

Self-esteem and its relationship with personality factors among students of Faculty of Education Shendi University (2021- 2022)

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Abstract

This study aimed at investigating relationships between self-esteem and personality factors (Extraversion, Neuroticism, Psychoticism, Social Desirability) among Faculty of Education, Shendi University students', the researcher used analytic descriptive method, Participants consisted of 230 students, 48 male and 162 female, chosen by simple random method. Applied tools were used were Rosenberg` Self-esteem Scale (RSES) (1965), and Abbreviated form of revised Eysenck Personality Questionnaire-(EPQR-A) 1992. Data were analyzed descriptively using means and standard deviation, and inferentially using correlations and t-test. Results showed that students' self-esteem seems to have higher level among students. Also it indicated that there was a positive significant relationship between students' self-esteem and extraversion, and a negative significant relationship between self-esteem and neuroticism, and there were no significant relationship between students' self-esteem and, psychoticism, or social desirability. Moreover it revealed that there were significant differences in students' self-esteem according to gender, male scored higher, whereas no significant differences in self-esteem between arts and science students.

Keywords: self-esteem, personality, relationship, students.

تقدير الذات وعلاقته بعوامل الشخصية لدى طلاب كلية التربية جامعة شندي (2021/2022)

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المستخلص:

هدفت هذه الدراسة إلى فحص العلاقة بين تقدير الذات وعوامل الشخصية (الانبساط، العصابية، الذهانية والجاذبية الاجتماعية) لدى طلاب كلية التربية جامعة شندي. شملت العينة (230) طالباً وطالبة (48) منهم ذكور، و(162) إناث، اختيرت بالطريقة العشوائية البسيطة. الأدوات التي طبقت عليهم شملت مقياس روزنبرج لتقدير الذات (1965)، و(النسخة المختصرة) من استخبار الشخصية المعدل لإيزنك 1992. تم تحليل البيانات وصفاً باستخدام المتوسطات الحسابية والانحراف المعياري واستنتاجياً بمعاملات الارتباط واختبار ت. أظهرت النتائج أن الطلاب يتسمون بمستوى مرتفع لتقدير الذات، وكشفت عن وجود علاقة ارتباطية موجبة دالة إحصائياً بين تقدير الذات والانبساط، وعلاقة ارتباطية عكسية دالة بين تقدير الذات والعصابية، وعدم وجود علاقة ارتباطية دالة إحصائياً بين تقدير الذات وكل منالذهانية، الجاذبية الاجتماعية)، وفوق ذاك كشفت الدراسة عن وجود فروق دالة إحصائياً في تقدير الذات للطلاب تبعاً لمتغير النوع لصالح الذكور، وعدم وجود فروق دالة في تقدير الذات تبعاً لمتغير التخصص الدراسي. الكلمات المفتاحية: تقدير الذات، الشخصية، العلاقة، الطلاب.

Introduction:

Self-esteem is an extremely popular construct with the field of psychology, and has been related to the virtually every other psychological concept or domain, including personality. Success is not measured by how much one gains but of how satisfied one with one's work, (1), (2), indicates that the biggest barrier to success is not lack of ability or talent but lack of self-esteem.

Different factors contribute influence our self-esteem such as genetics, personality, life experience, thoughts, age, health, comparing self to others, social circumstance, and reaction to other and reaction to other and reaction of others. Self-esteem is very crucial in life as it is one of the determinant of successful or failure, it is very important because it is influence a person's life choice, and play a significant role in one's motivation in life. Having self-esteem is key factor for success, adequate dealing with failure, person with high self-esteem take risks move courageously. To have

high self-esteem means to have sense of honor and dignity in relation to one's self, one's own life. Individual with high self-esteem deal better with failure compared to those with low self-esteem, feel happier in life and have low anxiety, (3). Persons with low self-esteem have a doubts about their abilities, Further more researchers have shown that low self-esteem leads to certain negative occurrences such as: delinquent behavior, depression, bulimia, tendency for illness, (4).

Each individual has a certain personality and this is the one of the most important factors in accomplishment precisely in aspect of daily communication, (5). According to (6), recent studies conducted on students show that by enhancing self-esteem, it brings a positive impact in their life's objective as human being and students as well as affecting their personalities.

