in these interactions.

By examining these connections, this research will contribute to psychological health education and interpersonal relationship guidance in art colleges, providing practical recommendations for improving art students' social adaptation and career development. It will also support the broader development of art education, offering valuable insights for educators and policymakers.

LITERATURE REVIEW

1. Personality Traits

The theory of personality traits in psychology explains individual differences in behavior, attributing them to enduring psychological qualities like extraversion, agreeableness, conscientiousness, emotional stability, and openness. These traits significantly influence individuals' thoughts, emotions, behaviors, and social adaptability, including real-life and online interactions (Shizhe, OZEKI, & TANAKA, 2024). Extraversion is seen in individuals who thrive in social settings, enjoy engaging with others, and adapt quickly to new environments. Among art college students, extraversion plays a notable role in mental health (Zhu Lifang, 2010). Agreeableness refers to warmth, empathy, and effective communication, which are essential for harmonious relationships. Art college students tend to show differences in agreeableness compared to non-art peers (Zhai Xiujun, 2007). Conscientiousness involves careful decision-making and attention to detail. Conscientious individuals excel in analyzing problems and maintaining composure in complex situations, which is vital for personal and career development. Emotional stability is the ability to stay calm and balanced across various situations. Emotionally stable individuals handle stress and challenges rationally, positively influencing health, work performance, and relationships. Among art college students, emotional stability impacts automatic thinking (Jin Fang and Zhang Shanshan, 2011). Openness is characterized by curiosity, a willingness to explore new experiences, and acceptance of diversity. This trait fosters creativity and personal growth, which is crucial for art college students' development. While foreign studies focus on university students' personality traits, they offer valuable insights for art students (Hale, Robert L. et al., 2003).

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Recent studies highlight the significant influence of personality traits on art college students' mental health and behavior. Zhu Lifang (2010) found a strong link between personality traits and mental health. Zhai Xiujun (2007) compared art and non-art students, noting distinct personality differences. Jin Fang and Zhang Shanshan (2011) explored the connection between personality traits and automatic thoughts, revealing key patterns in art college students' cognition. Foreign research, such as Hale et al. (2003), also examines the relationship between personality traits and behaviors like substance use. These studies underscore the importance of personality traits in shaping the experiences of art college students.

2. Real-life Interpersonal Relationships

Real-life interpersonal relationships are crucial for an individual's mental health and social functioning. These relationships include familial bonds, friendships, professional associations, and other connections that shape an individual's social support network. For art college students, these relationships are influenced by their unique personality traits, often exhibiting distinct characteristics (Anyanwu, Okechukwu-Uzoechi & James, 2024).

Familial relationships are foundational, shaping early emotional development and providing a supportive environment for growth. Healthy family ties enhance self-confidence, empathy, and responsibility. Research highlights the significant role familial relationships play in the psychological adjustment of art college students (Qiu Danye, 2014).

Social acceptance refers to an individual's sense of belonging and recognition within a social group. When individuals feel accepted, they engage more actively in social activities and exhibit positive social behaviors. However, a lack of social acceptance can lead to feelings of loneliness and anxiety. Tensions in dormitory relationships among art college students underline the importance of social acceptance (Xi Teli, 2017).

Peer relationships involve friendships with individuals of similar age and are vital for emotional development and social skills. Healthy peer relationships provide emotional support and foster cooperation and competition. Art college students, in particular, face challenges in establishing harmonious dormitory relationships (Zhu Qiaoer, 2015; Zheng Chunhui, 2012).

Teacher-student relationships significantly impact students' learning motivation, academic performance, and mental health. Positive teacher-student interactions encourage interest in learning and help students develop a positive attitude. While international studies on teacher-student relationships are not specific to art students, they offer valuable insights (Shufang J, 2009).

Research on art college students' interpersonal relationships reveals unique characteristics. Qiu Danye (2014) found that post-90s art students face new challenges in their interpersonal connections, suggesting the need for improved psychological adjustment. Xi Teli (2017) addressed the issue of tense dormitory relationships, proposing solutions such as enhanced education and management. Zhu Qiaoer (2015) explored ways to improve dormitory relationships among art students, while Zheng Chunhui (2012) focused on the complexities of female dormitory interactions. Lastly, Shufang Jia (2009) studied how online communication affects real-life relationships, showing that internet use influences interpersonal trust and relationships.

