



The Investigation of the Relationship between Personality Types and Self-Efficacy of Sama University of Sari Branch in The 2016-2017- School Year

Esmaeil Oskoochi & Ali Akbar Rahmatian

Lincoln University College, Malaysia, Branch Iran

Abstract

This study aimed to investigate the relationship between personality types and self-SamaVahdsary university students in the academic year was 20016- 20017. The study is descriptive and correlational. The study population consisted of all students in the academic year 20016-20017SamaVahdsary sample consisted of 50 patients were enrolled and that the random sampling method is chosen. Scherrer self-efficacy questionnaire to collect information and Neo personality type is used. Pearson correlation test was used to analyze the data. The results showed the efficacy and neuroticism personality type SamaVahdsary university students and there is a significant negative relationship. Between self-efficacy and extroverted personality type Vahdsary university students Sama there is a significant positive relationship. Between self-efficacy and flexible personality type Sama students Vahdsary there is a significant positive relationship. Between self and personality type there is no significant relationship between agreeableness University VahdsarySama. Between self-efficacy and type of personality and conscience of students VahdsarySama there is a significant positive relationship.

Key words: self, personality types, university students SamaVahdsary

Introduction

Self-efficacy points to person's vigor of personality in dealing with problems in achieving his objectives and success and more than being affected by student's intelligence and ability to learn, it's influenced by personality traits, including believe in himself (self-confidence), being activist and surrender (self-agitation), investigating the causes of failure when the failure happens (self-evaluation), new social arrangements and

procedures to achieve the objective arrangement (self-regulation) and control the impulses (self-direction). These factors cause progress and success in some students even more than the ability to learn. Piaget believes that self-efficacy schemas are formed during countless internalizing and externalizing that occur in the enriched environment. Self-efficacy due to internal motivation causes people to spontaneously achieve their efficiency in the work and beliefs. Nature, as an invisible teacher, makes the person vibrant to reveal various capacities in diverse stages (Abbasian Fard and Bahrami, 2010).

Another concept which has raised so much research in explaining human behavior in recent years and can have bilateral relations with many functional aspects is one's belief in his capabilities to organize and carry out required activities to manage different situations and conditions. The concept which has been referred briefly to self-efficacy is that according to Bandura belief, self-efficacy is one's belief in his ability to succeed in a particular situation. This belief is the determinant factor of how people behave and feel. Today, self-efficacy has become a wide range of research field in psychology. Self-efficacy can affect mental states, behaviors and motivations. Self-efficacy and its related research findings are applicable in many fields such as medicine, social studies, media, business and political affairs, psychology, psychiatry, and education. With this variable we can predict adolescent life satisfaction in the future life. High levels of self-efficacy are also associated to further deal with high-risk behaviors for health. In fact, self-efficacy beliefs are related to different aspects of human behavior and factors influencing on them such as motivation, effort and perseverance in carrying out activities, self-concept and self-monitoring. Fun and Williams (2010) also showed that parental interest in education has an important role in creating academic self-efficacy and children's concern to study and enhancing their intrinsic motivation (Qasim and Chari, 2012).

Statement of the problem

One of the fields of psychology is personality psychology that studies human existence dimensions from different angles. Psychologists' points of views about personality are different according to the definition of personality they offer. But regardless of psychologists' differing views towards personality, paying attention to individuals' personality and correct understanding about it results in success in social life and the ability to use one's maximum abilities. The progress of the society requires knowledge of personality, due to differences



in personality and its effect on their performance. To identify people's personality, psychologists studied different dimensions of personality and have divided them into different personality types. Several theories of psychology has started to classify and describe the different personality types, such as theories of typology and typology like Jung and Eysenck to Holland's theory and the theory of pattern types of Myers - Briggs and Costa and Mokri's five-factor model (Hosseinian et al., 2012).

Each person has his own unique character, which distinguishes him from others. People with different personality types show different behaviors that one of these behaviors' signs appears in personal and social self-efficacy and success. Self-efficacy refers to individuals' perceptions of their own abilities and capabilities, each of the personality types also differ in terms of self-efficacy with others. In this study the relationship between students' personality traits and self-efficacy is being checked.