Theoretical framework:

Self-esteem:

Self-esteem considered a single most significant key factor in understanding human behavior. It is the important aspect of individual's overall psychological functioning that affects his attitude toward other and life (7). Self-esteem is the personality dimension that captures how good we feel about ourselves, and though to be linked with mental health and our abilities to cope with stress- including stress brought about through long-term romantic relationships, (8).

The identification of self-esteem as a distinct of psychological construct is thought to have its origin in the work of William James 1892. James identified multiple dimensions of the self with two levels hierarchy: processes of knowing (called self). In the mid-1960s, Morris Rosenberg defined global self-esteem typically as "one's overall sense of worthiness as a person", (9), and he developed the Rosenberg self-esteem scale (RSES). In the mid-20th century, the rise of humanistic psychology lend to renewed interest

in self-esteem. Self-esteem took a central role in personal self-actualization and the treatment of psychic disorders. Currently the core self-evaluations approach includes self-esteem as one of four dimensions that comprise one's fundamental appraisal of oneself, along with locus of control, neuroticism, and self-efficacy (10). Further, self-esteem refers to people's representations of their typical, or general, global feelings of self-worth and self-esteem level reflects people's representations of how they typically feel about themselves across time and context (11).

According to socio-meter theory of self-esteem, people's self-esteem is formed through their interactions with others (12). Individual with low self-esteem have been reported to have repeatedly experienced perceived interpersonal rejection. Conversely, people with high self-esteem have experienced many subjective successful on non-rejecting interpersonal relationships (13). And people with inflated self-esteem do not have ability to listen to others, and blame others, and also adopt a hostile attitude and behavior of rejection and failure.

An individual develops his self-esteem from his family which plays a very vital role in the personality formation, high parental self-esteem influences the personality of a child. School environment also plays an important role in the development and creation of self-esteem among children. Self-esteem can be improved through proper socialization. The self is socially constructed through interactions with significant others, such as parent, teachers, peers, the self is also thought to be influenced by the sociocultural context by which it is surrounded (14).

Several studies reported an increase in self-esteem in adolescence and young adult (15), where are other studies reported that self-esteem does not change, (16). Few available longitudinal studies suggest that self-esteem increases during young and adulthood (17).

Excessively high or low levels can be emotionally and social-

ly harmful. Too high self-esteem can lead to social dominance and a sense of entitlement, too low self-esteem can create feelings of social anxiety and low social skills and confidence (18).

The theorists like (19), and (20), have suggested that men and women tend to feel differently about their self-esteem. This difference is because of the difference in their bodily characteristics and functions. According to (21), a girl develops, a sense of inferiority. On the contrary, the little boy's feelings of superiority originate when he discovers that he possesses a body that is different from girls. Later the maternity provides an opportunity to women for satisfaction and pride and she tries to restore her self-worth through the experience of maternity. (22), has mentioned that in the beginning of adolescence, boys and girls diverge in their paths towards self-esteem, for boys, achievement is the paramount source of self-esteem in childhood and remain in adolescence, In adulthood self-esteem of men is rooted primarily in achievement and secondary in affiliation, whereas the situation is reversed for women.

Personality:

(23), defined personality as "the sum total of the actual or potential behavior patterns of the organism as determined by heredity and environment". Eysenck also perceived personality as the more or less stable and enduring organization of person's character, temperament, intellect and physique, which determine his unique adjustment to the environment. His definition of personality include four main sector of behavior patterns, the cognitive sector (intelligence), the conative sector (character), the effective sector (temperament), and somatic sector (constitution).

Eysenck develops a biologically based theory of personality traits centered on three main traits extraversion, neuroticism and psychoticism (24), these three personality types as well as lie sub-scale on the Eysenck personality questionnaire-Revised (25), com-

bine as one of the most widely used self-report measure in research.

(26), describe extraversion as impulsive behavior with sociable tendencies. The typical extravert is sociable likes parties has many friends, needs to have people to talk to and does not like reading or studying by himself, he craves excitement.