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3. Network Involvement

The Internet has become an integral part of modern life, especially for college students, including those in art colleges. It influences their daily activities, such as learning, socializing, and creative expression. Art college students use the internet not only for information acquisition but also for showcasing their artistic works, exchanging ideas, and even selling their creations online. However, excessive reliance on the internet can lead to issues like internet addiction, social isolation, and information overload, which may negatively affect mental health and social skills(Anyanwu et al., 2024).

Research has shown that internet usage among art college students has transformed their approach to learning and social interactions. Zhang Jiyu (2019) emphasized the Internet's significant role in students' lives, providing a platform for personal and professional growth. However, Huang Shanping (2022) noted that this reliance on the Internet has introduced new challenges, requiring updated methods for ideological and political education to address the evolving needs of students. Additionally, Wang Sujing (2023) highlighted the importance of focusing on student's mental health, utilizing the internet as a communication tool to monitor psychological well-being.

The internet also impacts the career prospects of art students, as seen in Song Jieling's (2020) study, which explored how live streaming has created new employment opportunities. Moreover, Zhang Zhe (2021) discussed how the "Internet Plus" era has led to innovations in art education, offering diverse learning resources through online platforms like MOOCs and mobile apps. While the internet presents both opportunities and challenges, it is clear that it plays a central role in shaping art college students' educational and professional experiences.

RESEARCH METHODOLOGY

The research methodology employed in this study involves a quantitative approach, primarily utilizing a questionnaire survey to gather data from art college students. The survey collects information on demographic variables, personality traits, interpersonal relationships, and internet engagement. A sample of students from various art institutions was selected to ensure diversity and representativeness. Descriptive statistics were used to summarize the data, and inferential statistical methods, including ANOVA and regression analysis, were applied to examine the relationships between personality traits, internet use, and interpersonal dynamics. The data were analyzed to explore how personality traits, gender, age, and academic year influence art students' real-life interpersonal relationships and internet engagement.

1. Result and Discussion

1.1 Demographic Variables

Table 1.1: Frequency and Percentage Distribution by Demographic Variables

Gender	Frequency	Percentage
Male	208	47.70%
Female	228	52.30%
Age	**Frequency**	**Percentage**
Below 18	80	18.30%
19–24	204	46.80%

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25–29	152	34.90%
Grade	Frequency	Percentage
Freshman	28	6.40%
Sophomore	232	53.20%
Junior	140	32.10%
Senior	36	8.30%

The sample consists of 208 male (47.7%) and 228 female (52.3%) students, with a slight female predominance. Age-wise, 46.8% are aged 19–24 (204 students), 18.3% are under 18 (80 students), and 34.9% are aged 25–29 (152 students). In terms of academic year, sophomores make up 53.2% (232 students), juniors 32.1% (140 students), and freshmen and seniors represent 6.4% (28 students) and 8.3% (36 students), respectively. This distribution reflects typical characteristics of art college students, focusing on younger academic years due to on-campus availability.

1.2Personality Traits

Table 1.2: Descriptive Statistics for Personality Traits

Variable	N	Mean	Standard Deviation	Meaning
Personality Traits	436	3.68	1.067	Agree

The data in Table 1.2 indicates that the total valid sample for personality traits consists of 436 students, with a mean score of 3.68 and a standard deviation of 1.067. The mean score, which falls within the "Agree" range on a five-point Likert scale, suggests that most art college students exhibit relatively positive personality characteristics.

The standard deviation of 1.067 highlights notable individual differences in personality traits within the sample. This variability may reflect art college students' highly creative and individualized nature. They may demonstrate a broad spectrum of personality dimensions as a heterogeneous group, with some excelling in openness. In contrast, others score higher in emotional stability or agreeableness.

1.3 Internet

Table 1.3: Descriptive Statistics for Internet

	N	Mean	Standard Deviation	Meaning
Internet	436	3.6	0.988	Agree

The descriptive statistics for the Internet, as shown in Table 1.3, reveal that the mean score for this variable is 3.6, with a standard deviation of 0.988. The mean value, situated within the "Agree" category of the Likert scale, signifies that art college students generally demonstrate high internet usage and participation. This finding indicates that the internet has become an integral part of their daily lives, encompassing social networking, entertainment, learning, and information acquisition.