The concept of self-efficacy derived from Bandura social-cognitive theory and refers to individual's beliefs or judgments about his ability to perform his duties. He knows self-efficacy as people's beliefs and judgments about their ability to carry out special assignments on special occasions. The results show that low self-efficacy is related to depression, stress and mental health and low self-esteem and neuroticism (Johnny et al., 2011). The subject of personality is evaluated and studied from different aspects. The natures of growth, health, disease and personality types are the most important aspects. Personality is relatively stable traits and attitudes that provide similarities and differences in thinking, feeling and action of individuals. In other words, personality is a dynamic organization of some psychological and internal processes that facilitate the adaptation of individual human with the environment (Sadeghian and Sheikh Poor, 2011). In this paper, the question to be answered is whether there is a significant relationship between individual's personality types and self-efficacy? Are there people with certain personality types who have higher self-efficacy and those with other personality types, have lower self-efficacy?

Methodology



Research methodology was applicable due to the purpose and its aim is to develop functionally in a particular field and it investigates the relationship between personality types and self-efficacy of Sama University of Sari's students. Methodology of a research means we determine which method is necessary for pure investigating, or which method a researcher should adopt to help him reaching the answer for the mentioned research question more accurate, easier, faster and cheaper (Delaware, 1390). The procedure for this research is descriptive and correlation method. Descriptive method is used because its purpose is to examine the relationship between two or more variables. Society is said to a collection of individuals or units with at least one common feature which is usually shown with N (Khaki, 1388). The population in this study is the students of Sama University, Sari branch in the academic year of 1395 -1394. In this study, 50 university students in the academic year of 1395 -1394 of Sama University, Sari branch are under study. Sampling method is simple random sampling. Simple random sampling method is a method in which there is an equal possibility for each member of the community (sampling unit) to be chosen. It refers to choosing units of the entire society so that each unit has an equal chance (non-zero) for being a member of the sample. For more in simple random sampling method each community member has an equal chance of being selected independently (Delaware, 1390). Because this study's sampling is simple random sampling, each member of the population has an equal chance of being selected independently, so 50 students of Sama University, Sari branch were selected with simple random sampling method as the research sample, because each community member had an equal chance of being selected as the sample independently. To collect the required data of this study, two methods have been used which are as follows:

- a. Library studies: Library-study method was used to identify and develop theoretical foundations of the research and scientific literature, reports and research papers in academic centers were studied.
- b. Field studies: The primary means of data collection in this research is standardized NEO Personality and Scherer self-efficacy questionnaire.

NEO Five-Factor Inventory is a questionnaire of 60 questions which is used to evaluate five personality factors of neuroticism, extroversion, flexibility, compromise and conscientiousness. The questionnaire includes a scale from strongly disagree to strongly agree in 5 degrees. This questionnaire has been prepared by Costa and McCrae in 1988, and for people who are 17 years or older (Azim zadeh Parsi, 1390). Scherer standardized

questionnaire is used for measuring the efficacy level. The scale has 17 questions that each question is regulated based on the Likert scale ranging from strongly disagree to strongly agree. Grading scale in this case is from 1 to 5 points to each article

Findings of Study

First hypothesis: There is a significant relationship between self-efficacy and personality type of neuroticism of the students of Sama University, Sari branch.

Table 1 The results from Pearson correlation test, the relationship between self-efficacy and neuroticism personality type

Variable	correlation	Self-efficacy	neuroticism personality type
Self-efficacy	Correlation coefficient	1	-0.370
	Level of significance		
	number		0.008
		50	50
neuroticism personality type	Correlation coefficient	-0.370	1
	Level of significance		
	number	0.008	
		50	50

The results of Pearson correlation test in the table above shows that there is a negative ($r = -0.370$) and significant ($Sig = 0.008$) relationship between self-efficacy and neuroticism personality type of the students of Sama University Sari branch, because the significance level became smaller than 0.05. As a result, there is a significant and negative relationship between self-efficacy and neuroticism personality type of Sama University, Sari branch's students. This means that people with neuroticism personality type are less in self-

efficacy. As shown in the distribution figure below, there is a negative relationship between two variables of self-efficacy and neuroticism personality type.