Neuroticism: refer to general emotional over responsiveness, emotional ability and liability to neurotic breakdown under stress (27). It was proposed that neuroticism dimension indicated emotional instability and reactivity, and that individuals who score high on this dimension tend to be overly emotional, shy, and have low self-esteem. The psychoticism dimension highest more bizarre personality characteristics, such as being distant, cold, insensitive, absurd, and unable to empathize with the others (28).

Lie scales were originally introduced into personality measures in order to detect 'faking good' of scores of other scales. According to (29) the lie scale included in the Eysenck personality questionnaire permits lying to be diagnosed when a set of rarely performed acts are endorsed by the respondent as being habitually done and when frequently performed non-desirable acts are denied by the respondent.

Self-esteem and personality are likely to share common developmental roots, and examining the personality correlates of self-esteem across the life span might provide insight into the nature of self-esteem and its development. Like personality, self-esteem is moderately heritable, with about 30% of variance due to genetic differences (30) dimensions of extraversion and emotional stability and openness to experience, as well as mental health and social support from family are also associated with self-esteem (31).

Statement of the problem:

Numerous research studied the effect of different variables on self-esteem. Little attention was paid in Sudan to the interrelationship of self-esteem with personality factors, as the researcher

believed. This current study tries to explore mainly this relationship using university students as participants from faculty of education students`.

Objectives of the study:

1. To determine student's perceived level of students' self-esteem.
2. To identify the relationship between self-esteem and personality factors.
3. To find out the differences in self-esteem according to gender and specialization.

Significance of the study:

1. This study contribute to literature on how self-esteem of the students become important resources for enhancing the support student's success and quality education.
2. Universities Administration may make change in the approach for preparing students in the area of self-esteem.
3. This study tries to clarify contradicting research as well as add to the research previously available in the area.

Questions of the study:

1. What is the level of students' self-esteem at faculty of education ?
2. Is there any significant relationship between students' self-esteem and their personality factors ?
3. Are there any significant differences between males and females in students' self-esteem?
4. Are there any significant differences between science and art students in self-esteem?

:Limitation

This study investigates the correlation of self-esteem with that of personality factors among students of Faculty of Education .at Shendi University during 2021/2022

Related studies:

(32)study: examined the relation between self-esteem and big five personality dimensions. Data were collected over internet from heterogeneous sample of individuals who ranged in age from

9 – 90 year, (N= 326) collectively. High self-esteem individuals were emotionally stable, extraverted and conscientiousness and were somewhat agreeable and open to experience. Men reported higher self-esteem than did women. Self-esteem correlated positively with extraversion, agreeable, conscientiousness, emotion stability and openness.

(33) study: attempted to explore the relationship between self-esteem and social desirability via negative and positive self-comparison, participants consisted of (123(, 52 female, 71 male, tests were used Five Factor Model of personality,(FFM) test, and Rosenberg self-esteem scale. Result found no correlation between self-esteem and social desirability behavior, but negative comparison did produce significantly more socially desirable behavior.

(34) study: tried to identify a total of (200) university students were surveyed to ascertain if gender, personality traits and social support were associated with self-esteem. There were equal number of males and females in the study, with controls for living and education status. The result showed that the gender was not significantly associated with self-esteem. Whilst all the personality and social support factors were found to be associated with the level of self-esteem, only extraversion, openness to new experience, conscientiousness, emotional stability and total amount of social support were found to predict self-esteem.

(35) study:tried to determine the relationship between the personality traits and self-esteem, Three hundred ten Shiraz University students (147 girls and 163 boys) were participant of the study. Big five personality factors scale (Goldberg, 1999) and Cooper Smith`s self-esteem scale were used as measures of the study. Results revealed that extraversion versus introversion, agreeableness versus antagonism, conscientiousness versus lack of closeness to experience were significant positive predictor, and neuroti-

cism versus emotion stability was significant negative predictor of self-esteem.

(36) study: aimed at investigating the relationship between self-esteem and personality types and reading comprehension of Iranian EFL students, Data were collected by administering a questionnaire of self-esteem, and a questionnaire of Big five personality scale were used. The sample consisted of (55) students (13 males, 42 females). Result revealed that positive relationship between overall self-esteem and personality types

(37) study: examined the comparison between personality and self-esteem among youth boys and girls who come to attend the one month Leadership Internship program on organized by RGTNIYD during 20120. Sample comprised of 41 youths. Applied tools were Rosenberg's self- esteem scale and Eysenck personality inventory were used. Result revealed that extraversion was significant positive correlated with self-esteem , and neuroticism was significant negative correlated self-esteem.