The standard deviation of 0.988 reflects moderate variability in the Internet among individuals. This divergence may be attributable to differences in demographic factors such as gender, academic year, and age. For instance, some students may allocate more time to online social interactions or entertainment. In contrast, others may primarily leverage the Internet for educational resources or skill development. Furthermore, variations in personality traits are likely to influence Internet levels; for example, students high in extraversion may prefer online social activities, whereas those

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with lower emotional stability may exhibit greater internet dependence.

1.4 Real-life Interpersonal Relationships

Table 1.4: Descriptive Statistics for Real-life Interpersonal Relationships

Variable	N	Mean	Standard Deviation	Meaning
Real-life Interpersonal Relationships	436	3.54	1.02	Agree

The findings in Table 1.4 reveal that the mean score for real-life interpersonal relationships among art college students is 3.54, with a standard deviation of 1.02. The mean value, located within the "Agree" range, underscores that most students perceive their real-life interpersonal relationships favorably. This indicates that most participants maintain positive interactions with family, friends, peers, and teachers, pivotal in their daily lives. The relatively high score further suggests real-life interpersonal relationships significantly contribute to their psychological well-being and social adaptation.

The standard deviation of 1.02 reflects noticeable individual differences in real-life interpersonal relationships influenced by factors such as gender, age, and academic year. For instance, students with higher levels of extraversion may find it easier to establish extensive social networks. At the same time, those with lower emotional stability or greater internet dependence may encounter challenges in face-to-face interactions. Additionally, academic year-related factors such as academic pressure and changes in social circles may further shape the patterns of real-life interpersonal relationships.

2 Hypothesis Testing Results

2.1 Differences in Internet Involvement Across Demographic Variables

H0: μ1 = μ 2
Ha: μ1≠μ 2

Table2.1:Independent Samples t-Test for Gender Differences in Internet Involvement

	Gender	Number of cases	Average value	Standard deviation	t	df	sig
Internet	Male	208	3.1	0.948	-11.42	402.74	0.00
	Female	228	4.05	0.784			

Table 2.1 reveals significant gender differences in Internet Involvement among art college students. Males have a mean score of 3.10 (SD = 0.948), while females score higher at 4.05 (SD = 0.784). The t-test shows a t value of -11.42, p = 0.000, indicating a significant difference. Females likely use online platforms more for social interactions and entertainment, while males may engage more in offline activities. Males also show greater variability in their Internet usage, while females demonstrate more consistent online behavior. Overall, females exhibit higher and more consistent Internet involvement than males.

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H0: μi = μj
Ha: μi ≠ μj at last one Pair where i ≠j.
Table 2.2 One-way analysis of age factors

Real-life Interpersonal Relationships		Sum of squares	Degree of freedom	Mean square	F	Sig
Age	Between groups	125.405	2	62.703	83.066	0
	Within the group	326.851	433	0.755		
	Total	452.257	435			

Table 2.2 shows a significant age effect on Real-life Interpersonal Relationships, with an F-value of 83.066 and p-value of 0.000, rejecting the null hypothesis. Between-group variation (125.405) is much higher than within-group variation (326.851), indicating that age plays a key role in shaping interpersonal dynamics. Younger students rely more on familial support, while older students develop broader social networks, including peer and professional relationships—aging fosters independence and social adaptability, strengthening interpersonal interactions and emotional support for older students.

Table 2.3 Multiple comparisons of age factors

Age	Group J	Under 18 years old	19-24 years old	25-29 years old
Group I	(I-J)	2.75	3.35	4.21
Under 18 years old	2.75	-	.603* 0	1.461* 0
19-24 years old	3.35		-	-.858* 0
25-29 years old	4.21			-

Table 2.3 shows that real-life interpersonal relationships improve with age among art college students. The mean scores for different age groups are as follows: under 18 (2.75), 19-24 years old (3.35), and 25-29 years old (4.21). Multiple comparisons reveal significant differences between the groups. The mean difference between the under-18 and 19-24 groups is 0.603 (p = 0.000), indicating that individuals aged 19-24 have significantly better real-life relationships than those under 18. This is likely due to the increased socialization associated with university life.