The second hypothesis: There is a significant relationship between the self-efficacy and extrovert personality type of Sama University, Sari branch's students.

Table 2 The results of Pearson correlation test, the relationship between self-efficacy and extrovert personality type

variable	correlation	self-efficacy	extrovert personality type
self-efficacy	Correlation coefficient	1	0.368
	Significance level		
	number		0.008
extrovert personality type		50	50
	Correlation coefficient	0.368	1
	Significance level		
	number	0.008	
		50	50

The results of Pearson correlation test in the above table show there is a positive ($r = 0.368$) and significant ($Sig = 0.008$) relationship between self-efficacy and extroverted personality type of Sama University, Sari branch's students, because the significance level became smaller than 05/0. As a result, there is a significant positive relationship between self-efficacy and extrovert personality type of Sama University, Sari branch's students. This means that self-efficacy in people with extrovert personality type is high. As shown in the distribution figure below, the proximity of the points to one another represents a direct positive relationship between the two variables of self-efficacy and extrovert personality type.

Third hypothesis: There is a significant relationship between the self-efficacy and flexible personality type of Sama University, Sari branch's students.

Table 3: The results of Pearson correlation test, the relationship between self-efficacy and flexible personality type

variable	correlation	self-efficacy	flexible personality type
self-efficacy	Correlation coefficient	1	0.470
	Significance level		
	number		0.001
flexible personality type		50	50
	Correlation coefficient	0.470	1
	Significance level		
	number	0.001	
		50	50

The results of Pearson correlation test in the above table show there is a positive ($r = 0.470$) and significant ($\text{Sig} = 0.001$) relationship between self-efficacy and flexible personality type of Sama University, Sari branch's students, because the significance level became smaller than 0.05. As a result, there is a significant positive relationship between self-efficacy and flexible personality type of Sama University, Sari branch's students which means self-efficacy in people with flexibility personality type is high. As shown in the distribution figure below, the proximity of the points to one another represents a direct positive relationship between the two variables of self-efficacy and flexible personality type.

The fourth hypothesis: There is a significant relationship between the self-efficacy and agreeableness personality type of Sama University, Sari branch's students.

Table 4: The results of Pearson correlation test, the relationship between self-efficacy and agreeableness personality type

variable	Correlation	self-efficacy	agreeableness personality type
self-efficacy	Correlation coefficient	1	0.226
	Significance level		
	number		0.114
agreeableness personality type	Correlation coefficient	0.226	1
	Significance level		
	number	0.114	
		50	50

The results of Pearson correlation test in the above table show there is no significant relationship (Sig = 0.226) between self-efficacy and agreeableness personality type of Sama University, Sari branch's students, because the significance level became larger than 0.05. As a result, there is no significant relationship between self-efficacy and agreeableness personality type of the students of Sama University, Sari branch.

Fifth hypothesis: There is a significant relationship between the self-efficacy and the conscientious personality type Sama University, Sari branch's students.

Table 5: The results of Pearson correlation test, the relationship between self-efficacy and conscientious personality type

Variable	Correlation	self-efficacy	conscientious personality type
self-efficacy	Correlation coefficient	1	0.576

		Significance level		
		number		0.000
			50	50
conscientious type	personality	Correlation coefficient	0.576	1
		Significance level		
		number	0.000	
			50	50

The results of Pearson correlation in the above table show there is a positive ($r = 0.576$) and significant (Sig = 0.000) relationship between self-efficacy and conscientious personality type of students of Sama University, Sari branch, because the significant level became smaller than 0.05. As a result, there is a significant positive relationship between the self-efficacy and conscientious personality type of students of Sama University, Sari branch. This means that self-efficacy in people with conscientious personality type is high. As shown in the distribution figure below, the proximity of the points to one another represent a direct positive relationship between the two variables of self-efficacy and conscientious personality type.