(38) study: examined the comparison between personality and self-esteem among youth of Rohtak, Haryana, it conducted of 80 youth from Maharishi Dynand. McCrore and Costa's big five personality factors scale was used Virk and Chauhan's self-esteem scale was used. Result revealed that extraversion was significant positive predictor of self , and neuroticism was significant negative predictor of self-esteem. Result showed that there was significant differences in self-esteem according to sex males have higher score.

(39):conducted study to investigate the relationship between resilience self-esteem and Big five personality traits in a sample of emerging adult students (N=192) in this respect. The questionnaires were used (Brief resilience scale) and Big five inventory. Results showed that statistically significant relationship between resilience, self-esteem , extraversion, and neuroticism,

(40) study: aimed at investigating relationships between self-esteem and academic specialization, family income and inhibit among Alhusien Ben Tilal University students. Participants consisted of (134) students, female, they were selected randomly. Applied tools were used Self-esteem Scale. Results showed that students' self-esteem seems to have mediate level among students. Also they indicated that there was no significant differences in self-esteem between arts and science students.

l (41) study: aimed at investigating the relationship between personality traits and self-esteem among university students in Malaysia, The sample consisted of (515) students, (258) female, (257) males, applied tools were big five personality scale (Goldberg, 1999), and Cooper Smith self-esteem scale (1967). Results showed that there significant positive relationship personality traits and self-esteem. There significant differences between males and female in conscientious and neuroticism, where there no significant differences in extraversion, agreeableness and openness to experience.

(42): the objective of this study was to predict family self-esteem and academic self-esteem based on neuroticism and conscientiousness. The population included all second-grade high school students (125 males, 125 females) were selected and evaluated using NEO g e, and Cooper Smith scale. The results of multivariate regression analysis showed that neuroticism negatively predict the family self-esteem and academic self-esteem. Moreover conscientiousness was able positively predict family self-esteem and academic self-esteem.

Previous studies:

The researcher surveyed the literature above and he found that there has been a trend among researchers in identifying the profile of self-esteem of university students as well as exploring the relationship between self-esteem with personality among stu-

dents, so they used different tools for measuring self-esteem , and different samples ranged from (55 – 326), and ranged in age from (9 – 90) year, and most of them used descriptive statistics methods for data analyzing: mean, standard deviation, t-test, Person correlation coefficient. This current study is agree with the above studies in most of scales, and statistical methods that were used, and the results that revealed the highest and the lowest self-esteem, but failed to find out correlations between all self-esteem and personality traits. Most strong positive correlation between self-esteem and personality, (32), (36), (39), (41). Correlation with emotional stability, moderate positive correlation with extraversion and weak positive correlation with (40).

Previous studies has not examined high self-esteem of males or females have the same personality factors profile. But the demographic variables such as ethnicity, socioeconomic status and nationality might take or not moderate relationship.

Finally previous studies of relation between self-esteem and personality have not explored more complex types of relations.

In summary the existing research literature provide only a preliminary understanding of relation between self-esteem and personality, several questions remained unanswered, will the pattern previously found for older and younger age groups? Do self-esteem correlations with personality vary by ethnicity or nationality?

Methodology

Study Design:

This study made use of descriptive-analysis method of research. This enabled the researcher to describe conditions of relationship that exist, processes that going on, effects that are being felt, or tends that are developing.

Population:

The population of this study, consisted of (1389) students, in semesters, three, four. Six and ten at the basic and secondary programs during 2021/2022. Table (1) show that:

Table 1, population of the study

Programs	Gender		Specialization		Total	%
	Males	Females	Science	Art		
Basic program	47	381	152	276	428	31%
Secondary program	218	743	190	771	961	69%
Total	265	1124	159	31	1389	100%

As shown above the total population of the study is (1389) students, (428) at basic program 31%. And (961) were in secondary program 69%.