Similarly, the mean difference between the under-18 and 25-29 groups is 1.461 (p = 0.000), showing that individuals in the 25-29 age group also have higher real-life interpersonal relationships. This may be due to greater psychological maturity and more developed social skills. The difference between the 19-24 and 25-29 groups is -0.858 (p = 0.000), with the older group scoring higher, possibly due to work demands or career planning requiring stronger social and relational skills. Overall, the data indicates a positive correlation between age and the development of social competence and interpersonal relationships.

H0: μi = μj
Ha: μi ≠ μj at last one Pair where i ≠j.
Table 2.4One-way ANOVA for grade

Real-life Interpersonal	Sum of	Degree of	Mean	F	Distinc

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Relationships		squares	freedom	square		tivenes s
Grade	Between groups	94.809	3	31.603	38.194	0
	Within the group	357.448	432	0.827		
	Total	452.257	435			

Table 2.4 presents ANOVA results showing significant differences in Real-life Interpersonal Relationships across academic years. The F-value of 38.194 (p = 0.000) rejects the null hypothesis, indicating that the academic year significantly impacts interpersonal relationships. First-year students tend to have lower scores due to the adjustment to university life. At the same time, sophomores and juniors experience peak social interaction. Seniors focused on professional networking and showed different relationship dynamics. These findings highlight the role of academic progression in shaping students' social networks and the quality of their interpersonal relationships over time.

Table 2.5Multiple comparisons for grade

Grade	Group J	Freshman	Sophomore	Junior	Senior
Group I	(I-J)	2.57	3.26	4.03	4.22
Freshman	2.57	-	-.687*0	1.457*0	1.651*0
Sophomore	3.26		-	-.770*0	.964*0
Junior	4.03			-	-0.1940
Senior	4.22				-

The table shows a clear upward trend in Real-life Interpersonal Relationships across academic years. Freshmen scored 2.57, sophomores 3.26, juniors 4.03, and seniors 4.22, with significant differences (*p* = 0.000). Sophomores have significantly stronger relationships than freshmen, likely due to overcoming adjustment challenges. Juniors and seniors outperform freshmen, reflecting expanded networks, while seniors focus on career-oriented connections. These results suggest freshmen need support in social adaptation, while juniors and seniors benefit from deeper relationships. Universities should assist lower-year students with integration and offer career-focused networking for upper-year students.

2.2 The Influence of Personality Traits on Real-life Interpersonal Relationships

H_0: $\beta_i = 0$
H_a: $\beta_i \neq 0$ (i = 1, 2, 3)
Regression Model:
$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$
Y = Real-life Interpersonal Relationships

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X_1 = Gender
X_2 = Age
X_3 = Academic Year
ε = Error Term

Table 2.6: Multiple Linear Regression Analysis of Personality Traits on Real-life Interpersonal Relationships

Model	R	R square	Adjusted R side	Errors in standard estimates
1	.592a	0.35	0.344	0.826

The data presented in the table indicates that the model's correlation coefficient (R) is 0.592, signifying a moderate positive relationship between personality traits, gender, age, academic year, and Real-life Interpersonal Relationships. The coefficient of determination (R^2) is 0.35, with an adjusted R^2 of 0.344, suggesting that the model explains 35% of the variance in Real-life Interpersonal Relationships. Although the adjusted R^2 reflects a slight reduction in explanatory power, the model retains robust predictive capabilities. The independent variables—gender, age, and academic year—demonstrate strong predictive effects on Real-life Interpersonal Relationships. Furthermore, the standard error of estimate, calculated at 0.826, signifies a moderate deviation between predicted and observed values, further validating the model's reliability.

Table 2.7: Multiple Linear Regression Analysis of Personality Traits on Real-life Interpersonal Relationships

Model		Factors not normalized		Normalization factor	t	Distinctiveness	
		B	Standard error	Beta			
1	(Constant)	1.679	0.167		10.078	0	
	Personality Traits	-0.13	0.038	-0.152	-3.395	0.001	
	1	Gender	0.609	0.122	0.299	5	0
	2	Age	0.431	0.077	0.3	5.596	0
	3	Grade	0.196	0.07	0.141	2.81	0.005

A Dependent Variable: Real-life Interpersonal Relationships

Table 2.7 shows multiple linear regression results on the factors influencing real-life interpersonal relationships. The constant term is 1.679 (p = 0.000), establishing a baseline. Personality traits negatively impact relationships (B = -0.13, p = 0.001), with low emotional stability being a key factor. Gender has a strong positive effect (B = 0.609, p = 0.000), with females generally having better relationships. Age (B = 0.431, p = 0.000) and academic grade (B = 0.196, p = 0.005) also positively predict relationship quality. These results emphasize the role of personality, demographics, and academic progress in shaping interpersonal relationships.

