

DIMENSIONS OF PERSONALITY AND STATE OF SELF-ESTEEM OF STUDENTS

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Abstract: This study aimed to determine which domain of dimension of personality best influence state of self-esteem of students. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in one District of Davao Occidental Division, Philippines. The study was conducted on the second semester of school year 2021-2022. Research instruments on dimension of personality and state of self-esteem of students were used as source of data. Using mean, pearson-r, and regression as statistical tools to treat the data, the study showed the following results: the level of dimension of personality is high, the level of state of self-esteem of students is high, there is significance on the relationship between dimension of personality and state of self-esteem of students, domain of dimension of personality best influences state of self-esteem of students is Agreeableness.

Keywords: Dimension of Personality, State of Self-Esteem of Students, Educational Management, Quantitative Research

1. Introduction

Self-esteem is the general assessment of an individual of the self. On the part of the student, having a healthy self-esteem can influence on their motivation, well-being and quality of life. Better understanding on self-esteem can help strike a balance among the students. It is important that students know the overall subjective sense of personal worth or value (Tus, 2020).

The dimension of the personality will help students acquire necessary self-esteem. The better a student gets to know oneself deeply is the more they can identify their dimension of personality and eventually develops their self-esteem. These two constructs are essential for the students to feel confident about one's ability and most essentially develop positive relationships with others (Arshad, Zaidi & Mahmood, 2015).

Self-esteem impacts decision-making process, relationships, emotional health, and overall well-being. It also influences motivation, as students with a healthy, positive view of themselves understand their potential and may feel inspired to take on new challenges. However, not all students have an ideal amount of self-esteem. There are many students are not confident and feels that they are inferior to their classmates or any other students in their age. This has affected the learning process among these students (Noronha, Monteiro & Pinto, 2018).

In the local context, there are students who feel less sure of their abilities and they doubt their decision-making process. These students feel not motivated to try novel things because they do not believe they are capable of reaching their goals. These students also have issues with relationships and expressing their needs. Most often they experience low levels of confidence and feel unlovable and unworthy.

The problem-situations mentioned are the state of self-esteem of the students. The need to address the problem will ensure greater learning opportunities for the students. Hence, the researcher is prompted to conduct this study to address the knowledge gap in terms of finding relevant evidence in the local context regarding dimension of personality and state of self-esteem of students as the researcher has rarely come across with the same study on the same topic in the local setting.

Research Objectives

This study aims to find out which domain of dimension of personality best influences state of self-esteem of students. Specifically, this study sought to answer the following objectives:

1. To describe the level of dimension of personality in terms of:
 - 1.1 Extraversion;
 - 1.2 Agreeableness;
 - 1.3 Conscientiousness, and
 - 1.4 Openness.
2. To ascertain the level of state of self-esteem of students in terms of:
 - 2.1 Performance Self-esteem;
 - 2.2 Social Self-esteem, and
 - 2.3 Appearance Self-esteem.
3. To determine the significant relationship between dimension of personality and state of self-esteem of students.
4. To determine which domains of dimension of personality best influences state of self-esteem of students.

Hypothesis

The following hypothesis will be treated at 0.05 level of significance.

1. There is no significant relationship between dimension of personality and state of self-esteem of students.
2. No domains of dimension of personality best influences state of self-esteem of students.

2. Methods

This study used a correlational approach to conduct non-experimental quantitative research. A major portion of quantitative educational research is non-experimental because many critical factors of interest are uncontrollable. Because non-experimental research is such an important strategy for many researchers, it is necessary to establish a classification system for non-experimental methods that is both highly descriptive of what we do and allows us to communicate effectively in an interdisciplinary research context. Correlational research designs determine the type and extent of a relationship between two naturally occurring variables.

3. Results

Level of Dimension of Personality

Presented in Table 1 is the level of Dimension of Personality with the overall mean of 4.12 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study. Among the enumerated indicators, Conscientiousness obtained the highest mean score of 4.18 or high.

As presented in the appended table, the mean ratings of the following items under this indicator were as follows: does a thorough job, is a reliable worker, perseveres until the task is finished, does things efficiently, and makes plans and follows through with them

The indicator Agreeableness obtained the highest mean of 4.16 with a descriptive rating of high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: is helpful and unselfish with others, has a forgiving nature, is generally trusting, is considerate and kind to almost everyone, and likes to cooperate with others

Table 1. Level of Dimension of Personality

| Indicator | SD | Mean | Descriptive Level |
|-------------------|-------------|-------------|-------------------|
| Extraversion | 0.52 | 4.09 | High |
| Agreeableness | 0.61 | 4.16 | High |
| Conscientiousness | 0.56 | 4.18 | High |
| Openness | 0.48 | 4.06 | High |
| Overall | 0.51 | 4.12 | High |

Extraversion obtained a mean score of 4.09 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: is talkative, full of energy, generates a lot of enthusiasm, has an assertive personality, and is outgoing and sociable.