Participants:

The participants of this study was chosen by simple random method from four and six semesters of both basic and secondary programs, 2021/2022. consisted of 230 student who completed the inventory correctly, 48 males 21%, and 182 were females 79%, and 162 arts 70% and 68 were science 30%.table 2 show the details:

Table 2 , participants of the study

Programs	Gender		Specialization		Total	%
	Males	Females	science	Art		
Basic program	8	89	30	67	97	42%
Secondary program	40	93	38	95	133	58%
Total	48	182	68	162	230	100%

As shown above the total participant of the study consist of (230) students, (97) from basic program 42%. And (133) from secondary program 58%.

Materials:

To investigate the relationship between self-esteem and personality factors, two instruments were used.

Self-esteem Scale:

The first one is Rosenberg's Self-esteem Scale (RSES) (1965), which comprises 10 statements, 5 positively worded and 5 negatively worded. Participants rate the extent to which they agree with each statement on four points Likert scale ranging from 1 (disagree) to 4 (strongly agree). Total scores are obtained by summing all responses (after reverse-scoring) and range from (10 – 40), with high score indicating high self-esteem, (see Appendix No (2).

Validity and Reliability of the Scale:

To find out the validity of Rosenberg's Self-Esteem Scale, which was arranged logically was given to four specialists in psychology and education (see appendix No (1) to judge items criteria, clarity, affiliation, and the language to check face validity. To examined internal consistency validity, a sample of fifty students selected. Pearson correlation was used to find out item correlation to the total degree of its dimension with the total degree of the scale, Results indicated as in table (3):

Table (3) ,Internal consistency of self-esteem scale

N	Correl.	N	Correl.	N	Correl.	N	Correl.	N	Correl.
1	0.418**	3	0.485**	5	0.425**	7	0.232**	9	0.587**
2	0.306**	4	0.454**	6	0.591**	8	-0.125	10	0.412**

** correlation is significant at the 0.01 level (2- tailed).

As seen in table (3) all items are significantly correlated at 0.01 level, to the total degree of its dimension with the total degree of the scale, except item No. 8, which removed.

In order to find out the reliability of the scale, the researcher used Cronbach Alpha coefficient, result revealed the value for the scale was 0.68.

Personality questionnaire:

The second scale is an abbreviated form of the revised Eysenck Personality Questionnaire (EPQR-A) 1992, (43) consisting of four sub-scales Extraversion, Neuroticism, Psychoticism, and social desirability (Lie), are measured by 6 items each, was developed from the 48-item short form EPQR. Responses to the 24 items, were rated on alternate response "Yes" or "No" which were yielding scores between (0-1), and with higher scores indicating dominant personality, (see Appendix (3)).

Validity and Reliability of questionnaire:

Eysenck personality questionnaire validity was examined by using face validity to judge items criteria, clarity, affiliation, and the language. Pearson correlation was used to find out item correlation to the total degree of its dimension with the total degree of the scale, table 4 indicate that

Table 4 , correlation co-efficient of personality factors scale with total degree

	Extra.		Neurot.		Psychot		Lie
2	0.312**	1	0.529**	3	0.489**	5	0.309**
4	0.355**	9	0.482**	6	0.239**	7	0.194**
13	0.295**	11	0.399**	8	0.257**	10	0.090
15	0.094	14	-0.014	12	0.273**	17	0.072
20	0.347**	18	0.510**	16	0.180**	19	0.454**
23	0.287**	21	0.406**	22	0.217**	24	0.138*

* correlation is significant at the 0.05 level (2- tailed).

* correlation is significant at the 0.05 level (2- tailed)

As seen in table (4) all items are correlated significantly at 0.01 or 0.05 level, except items No. 10, 14, 15, 17 which removed. So the scale consist of 20 items.

Reliability of personality factors examined by internal consistency Cronbach Alpha coefficient for: Table (5) show that:

Table 5 , Reliability of personality scale

Factors	Extra.	Neurot.	Psychot.	Lie	Total
N	5	5	6	4	20
Reliability	0.70	0.77	0.67	0.72	0.70

As shown in table (5) Reliability of personality factors examined by internal consistency Cronbach Alpha coefficient for: extra-version, neuroticism, psychoticism, lie, and total 0.70, 0.77, 0.67, 0.72, respectively. while the reliability for all personality factors questionnaire was 0.70 as measured by Cronbach Alpha coefficient.