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2.3The Influence of Personality Traits on Internet Engagement

H_0: $\beta_i = 0$

H_a: $\beta_i \neq 0$ (i = 1, 2, 3)

This study employs multiple linear regression analysis to investigate the impact of various factors on internet engagement. The regression model is specified as follows:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$

Where:

YYY = Internet engagement

X_1 = Gender

X_2 = Age

X_3 = Academic grade

ε = Error term

Table 2.8 Multiple linear regression analysis results on the influence of personality traits on internet engagement.

Model	R	R square	Adjusted R side	Errors in standard estimates
1	.570a	0.325	0.319	0.816

The correlation coefficient (R) 0.570 indicates a moderate positive relationship between the predictor variables and internet engagement. The coefficient of determination (R^2) is 0.325, while the adjusted R^2 is 0.319, suggesting that the model explains 32.5% of the variance in internet engagement. The adjusted R^2 accounts for the number of predictors, ensuring statistical robustness. While gender, age, academic grade, and personality traits significantly impact internet engagement, the remaining variance is influenced by variables not included in the model. The standard error of the estimate is 0.816, indicating minimal deviation between the predicted and observed values, further affirming the model's reliability and validity.

Table 2.9 further details the regression analysis results

Model		Factors not normalized		Normalization factor	t	Distinctiveness	
		B	Standard error	Beta			
1	(Constant)	1.356	0.164		8.273	0	
	Personality Traits	0.29	0.048	0.313	6.074	0	
	1	Gender	0.319	0.121	0.161	2.637	0.009
	2	Age	0.071	0.078	0.051	0.903	0.367
	3	Grade	0.22	0.069	0.164	3.192	0.002

a Dependent Variable: : Internet

The multiple linear regression results show significant predictors of internet engagement. The constant term is 1.356 (p = 0.000), establishing a baseline. Personality traits have a strong positive effect (B = 0.290, p = 0.000), with higher openness,

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extraversion, or emotional stability linked to greater online engagement. Gender also plays a role (B = 0.319, p = 0.009), with females engaging more, especially in social and informational activities. Age has no significant impact (B = 0.071, p = 0.367), while academic grade positively influences engagement (B = 0.220, p = 0.002), especially for higher-grade students.

2.4 The Impact of Internet Engagement on Real-life Interpersonal Relationships

H_0: $\beta_i = 0$

H_a: $\beta_i \neq 0$ (i = 1, 2, 3)

The regression model applied to explore the influence of internet engagement on real-life interpersonal relationships is formulated as follows:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$

Where:

- Y = Real-life interpersonal relationships
- X_1 = Gender
- X_2 = Age
- X_3 = Academic grade
- X_4 = Internet engagement
- ε = Error term

Table 2.10 provides the results of the multiple linear regression analysis

Model	R	R square	Adjusted R side	Errors in standard estimates
1	.595a	0.354	0.348	0.823

The correlation coefficient (R) is 0.595, indicating a moderate positive relationship between the predictor variables (Internet engagement, gender, age, and academic grade) and real-life interpersonal relationships. The coefficient of determination (R^2) stands at 0.354, with an adjusted R^2 of 0.348, suggesting that the model explains 35.4% of the variance in real-life interpersonal relationships. Although the adjusted R^2 slightly decreases, the overall model fit remains robust. This indicates that gender, age, academic grade, and Internet engagement possess substantial explanatory power in predicting real-life interpersonal relationships. However, approximately 65% of the variance remains unaccounted for, implying the influence of other unobserved factors. The standard error of the estimate is 0.823, signifying that the discrepancy between the predicted and observed values of real-life interpersonal relationships is minimal, thus validating the model's predictive efficacy.

