

Investigating the Relationship between Self-Esteem and Types of Personality (Introversion and Extraversion) in Third Year High School Students of Roudehen City

Ershad Shokri¹, Mohamad Fathipoor², Pari Hemati³, Arezoo Tavakoli⁴

¹Master of Learning and Education, Department of Humanities, Roudehen Branch, Islamic Azad University, Roudehen, Iran

²Master of Genetic, Department of Basic Science, Kashan Branch, Islamic Azad University, Kashan, Iran

³Master of management educational, Department of Humanities, Roudehen Branch, Islamic Azad University, Roudehen, Iran

⁴Master of International Business, Department of Humanities, South Tehran Branch, Islamic Azad University, Tehran, Iran

Received: July 2, 2014
Accepted: September 15, 2014

ABSTRACT

The aim of this study was to investigate the relationship between self-esteem and personality characteristics (introversion and extraversion) in third year high school students of Rudhen city. The research method used in this research is the method of correlation. Population of this study includes all the third year high school students of Rudhen city and the sample size was 200 students. Sampling is done as a cluster sampling randomly. Data collection tools include self-esteem test of Cooper Smith and the Junior Eysenck Personality Questionnaire and to analyze findings the chi-square and Pearson's correlation coefficient were used. Results indicated that there is a significant positive relationship between high self-esteem and extraversion.

KEYWORDS: self-esteem; type of personality; introversion; extraversion

INTRODUCTION

Undoubtedly, discussing about behavioral and personality characteristics of youth and adolescent as the most energetic and valuable properties of each community, is of great important. But when evaluating juvenile characteristics in the context of intellectual creativity and scientific innovation, the importance and value of such a study would be very dramatic. Today around the world, the attention of all experts to the effectiveness of persons has been developed essentially. Identification of the abilities and talents of the various aspects of personality of individuals and to provide necessary facilities for their occurrence in the industrial societies is of great importance. One of the factors that have contributed to the successful academic performance of students is their personality it is considered as an important and effective factor in human behavior. If we consider the academic performance as a behavior, finding the relationship between personality and self-esteem as the main factors of the academic progress, which occurs in the natural conditions and not in the laboratory conditions, would be very ideal.

Adolescence is a critical age and people in this stages need to more attention, love and acceptance. Most of them feel confusion or in the words of psychologists often are in the identity crisis that this also increases their vulnerability (Ahadi, 2005, p. 63). Maybe that is why education about self-esteem in adolescents may be desirable. Considering the close relationships between personality traits and self-esteem, in this study we have tried to study the link between personality dimensions and self-esteem (Saif, 2007).

Among the positive resources which many psychologists have pointed out is self-esteem. Positive self-esteem causes that the person be faced with problems and pressures of life more effectively. Self-esteem is a device to achieve to goals and obtaining it is one of the main concerns of contemporary society that how we can train competent individuals with high self-esteem. Basically the question is how we can develop talents which contribute to the effective functioning of persons in their personal and social activities. This kind of attitude to the mental health is also in accordance to the opinion of the contemporary medical science. According to this, methods which increase the resistance of organism are of higher priority than efforts which treat signs after their exhibition. For example, it is wiser to secure people against flue rather to try find solutions and treatments after it is spread so that he is able to efficiently face with the inevitable stresses which are subjected to and he could remove situations where the outcome is destruction (Cooper Smith, 1968 quoting Atkinson, 1975, p. 320). Strategies to strengthen organism requires first identifying potential and productive resources in human and then strive to strengthen them (same source, p. 325).

People with low self-esteem tend to exclude others as well as they focus on the defects of others and try to destroy their characteristic (Barron, 1974, p. 430). This way, a vicious circle creates so that they exclude others and in response others exclude them as well and this mutual exclusion led to their further lowering of self-esteem. Mentioned studies

* **Corresponding Author:** Ershad Shokri, Master of Learning and Education, Department of Humanities, Roudehen Branch, Islamic Azad University, Roudehen, Iran. Ershad_Shokri@yahoo.com

indicate the fundamentality of the characteristic investigations. They indicate the important role of self-esteem and its relationship with different human behaviors. However, factors which Eysenck has referred to, i.e. introversion and extraversion, has caused many other researches. Another point is that self-esteem can play an important role in human social life. The importance of each of intended variables is undeniable and some tools are developed for their evaluation. Discuss different aspects of their personality and self-identification. Finally, prepare a suitable environment for the occurrence of talent. Discuss about personality, self-esteem and identification of various dimensions of them and eventually providing suitable environmental bed for the prosperity of talents in our Islamic society, which is the heir of revolution of values, the owner of the most intelligent generations and the most stable nations, is of great importance.