Data Analysis:

Data were analyzed using statistical package for social sciences (SPSS), descriptively to explain the characteristics of participants. Cronbach's Alpha coefficients were calculated for each scale, and utilizing central tendency, (mean, standard deviation), and inferentially using correlations and independent t- test.

Results

In order to answer the first question, what is the level of students' self-esteem?. According to likert scale, self-esteem scale which range from 1 – 4, so the relative mean range = $(4-1) \div 3 = 1$. Statistical values were calculated, table 6 show that :

Table 6 , R. Mean and levels of self-esteem

Mean ranges	%	Levels of self-esteem
1 – 2	25 – %50	Low
2.1 – 3.1	50.1 – %75.1	Moderate
3.2 – 4	75.2 – % 100	High

As seen in table 6, levels of self-esteem: mean range from (1-2), indicate low level of self-esteem, and range from (2.1 – 3.1), indicate moderate level, and from (3.2 – 4). Indicate high level. Statistical values were calculated, table 7 show that:

Table 7 ,R. Mean and M. Mean and standard deviation and the level of self-esteem

Variable	N	N of items	I.Mean	R.Mean	Srd. D.	%	Level
Self-esteem	230	9	29.3696	3.2688	3.6664	81.6%	High

As seen in table 7, The mean of self-esteem (3.688), in the range (3.2 – 4) and R weight is 81.3% this findings indicate that high level of students' self-esteem.

To answer question 2, Is there any significant relationship between students' self-esteem and personality factors? a correlational analysis was run, (Pearson correlation coefficient was computed), to reveal the relationship between self-esteem and personality factors. Table 8 below show that.

Table 8 , Person correlation coefficient between self-esteem and personality

Variables	Extra.	Neurot.	Psychot.	Lie
Self-esteem.	.146*	-.260**	.016	.015
Sig (2 tailed)	.027	.000	.815	.825
N	230	230	230	230

** correlation is significant at the 0.01 level (2- tailed)

* correlation is significant at the 0.05 level (2- tailed)

From The table 8 above, the result of correlation coefficient indicates that there is a positive significant relationship between self-esteem and extraversion ($r=.146^*$). and negative significant relationship between self-esteem and neuroticism ($r=-.260^{**}$). Whereas self-esteem of the students do not show any statistically significant relationships with, psychoticism ($r=.016$), and Social desirability ($r=.015$).

To answer question number 3, Is there any significant differences between males and females in students' self-esteem? An independent t-test analysis was applied, the analyzed data can be seen in table

Table 9 Independent t-test of self-esteem according to gender

Self-esteem	Gender	No	Mean	SD	F. D	T	Sig
Extroversion	Females	182	2.8750	1.12278	228	-1.445	.960
	Males	48	3.1429	1.14739			
Neuroticism	Females	182	2.1250	1.56393	228	-.026	.829
	Males	48	2.1319	1.61969			
Psychoticism	Females	182	1.8333	.95279	228	-2.150	.856
	Males	48	2.11593	.92950			
Lie	Females	182	2.20833	.84635	228	-1.709	.681
	Males	48	2.3022	.77381			
Total	Females	182	28.8542	3.55498	228	-1.311	.031.
	Males	48	29.5055	2.92022			

As seen in table 9, that there is a significant differences in self-esteem according to gender favor for males at level ($p=0,031$), in total scale. Where there were no significant differences between males and females in self-esteem in dimensions (extroversion, neuroticism, psychoticism, and social desirability)

To answer question number 4, Is there any significant differences between science and arts students in their self-esteem? independent t-test for comparative analysis was carried out. The analyzed data for this purpose can be seen in table 10 below.