Table 2.11 Multiple Linear Regression Analysis of Internet Engagement's Influence on Real-life Interpersonal Relationships

Mode l		Factors not normalized		Normaliz ation factor	t	Distinc tivenes s	
		B	Standard error	Beta			
1	(Constant)	1.128	0.172		6.574	0	
	Internet	0.176	0.047	0.17	3.764	0	
	1 Gender	0.359	0.117	0.176	3.07	0.00	

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2	Age	0.386	0.077	0.269	4.999	2 0
3	Grade	0.165	0.07	0.119	2.349	0.01 9

a Dependent variable: Real-life Interpersonal Relationships

The regression analysis shows that internet engagement, gender, age, and academic grade significantly influence real-life interpersonal relationships. The constant term is 1.128 (p = 0.000). Internet engagement (B = 0.176, p = 0.000), gender (B = 0.359, p = 0.002), and age (B = 0.386, p = 0.000) positively impact relationships, with females and older individuals having stronger interpersonal connections. Academic grade (B = 0.165, p = 0.019) also enhances relationships. These results highlight the importance of these factors in shaping social connections, suggesting that educators can use the Internet to facilitate healthier relationships.

Table 2.12: Summary of Hypothesis Testing Results

Hypothesis	Hypothesis Statement	Method	Result
H1	Personality traits significantly influence real-life interpersonal relationships.	Multiple Linear Regression Analysis	Supported
H2	Personality traits significantly influence Internet engagement.	Multiple Linear Regression Analysis	Supported
H3	Internet engagement has a significant impact on real-life interpersonal relationships.	Multiple Linear Regression Analysis	Supported

Previous research on personality traits and interpersonal relationships has provided significant insights into the influence of individual characteristics on social interactions. Studies have shown that extraversion is one of the most influential traits in shaping social networks. For example, research by Gable and Berkman (2008) revealed that individuals high in extraversion tend to form more extensive social networks and receive greater social support, aligning with the findings in this study that extraverted art students tend to have broader and more intimate social relationships. Moreover, emotional stability, another key personality trait, has been found to correlate positively with better interpersonal relationships and reduced social anxiety (Jin Fang and Zhang Shanshan, 2011), supporting the idea that emotionally stable art students maintain healthier social ties.

Furthermore, research by Kraut et al. (1998) on the impact of internet use highlighted the potential negative effects of excessive online engagement, suggesting that overuse can lead to social withdrawal and a decline in real-life social skills. This finding resonates with the study's results, which indicate that moderate internet engagement can enhance social interactions. At the same time, excessive use can hinder offline social skills and contribute to social isolation.

Regarding age and academic year, studies have consistently shown that older students with more social experience tend to have stronger interpersonal relationships. For instance, Zhang Jiyu (2019) emphasized that mature students, having gained more life experience, are typically better at navigating complex social environments. This aligns with the study's finding that older art students display better real-life interpersonal relationships.

Together, these previous studies reinforce the current research's conclusions,

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particularly regarding the influence of personality traits on interpersonal relationships and internet engagement, while highlighting the nuanced role of internet use in shaping social dynamics.

CONCLUSION AND RECOMMENDATIONS

This study explores how personality traits, internet engagement, and demographic factors influence the interpersonal relationships of art college students. Among the personality traits, extraversion is identified as the strongest predictor of real-life relationships, with extraverted students forming broader and more intimate social networks. Traits such as agreeableness, emotional stability, and openness also contribute to the quality of relationships. Additionally, demographic factors such as gender, age, and academic year play a significant role in shaping interpersonal dynamics, with females more engaged in online activities and older students exhibiting stronger relationship quality due to increased social experience.

The study underscores the dual nature of internet involvement. Moderate use of the internet enhances communication and emotional support, which in turn improves relationships. However, excessive internet use can lead to social isolation and impair real-life social skills, highlighting the importance of balancing online and offline interactions for healthy development. Furthermore, personality traits also influence internet usage. Extraverted students are more active online, while openness fosters deeper digital engagement. Conscientious students tend to use the internet cautiously, focusing on real-life responsibilities.

Based on these findings, it is recommended that institutions support students in maintaining a healthy balance between online and offline interactions. Universities should guide managing internet use to prevent over-dependence while promoting real-life social skills. Additionally, future research should focus on the long-term effects of internet usage on students' mental health and interpersonal relationships, particularly exploring how internet addiction may evolve and its broader social implications. Researchers are also encouraged to conduct comparative studies across different disciplines to understand further how personality traits and internet engagement vary between art college students and those from other fields of study.

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