The truth is that self-esteem as one of the best human characteristics in the balanced and transcendent path of growth is a response to the human needs in terms of opening of impasses and going to the beyond. In general, in the study of personality traits of juveniles from the view point of talents phenomenon, some of these traits needs further consideration. Differences of personality, characteristics and self-esteem among adolescents require attention and different facilities. Attention to the fact that teens are having what aspects of personality and recognition of these aspects and their differences the importance is of the highest importance, because of personality differences are followed by behavioral differences (IslamyNasab, 1993).

In order to provide teens with an independent and moderate personality, which is the substance of talents, we should provide a bed for endeavor and movement proportional to the personality growth and remove barriers to their advancement. Since teenager's life is of sensitive and fragile characteristic, numerous obstacles, pressures and failures cause the weakness and instability of the growing personality of them and reduce their self-esteem and weaken their sense of self-worth. For this reason, recognition of different personality aspects and its relation to self-esteem is a prerequisite. Recognizing the personality aspect which is in relation with high self-esteem and also recognition of the best way for teenagers to have better efficacy and vitality and contribute to the dynamics of the society and also highlights the necessity of our research and similar researches. According to the above context, research questions include:

Is there any significant relationship between low self-esteem and introversion (I) among the third year high school students of Rudhen city?

Is there any significant relationship between high self-esteem and extroversion (E) among the third year high school students of Rudhen city?

RESEARCH METHOD

The research method used in this research is the method of correlation. Statistical population of this study included all the third year high school students of Rudhen city whom were studying in the academic year of 2013-2014. The first sample consisted of 934 students of those schools. Among high school students following the Junior Eysenck Personality Questionnaire a sample consisted of 200 students was selected so that 100 of them were extroverts and others were introverts. The sampling method used in this study was multi-stage cluster sampling and then it was done on a random basis.

In order to collect data, two valid psychological instruments were used:

1- Cooper Smith's self-esteem test: Cooper Smith (1967) revising the scale proposed by Damon Rogers (1954), developed his own questionnaire. Its test was consisted of five subjects including: conducting educational exercises, social relations, family relations, ourselves and the future. This test consists of 58 articles, 8 of them, i.e. 6, 13, 20, 27, 34, 41, 48 and 55, were polygraph. Responses were of the type yes or no and each person should choose one of the options based upon his opinion. Clearly, the minimum score that a person may obtain is zero and the maximum would be 50. If the respondent had a score more than 4 on the 8 lie detection questions, it means low validity of the questionnaire so that he may have tried to show himself better than what he is in the reality. In the questions 2, 4, 5, 10, 11, 14, 18, 19, 21, 23, 24, 28, 29, 30, 32, 36, 45, 47 and 57 the answers yes and are of 1 and 0 scores and for the remaining question the scoring is vice versa. The sum of the resulting scores determines the self-esteem level for each individual (Biyabangard, 2006, p. 47). About the reliability of the test it should be noted that to determine the reliability coefficient of it, a study on the pupils and students was carried on. In this study, 200 third year and fourth year high school students from Tehran high schools and 100 students from Tehran University participated. The reliability coefficient for this sample was 80%. Considering the value of this coefficient it can be argued that this measure is high of stability, prediction, accuracy and repeatability and it can be used surely (Ebrahimi Ghavam, 1991, p. 115).

2-The Junior Eysenck Personality Questionnaire (JEPQ): The Junior Eysenck Personality Questionnaire (JEPQ) is normalized in England in 1975 and includes 81 questions. This questionnaire measures include: 24 questions about extraversion (E), 20 questions about neuroticism (N), 17 questions about psychoticism and 20 questions about lie detection (P). Eysenck Personality Questionnaire (JEPQ) normalized by Rahimi Nejad (1993) on some 12 to 18 years olds students of Iran. Normalized reliability coefficient of the questionnaire (JEPQ) for the Iranian boy and girl students was between 71%-82%. To analysis the obtained data, first through a descriptive-analytic method the frequencies and

percentage mentioning dispersion and distribution indexes were compared and for the inferential analysis the chi-square and Pearson's correlation coefficient were used.