Table 10, independent of t-test of self-esteem according to specialization

Self-esteem	Specialization	N	Mean	S.D.	f.d.	T.	Sig
Extroversion	Arts	162	3.11753	1.14959	228	-.619	.554
	Science	68	3.0147	1.13942			

Neuroticism	Arts	162	2.1914	1.57832	228	-0888	.980
	Science	68	1.9853	1.67058			
Psychoticism	Arts	162	2.0864	.93513	228	1.309	.654
	Science	68	2.1029	.96413			
Lie	Arts	162	2.2469	.79643	228	.283	.720
	Science	68	2.2794	.078883			
Total	Arts	162	29.4877	3.01598	228	901.-	613.
	Science	68	29.0882	3.18923			

As seen in table 10 that there is no statistically significant differences between arts and science participants in their self-esteem in totality and dimensions.

Discussion

This study was carried out to explore mainly the relationship between self-esteem and personality factors of faculty of education students, and to investigate the students' self-esteem level, as well as the differences of demographic variables such as gender and specialization according to self-esteem. The findings showed that students have high level of self-esteem. The result of current study do lend support (32), (44), where self-esteem was in high level, but it does not conform with (40), (42), which revealed positive mediate level of self-esteem.

This findings may be due to an increase in self-esteem in adolescence and young adult as the several reported (15), or due to the impact of university environment which increases the social interactions opportunities. Or it may be to the dominant culture available, and spread of social communications media recently which develops and reinforces self-esteem particularly among adolescents through social interaction.

Also, the findings of this current study showed that there are a positive significant correlations between self-esteem and extraversion, and a negative significant correlations with neuroticism, and no significant correlations between self-esteem and psychoticism

and social desirability.

These results were conform with (34), (35), (37), (38), (39), (41), (42), and with (36), results' which revealed a positive significant correlation between self-esteem and extraversion, and negatively with neuroticism . And partially with (36) which revealed that overall self-esteem was correlated positively with all personality types.

This study revealed positive significant correlations between self-esteem and extraversion and negative significant correlations between self-esteem and neuroticism, This is a logical result as well as the most other previous studies results, because it has found that on average, people who have low self-esteem are more neurotic, and more introverted (less extroverted) than people with high self-esteem. But it failed to establish a significant correlation between self-esteem and psychoticism and social desirability. Conversely to other results, it may be tomainly to the differences of applied instruments dimensions, most of these studies used Big five personality types and the current study applied revised Eysenck Personality Questionnaire (EPQR-A) 1992, or due to the most of those studies used much larger samples than the current study, or it may be due psychometric characteristics of revised psychoticism scale through a cross-cultural research. Or it may be as (45) mentioned due to the fact that the 32 original psychoticism items were used without any rewriting in their English Language countries or were translated directly to other languages. And literal translation to target language of instrument may lead to bias in cross-cultural research (46). Or because most discriminating items of psychoticism scale are somewhat "way out" for most people (47). And this study do lend support (33) which failed to establish relationship between self-esteem and social desirability may be due to the possible reason for failure that individual with high self-esteem may be restively unaffected by disapproval from people who do not re-

ally matter to them. As (32) cited that high self-esteem individuals tend to describe social desirability traits to themselves.

This study also indicates that there are significant differences in students' self-esteem according to gender (males/females) favor for males, These results do lend support to those of (32), (38), and partially differences (41), findings which indicated that boys scored significantly higher on self-esteem as compared to girls. But it does not conform with (34), results which revealed no significant difference in students' self-esteem according to gender was found. This result is due to the girls opportunities for achieving a fulfilling role in life are limited by society which discourages women from undertaking meaningful work outside the home. This attitude makes them more vulnerable to feel inadequate and low in self-esteem as mentioned by (20). But in fact biological differences of men and women are not the source for self-esteem and self-regard rather it is the interpretation of these differences by society and culture that affect the self-esteem of mental worth. Or, it may be due to the females can cope with stress more than males according to the dominant culture or environment available, or may be due to differences between men and women on genetic and communal self-esteem as a trait.

Moreover, the study indicates that there are no significant differences in students' self-esteem according to specialization (science/arts). The result of current study do lend support to those of (40) which revealed that there were no significant differences between arts and science students in self-esteem.

As we know the self- confidence is achievable through self-esteem, it is evident that may be arts and science students have equal amounts of it, and each can get it in various ways. Or it may be due to the fact that socialization is equivalent for them. So arts and science students have got same parental care, proper education, opportunity to interact with others and hence art students are at par with science students in self-esteem.