Conclusion

The result of the study hypothesis with the results of Johnny and colleagues (1390) found that low self-efficacy associates and matches with low self-esteem, stress and mental health and depression and neuroticism. Also with the research results of Mahmoudi et. al. (1392) concluded there was a negative correlation between neurotic personality type and achievement motivation, because there is a consistent and interferential and interactional relationship between achievement motivation and self-efficacy. Usually students with high self-efficacy achieve significant success in educational opportunities. Whiten also believes that achievement motivation relates to the need to master the difficult tasks, doing better than others and is following superior high criteria. So, having high achievement motivation causes the person to use his maximum power to reach the goal and more, achieve a high level of self-efficacy. It is obvious that there is such a dynamic interaction

between the subsets of self-efficacy and achievement motivation. When a person is not afraid from failure (self-agitation) and plans to achieve the goal, considers his ability in planning the programs (self-evaluation) and according to previous arrangements set, hopes on the success of himself (self-belief) and finally, by controlling his behavior step by step, leads himself to achieve the goal established and always has higher motivation, too; because these mentioned factors have a direct relationship with obtaining success and successful experiences are the base of achievement motivation (Abbasian Fard and Bahrami, 1389). Conclusions based on the second hypothesis: There is a significant relationship between the self-efficacy and extrovert personality type of Sama University, Sari branch's students. Results of the study data analysis using Pearson correlation test indicate that there is a significant positive relationship between self-efficacy type and extrovert personality type of Sama University, Sari branch's students. This means that self-efficacy in people with extrovert personality type is high. The result of the study hypothesis with the results of the research by Joekar and Alborzi (1389) found extraversion personality type is a significant positive predictor of emotional creativity and cognitive creativity and is matched with them, because in the study by Kazemi (1390) self-efficacy had a significant positive relationship with both the total scores of cognitive creativity and emotional creativity. This means that people with high self-efficacy, has also high cognitive creativity and emotional creativity and research has shown there is a significant positive relationship between extrovert personality type and cognitive creativity and emotional creativity and therefore there is a positive relationship between extrovert personality type and self-efficacy.

Conclusion on the third hypothesis: There is a significant relationship between self-efficacy and flexible personality type of Sama University, Sari branch's students. Results of the study data analysis using Pearson correlation test indicate that there is a significant positive relationship between self-efficacy and flexible personality type of Sama University, Sari branch's students, which means self-efficacy in people with flexible personality type is high. The result of the study hypothesis with the results of the research by Joekar and Alborzi (1389) concluded openness personality type in experience (flexibility) is a positive and significant predictor of emotional creativity and cognitive creativity, because in the study by Kazemi (1390) there was a significant positive relationship between self-efficacy and both total scores of emotional creativity and cognitive creativity. This means that people with high self-efficacy, are also high in cognitive creativity and



emotional creativity and researches have shown there is a significant positive correlation between openness to experience personality type (flexibility) and cognitive creativity and emotional creativity and as a result there is a positive relationship between flexible personality type and self-efficacy. Conclusion on the fourth hypothesis: There is a significant relationship between the self-efficacy and agreeableness personality type of Sama University, Sari branch's students. Results of the study data analysis using Pearson correlation test indicate that there is no significant relationship between self-efficacy and agreeableness personality type of Sama University, Sari branch's students.

The result of the study hypothesis with the results of the research by Joeekar and Alborzi (1389) concluded agreeableness personality type is not a positive and significant predictor of emotional creativity and cognitive creativity. Conclusions on the fifth hypothesis: There is a significant relationship between self-efficacy and the conscience personality type of Sama University, Sari branch's students. Results of the study data analysis using Pearson correlation test indicate that there is a significant positive relationship between self-efficacy and conscience personality type of Sama University, Sari branch's students. This means that self-efficacy in people with conscience personality type is high.

