

Personality Traits and Self-Esteem among College Students: A Gender Study

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Abstract

A person with his physical, mental, emotional, social abilities and professional skills tries to satisfy his needs. For satisfying needs he has to interact with the environment. This interaction depends mainly on his mental makeup and situation that shapes his personality. McCrae and Costa explain that in personality research the broad traits such as; Extroversion, Neuroticism, Openness, Agreeableness and Conscientiousness represent the dimensions of individual differences in personality.

Self-esteem can be defined as how we value ourselves, it is how we perceive ourselves to the world and how valuable we think we are to others. Positive self-esteem gives us the strength and flexibility to take charge of our lives and learn from our mistakes. In the present study a sample of fifty students was taken. Convenience sampling technique is used for collecting data and the analysis was done by using mean, std. deviation and t- test. Result revealed from the study is that there is significant differences in the dimension of neuroticism and conscientiousness and non-significant difference in the dimension openness to experience, agreeableness and self-esteem among male and female college students

Keywords: personality traits, self-esteem, college students, Jammu city

Introduction

Personality is the sum total of all the traits possessed by an individual, a trait refers to a consistent or way of behaving. It is a way of behavior which can be seen consistently in a number of life situations. Honesty, sincerity, obedience, aggressiveness, independence, dependency, punctuality, laziness, patience etc. are some of the traits with which we label other persons in our daily life. (Kumar & Batra ,2015).

A study conducted by Goldberg,Ehrenberg and Jukes (1998) showed that more disagreeable people spent increased time on calls, whereas extroverted and neurotic people reported increased time spent in text messaging. Individuals with low self-esteem spent increased time in messaging (Goldberg, Ehrenberg & Jukes, 1998). Self-esteem can be defined as, the evaluation which an individual makes maintains with regard to himself or herself. According to Rosenberg (1965). Self-esteem refers to a favorable or unfavorable attitude towards the self, it can be broadly defined as the overall evaluation of oneself in either a positive or negative way, it refers to people's representation of their typical or general global feelings of self-worth and self-esteem level. It is of two types, that is high self-esteem and low self- esteem. Individual with high self-esteem appear confident and are less influenced by others. Individuals with low self-esteem appear totally opposite to the high self-esteem. Low self-esteem is

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significantly related to depression, suicide, ideation, delinquency, aggression and antisocial behavior. Self-esteem can be defined as the extent to which we like, accept approve, our self. In a simpler word, self-esteem can be called as self-worth (McLeod, 2008). Self-esteem is the small branch of self-concept (Barumister, 1999). Self-esteem is formed from the judgment and feedback of other people in our life (Cast & Burke, 2002). It can also be characterized as the type of an individual character (Demo, 1985).

Joshi & Srivastava (2009) conducted a study on self-esteem and academic achievements of adolescents and found that there is non-significant difference in self-esteem of rural urban adolescents. Ahmad (2016) Conducted a study on personality traits and find that there are non-significant differences male graduate level students and female graduate level students on personality traits.

Aim of the study

The aim of the present research study is to find out gender differences in personality traits and self-esteem among male and female college students.

Objectives

To assess the difference of personality traits in male and female students.

To examine the difference of self-esteem in male and female students.

Hypotheses

There is a significant difference of personality traits in male and female students.

There is significant difference of self-esteem in male and female students.

Sample description

In the present research study convenience sampling technique is used for collecting data. The size of the sample is 50 in which 23 were males and 27 were females.

Tools

NEO-Personality inventory (1985): it is developed by Paul Costa & Robert MC Crae. The five items under NEO-PI are:- Neuroticism, Extraversion, Openness, Conscientiousness, Agreeableness This scale comprises of 60 items in which 23 are negative items and 47 are positive items positive items 2,4,5,6,7,10,11,13,14,17,19,20,21,22,23,25,26,28,32,33,34,35,36,37,40,41,43,45,47,49,50,51,52,53,56,58,60, are scored as strongly disagree SD (1) ,disagree D (2), Neutral N (3), strongly Agree SA (4),agree A (5) and negative item 1,3,8,9,12,15,16,18,24,27,29,30,31,38,39,42,44,46,48,54,55,57,59, are reversed scored as strongly disagree SD (5), disagree D (4), neutral N(3) strongly agree SA (2), agree(1).