Conclusion:

This study revealed the high level of the students' self-esteem. The evidence proved that the self-esteem correlated positively with extraversion, and do not show any significant correlations with other factors like neuroticism, psychoticism and social desirability, and a significant difference between male and female in self-esteem favor for males, whereas no significant difference between arts and science students in self-esteem is found.

Findings:

1. The level of students' self-esteem at faculty of education is high.
2. There is a positive significant relationship between students' self-esteem and extraversion, and negative significant relationship with neuroticism, and there is no significant relationship between self-esteem and psychoticism and social desirability.
3. There is a significant difference between males and females in students' self-esteem, favor for males.
4. There is no significant difference between science and arts students in self-esteem?

Recommendations:

1. Teachers should create an environment for self-esteem development.
2. Parents should accept students' personality.
3. A confidence program through workshops and counseling and guidance may be conducted for students to raise self-esteem and skills for their success.

Suggestions for further research:

1. The current findings attest to the potential value of using multidimensional measures of self-esteem to allow for more fine-grained analysis of future research on self-esteem- personality interface.
2. The current findings do suggest, however, that future research between self-esteem and personality should not ignore the possibility of sex dependent variation.
3. A study can be carried out of different ages, different localities. Universities.

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Appendixes

Appendix (1)

Staff members (face validity)

N	Name	University
1	Dr. Mohammad Ahmad KaramallaElhaj	Taif University
2	Dr. Abdelgadir Ali Ahmad	Shendi University
3	Dr. AwadelkreemAbdelgadir	Shendi University
4	Dr. Faisal Hassan Mohammad	Sirte University

Appendix (2)

Rosenberg's Self-Esteem Scale.

N	Questions	Strongly agree	Agree	Disagree	Strongly disagree
1	On the whole, I am satisfied with myself.				
s	At times I think that I am no good at all.				
3	I feel that I have a number of good qualities.				
4	I am able to do things as well as most other people				
5*	I feel I don't have much to be proud of.s				
6*	I certainly feel useless at times.				
7	I feel that I am a person of worth, at least the equal of others.				
8*	I wish I could have more respect for myself.				
9*	All in all, I am inclined to feel that I am failure.				
10	I take positive attitude toward myself.				

Appendix No: (3) **EPO-R-A which translated to Arabic**

Name:.....specialization:.....

Age:..... Sex:..... Instructions: Please answer each question by putting () at squire “YES”, or squire “NO” following question. There are no right or wrong answers, and no trick questions. Work quickly and do not think too long about the exact meaning of the questions.

Please remember to answer each question

N	Question	Yes	No
1	Does your mood often go up and down?	Yes	No
2	Are you talkative person?	Yes	No
3	Would being in debt worry you?	Yes	No
4	Are you rather lively?	Yes	No
5	Where you esver greedy by helping yourself to more than your share of anything?	Yes	No
6	Would take drugs which may have strange or dangerous effects?	Yes	No
7	Have you ever blame someone for doing something you knew was really your fault?	Yes	No
8	Do you prefer to go your own way rather than act by the rule?	Yes	No
9	Do you often feel “fed up”?	Yes	No
10	Have you ever taken anything (even pin or button) that belong to someone else?	Yes	No
11	Would you call yourself a nervous person?	Yes	No
12	Do you think marriage is old-fashioned and should be done away with?	Yes	No
13	Can you easily get some life into a rather dull party?	Yes	No
14	Are you a worrier?	Yes	No
15	Do you tend to keep in the background on social occasions?	Yes	No

N	Question	Yes	No
16	Does it worry if you know they are mistakes in your work?	Yes	No
17	Have ever cheated at a game?	Yes	No
18	Do you suffer from “nerves”?	Yes	No
19	Have you ever taken advantage of someone?	Yes	No
20	Are you mostly quiet when you are with other people?	Yes	No
21	Do you often feel lonely?	Yes	No
22	Is it better to follow society`s rules than go your own way?	Yes	No
23	Do other people think of you as being very lively?	Yes	No
24	Do other people think of you as being very lively?	Yes	No