The result of the study hypothesis with the results of the research by Mahmoudi et al (1392) concluded there is a positive correlation between conscience personality type and achievement motivation and only conscience personality type could predict achievement motivation in students, because according to Bandura, a high achievement motivation causes the person to use his maximum power to reach the goal and more, achieve a high level of self-efficacy. This means that those with high achievement motivation have also high self-efficacy. As a result, there is also a relationship between self-efficacy and conscience personality type (Abbasian Fard and Bahrami, 1389). According to Bandura (1993) there are four major sources for self-efficacy: 1) Successful experiences of the person that is the most effective way to create a strong sense of self-efficacy. 2) Social modeling, which means witnessing other people's success in completing a task that is also another important source to create a sense of self-efficacy. In other words, seeing that people like us achieve significant gains by trying so hard, reinforces the belief in the observer that he also has features that can cope with similar activities successfully. 3) The third source is social persuasion. People also can be convinced that they have the skills and capabilities necessary for success by others' promoting and encouraging. 4) Our



mental and emotional reactions to various situations also play an important role in self-efficacy. Moods, emotional states, physical reactions and stress levels can all affect how a person feels about his personal abilities in a particular situation (Qasim and Chari, 1391).

References

- [1]. Abbasian Fard, M. and Bahrami, H. (1389). The relationship between self-efficacy and achievement motivation, *School Counselor Quarterly Journal*, Volume Six, First Issue, pp. 6-3.
- [2]. Ali Nia, Rostam (1382). The Relationship between General Self-efficacy and Mental Health of Third Grade Students in the Middle of Babol. Master's thesis. Not printed. Allameh Tabataba'i University.
- [3]. Amiri, Fatima. (1385). Studying self-efficacy and hard work with the achievement of high school students in Aleshtar high school. Master thesis. Not published. Tehran University of Science and Research.
- [4]. Arabs, Aqdas. (1383). Investigating the relationship between self-efficacy beliefs and mental health and academic achievement of students. *Quarterly Iranian Psychology Association*, eighth year. No. 4
- [5]. Averill, J. R., Emotions as Mediators and as Products of Creative Activity. In: Kaufman J, Baer J, Editors. *Creativity Across Domains: Faces of Themuse*. Mahwah: NJ Erlbaum; 2005. p. 225-243.
- [6]. Azim Zadeh Parsi, A., et al (1390). Investigating the relationship between the components of personality's five-factor model and happiness of students. *Quarterly Journal of Educational Psychology*, Islamic Azad University, Tonekabon Branch, Second Year, Issue II, Row 6, 12-1.
- [7]. Bandura, A. (2012). On the functional properties of perceived self-efficacy revisited. *Journal of Management*, 38(1): 9- 44.
- [8]. Barati Bakhtiari, Siamak. (1375). The study of simple and multiple relationship between self-esteem and self-efficacy variables with academic performance of third grade students in the new average city of Ahwaz. Master thesis. Not published. University of Ahwaz



- [9]. Caprara, G. V., Vecchione, M., Alessandri, G., Gerbino M., & Barbaranelli, C. (2011). The contribution of personality traits and self-efficacy beliefs to academic achievement: A longitudinal study. *British Journal of Educational Psychology*, 81(1): 78- 96.
- [10]. DeFeyter, T., Caers, R., Vigna, C., & Berings, D. (2012). Unraveling the impact of the big five personality traits on academic performance: The moderating and mediating effects of self-efficacy and academic motivation. *Learning and Individual Differences*, 22(4): 439- 448.
- [11]. Havelka & doglas.(2003).Predicting software self-efficacy among business Students; a preliminary assessment. *Journal of information systems .educational psychology*
- [12]. Hoover-Dempsey, K.V., Battiato, A.C., walker, J.,Reed, R.P.,Dejong, M.,&Jones, K . (2001). parental involvement in homework. *Edu psychol .*, 36(1):195-210
- [13]. HosseiniFatemi, A., Pishghadam, R., & Asghari, A. (2012). Attribution theory and personality traits among EFL learners. *International Journal of Linguistics*, 4(2): 229- 243.
- [14]. Jafari, A., et al (1391) Relationship between personality traits and coping styles with job stress among nurses, *Quarterly Journal of Nursing Management*, First Year, Volume I, Number 4, 42-36.
- [15]. Joekar, B. and Alborzi, M. (1389). The relationship between personality traits and emotional creativity and cognitive creativity, *Psychological Studies*, Faculty of Education and Psychology, University of Al-Zahra, 6 (1), 6-1.
- [16]. Johnny, H., et al (1390). The effectiveness of parenting styles on self-efficacy and mental health of Humanities' students and PNU and Azad University of Neyshabour, *Quarterly Journal of Ofoq-e Danesh*, Volume 17, Issue 2, Pages 64-56.
- [17]. Kiamarsy, Azar and Momeni, Sevil (1392). Examining the relationship between social capital and happiness with academic achievement in female high school students, *Psychology Journal of School*, 2 (1), 130-119.
- [18]. Mahmoudi, G. (1392). The relationship between thinking styles and personality types with achievement motivation in middle school students, *Psychological Research Journal*, Vol. 5, No. 18, 14-1.