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It has 5 dimensions N[1,6,11,16,21,26,31,36,41,46,51,56,]E,[2,7,12,17,22,27,32,37,42,47,52,57,] O[3,8,13,18,23,28,33,38,43,48,53,58],A[4,9,14,19,24,29,34,39,44,49,54,59,],C[5,10,15,20,25,30,35,40,45,50,55,60].

Rosenberg Self-esteem scale: this scale is developed by Rosenberg M (1965). This scale comprises of ten items. Each item has four options and are scored as positive item 1,3,4,7,10, strongly disagree SD(1),disagree D(2),agree A (3), strongly agree SA (4). Negative items,2,5,6,8,9, are reversed scored as strongly SD (4), disagree D (3), agree A (2) strongly agree SA (1)

Results and discussion

Table 1. Distribution on the bases of ages

Age	Frequency	Percent
19	6	5.9
20	7	6.9
21	23	23.9
22	14	13.3
Total	50	50

On analysing demographic characteristics of sample the distribution of sample on bases of 19 years 6/50 (5.9%) in the age group of 20 years 7/50 years 6.9/50 (6.9)% in the age group of 21 years, 23/50 (23.9 %) in the age group of 21 years, 23/50 (23.9%) in the age group of 22 years, 14/50 (13.3%).

Table 2

t-test revealed the results of personality traits (neuroticism, extraversion, openness and conscientiousness) and self-esteem of male and female students.

The result reflected in Table 2 shows that, in neuroticism the mean (M) is 28.74 and the standard deviation (S.D) is 2.895 of male students and mean of female students (M) 26.81 and S.D 3.585 $t(48)= 2.063$ $p<0.05$. In extraversion the mean (M) is 29.65 and the standard deviation (S.D) is 3.575 of male students and mean of female students (M) 27.44 and S.D 4.552 $t(48)= 2.063$ $p>0.05$. in openness to experience the mean (M) is 28.61 and the standard deviation (S.D) is 3.244 of male students and mean of female students (M) 27.63 and S.D 4.217 $t(48)= 908$ $p>0.05$. in agreeableness the mean (M) is 28.26 and the standard deviation (S.D) is 3.374 of male students and mean of female students (M) 29.04 and S.D 2.766, $t(48)= .894$ $p>0.05$. in conscientiousness the mean (M) is 28.17 and the standard deviation (S.D) is 5.193 of male students and mean of female students (M) 30.67 and S.D 3.223, $t(48)= 2.071$ $p<0.05$. in

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self-esteem the mean (M) is 27.91 and the standard deviation (S.D) is 1.649 of male students and mean of female students (M) 26.96 and S.D 2.564, $t(48) = 1.527$, $p > 0.05$.

Thus there are significant gender differences in neuroticism and conscientiousness and non-significant gender differences in the dimensions of openness to experience, agreeableness, extraversion and self-esteem among college students.

Category	Group	N	Mean	S.D	t	df	sig
Neuroticism	Male	23	28.74	2.895	2.063	48	.045
	Female	27	26.81	3.585			
Extraversion	Male	23	29.65	3.575	1.883	48	.066
	Female	27	27.44	4.552			
Openness to experience	Male	23	28.61	3.244	.908	48	.369
	Female	27	27.63	4.217			
Agreeableness	Male	23	28.26	3.374	.894	48	.376
	Female	27	29.04	2.766			
Conscientiousness	Male	23	28.17	5.193	2.071	48	.044
	Female	27	30.67	3.223			
Self-esteem	Male	23	27.91	1.649	1.527	48	.133
	Female	27	26.96	2.564			

LIMITATIONS

The following study is confined to the students of the Jammu city only.

The sample size of the present study is quite small.

So it is little difficult to generalize it with wider population