Findings

Two-dimensional table of personality and self-esteem

Type of personality	Self-esteem	Sum	low self-esteem	Moderate self-esteem	High self-esteem
Introverted		100	58	28	14
Extroverted		100	10	21	69
Sum		200	68	49	83

The results above show how the frequency of testable is distributed in each of dimensions. According to the table, the average self-esteem is 34.535 and its standard deviation is 8.349

Based on the above table the chi-square test results are as follows. The chi-square table for the relation between type of character and (introversion) and self-esteem

	Significant level	Degree of freedom	Quantity
chi-square	0.05	2	3.552
Number	-	-	200

According to the results obtained from the table, as the calculated chi-square value with the freedom degree of 2, i.e. 7.112, is greater than the chi-square values in Table 2, i.e. 5.99, thus it will be concluded that there is a significant relationship between the type of character (introversion) and the low self-esteem of students. Thus, the hypothesis that there is a significant relationship between the type of character (introversion) and the low self-esteem of students is confirmed.

Pearson's correlation coefficient:

Significance level	Calculated correlation coefficient	number of subjects
0.05	0.761	200

Accordingly, the calculated correlation coefficient is $r=0.761$. Therefore, the null hypothesis is rejected and at the 95% confidence we can conclude that there is significant relationship between low self-esteem and introversion.

Second question:

Is there significant relationship between high self-esteem and extraversion (E) among 14 to 18 year old high school students of Malekan city?

Two-dimensional table for type of character and self-esteem

Type of character	Self-esteem	Sum	Low self-esteem	Moderate self-esteem	High self-esteem
Introverted		100	58	28	14
Extroverted		100	10	21	69
Sum		200	68	49	83

The results above show how the frequency of testable is distributed in each of dimensions. According to the table, the average self-esteem is 34.535 and its standard deviation is 8.349

Based on the above table the chi-square test results are as follows. Chi-square test table for the relationship between type of character (Extraversion) and self-esteem

	Significant level	Degree of freedom	Quantity
Chi-square	0/05	2	6/332
Quantity	-	-	200

According to the results obtained from the table, as the calculated chi-square value with the freedom degree of 2, i.e. $X^2=6.332$, is greater than chi-square value in the table, i.e. $X^2=5.99$, thus it concludes that there is a significant relationship between the type of character (extraversion) and self-esteem of students. Therefore, the research hypothesis that there is a relationship between high self-esteem and the type of character (extraversion) at the confidence level of 95% is confirmed.

The table of Pearson's correlation coefficients for the significance of the coefficient between extraversion and self-esteem

	Significance level	Extraversion	number of subjects
Self-esteem	0.01	0.761	200

According to the table, and the correlation of $r=0.646$ it can be said that the research question that there is a significant relationship between extraversion and high self-esteem of students is confirmed and the null hypothesis is rejected with 99% confidence.

Research suggestions

- 1- It is recommended that a similar study be done among the high school girls.
- 2- To identify the level of self-esteem for educational and career guidance of students.
- 3- Because training practices of parents has an essential influence on the children's self-esteem, investigating the relationship between training practices and self-esteem can be the topics of future research.
- 4- It is suggested that teachers and professors to be aware of the self-esteem sources and provide conditions so that students can experience success and design the class structure so that they be dependent on the self-assessment rather than on the social comparison. This way students' self-esteem can be increased.

REFERENCES

Persian references

- Atkinson et al. (1983), Field of psychology, Translators: Muhammad Taqi Baraheni et al. (1990), Volume II, Tehran: Roshd Publication.
- Eslami Nasab, Ali, (1994), Psychology of confidence, Tehran: Mehrdad publication.
- Bandura, Albert, (1977), Social Learning Theory, Translated by F. Maher, Tehran: Rahgosha Publication.
- Biyabangard, Ishmael, (2005), Methods to increase self-esteem in children and adolescents, Tehran: Central Organization of Parent-teacher interview of Iran.
- Saif, A.A., (2007), Modern educational psychology, Sixth Edition, Tehran: Dyrn Publication.

English references

- Bandura, A., (1994), Self-efficacy .Retrieved from <http://www.emory.edu>.
- Muris, p.,(2002), Relationship between Self-esteem and symptoms of anxiety disorder and depression in a norm adolescent sample Personality and individual differences, 337-348.
- Pajares, F., (2002), Gender and perceived Self-esteem in self-regulated learning, Theory in to practice, spring 2002, V 47.
- Singh Malhi, R., (2001), Importance of self-esteem: <http://adtimes.nstp.com.my/job story>.
- Wagner, K.V., (2007) .What is Self-efficacy? <http://psychologyabout.com/Self-efficacy.html>.