- [19]. Najarpur, S. (1388) The relationship between personality types (introvert and extrovert), intelligence and gender with semantic conditioning, knowledge and research in applied psychology, No. 41, 63-41.
- [20]. Peterson, C., Semel. A., von Beayer, C., Abramson, L. Y., Metalsky, G. I., & Seligman, M. E. P. (1982). The attribution style questionnaire. *Cognitive Therapy and Research*, 6, 229-286.
- [21]. Qarabaghi, H., et al (1390) Investigating the relationship between creativity and computer self-efficacy in undergraduates in Educational Technology of Faculty of Psychology and Educational Sciences of Allameh Tabatabai University, *Journal of Initiative and Creativity in Humanities*, First Year, second No., pp. 172-152.
- [22]. Qasim, M & Chari, M. (1391). Psychological resilience and internal- external motivation: the mediating role of self-efficacy, *Quarterly Journal of Evolutionary Psychology*, Year 9, No. 33, pp. 68-61.
- [23]. Ramazan Zadeh, H., et al (1392). Investigating the relationship between dimensions of perfectionism and self-efficacy in female students participating in aerobic classes and other students, the *journal of Psychology of Sport*, No. 4, pp. 78-69.
- [24]. Rasouli, Z., Islami, R. (1392) Investigating the relationship between job satisfaction and personality traits with mental health of Army Staff, *Journal of the Islamic Republic of Iran Army University of Medical Sciences*, Vol 11, Number 2, 101-96.
- [25]. Ross, A. (1382) *Personality Psychology (theories and processes)*, translated by Siavash Jamalfar, Fourth Edition, Tehran, Virayesh Publication, 17-13.
- [26]. Schultz, Devon; Schultz, Sydney "Theories of Personality", Yahya Seyyed Mohammadi's Translation, Nayan Ney. Page 17-185o260-276
- [27]. Schultz, Dvane; Schultz. Sidney Allen (1998). *Theories of Personality*. Translation: Seyed Mohammadi, Yahya. (1385). Tehran. Publications: Publishing. Sixth Edition.
- [28]. Seif, Ali Akbar (2008). *Change Behavior and Behavior in Mani: Theories and Methods*. Tehran. Publication: Publishing Duran. 11th edition.



- [29]. Steel Cheng, Mahboubeh. (1382). Studying the self-efficacy beliefs of female students in Fars province and providing appropriate strategies. At the request of the Ministry of Women's Affairs of the Education Organization of Fars.
- [30]. Urdan, T., & schenfelder, E.(2006). classrom effects on student motivation goal structures, social relationship and competence beliefs . Journal of School psychology, 44; 331-349
- [31]. Weiner, B (2010). The development of an attribution-based theory of motivation: A history of ideas. Educational Psychologist, 45(1): 28- 36.
- [32]. Zareei Mahmoodabadi, H., Bahrami, F., Ahmadi, A., Etemadi, O. & Sadat Fatehizadeh, M. (2012). The effectiveness of retraining attribution styles (cognitive therapy) on dimensions of family functioning in divorce applicant couples. International Journal of Psychological Studies, 4(2): 257- 263.
- [33]. Zongije,W.U. (2004). Being, understanding and naming-teachers, life and work in harmony. Int, j, educe, Res, 41(4-5): 307-23