Openness obtained a mean score of 4.06 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: is original, comes up with new ideas, is curious about many different things, is ingenious, a deep thinker, has an active imagination, is inventive.

Level of State of Self-Esteem of Students

Presented in Table 2 is the level of *State of Self-Esteem of Students*. Computations revealed an overall mean score of 3.48 or *high*, indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Among the enumerated indicators, *Performance Self-esteem* obtained a mean score of 3.62 or high.

As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I feel confident about my abilities, I feel frustrated or rattled about my performance, I feel that I am having trouble understanding things that I read, I feel as smart as others, and I feel confident that I understand things.

Social Self-esteem obtained a mean score of 3.56 or high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I am worried about whether I am regarded as a success or failure, I feel self-conscious, I feel displeased with myself, I am worried about what other people think of me, I feel inferior to others at this moment.

Table 2. Level of State of Self-Esteem of Students

| Indicator | SD | Mean | Descriptive Level |
|-----------|----|------|-------------------|
|-----------|----|------|-------------------|

| | | | |
|-------------------------|-------------|-------------|-------------|
| Performance Self-esteem | 0.82 | 3.62 | High |
| Social Self-esteem | 0.80 | 3.56 | High |
| Social Self-esteem | 1.12 | 3.28 | High |
| Overall | 0.76 | 3.48 | High |

Correlations between Measures

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r- value of 0.293 with a probability value of 0.03 which is significant at 0.05 level.

Doing an in-depth analysis, it could be gleaned that the indicators of *Dimension of Personality* and *State of Self-Esteem of Students* revealed a computed r-values ranging from .125 to .401 with probability values of 0.01 which is lesser than .05 level of significance. The significant relationship between the two variables is an indication that the increase in the level of *Dimension of Personality* led to the increase in *State of Self-Esteem of Students*.

Table 3. Significance of the Relationship between Dimension of Personality and State of Self-Esteem of Students

| Dimension of Personality | State of Self-Esteem of Students | | |
|--------------------------|----------------------------------|-------------|--------------------|
| | R | p-value | Remarks |
| Extraversion | .125 | .002 | Significant |
| Agreeableness | .186 | .014 | Significant |
| Conscientiousness | .338 | .000 | Significant |
| Openness | .401 | .000 | Significant |
| Overall | .293 | .003 | Significant |

*Significant at 0.05 significance level.

Significance of the Influence of the Domain of Dimension of Personality on State of Self-Esteem of Students

Presented in Table 4 is the regression analysis showing the predictive ability of Dimension of Personality on State of Self-Esteem of Students. The analysis shows that when Dimension of Personality was regressed on State of Self-Esteem of Students, it generated an F-value of 48.53 with 0.01. The value of this regression is 48.53 with 0.01. It can be stated that Dimension of Personality influenced State of Self-Esteem of Students. Among the indicators

of Dimension of Personality only one gave significant influence on State of Self-Esteem of Students, which is Agreeableness, $t=2.68$, $P=0.001$.

Table 4. Regression Analysis Showing the Extent of the Influence of Predictor Variables on State of Self-Esteem of Students

| <i>State of Self-Esteem of Students</i> | | | | |
|---|--|------------------------------------|------|-------|
| Dimension of Personality | β (Standardized Coefficients) | B (Unstandardized Coefficients) | t | Sig. |
| Constant | 1.3218 | 0.8726 | 2.92 | 0.000 |
| Extraversion | -0.05627 | 0.09885 | -0.4 | 0.591 |
| Agreeableness | 0.32475 | 0.09892 | 2.68 | 0.001 |
| Conscientiousness | 0.07893 | 0.08771 | 0.05 | 0.879 |
| Openness | 0.06953 | 0.09136 | 0.03 | 0.595 |
| R | 0.828 | | | |
| R² | 0.974 | | | |
| F | 48.53 | | | |
| p | 0.000 | | | |

Conclusion

With considerations on the findings of the study, conclusions are drawn in this section. The level of dimension of personality is high, the level of state of self-esteem of students is high, there is significance on the relationship between dimension of personality and state of self-esteem of students, domain of dimension of personality best influences state of self-esteem of students is Agreeableness.

The results of this study revealed that the level of dimension of personality is very high. The researcher recommends that the district where the study is conducted in Schools Division Office of Davao Occidental may conduct training that will help improve the aspects of Openness.

Meanwhile, the study revealed a very high level of state of self-esteem of students. The researcher recommends that the district office may provide Learning Action Cell among the teachers on the topic Social Self-esteem.

The study found a significant relationship between dimension of personality and state of self-esteem of students. The researcher therefore recommends that the District Office may consider the provision of trainings or activities relative to the variables under study to help the school heads and teachers enhance on the indicators which are among the lowest in the indicators of the variables under study.

The study found that indicators of domain of dimension of personality best influences state of self-esteem of students is Agreeableness. The researcher recommends that school heads may provide sessions in Learning Action Cell among teachers for improvement.

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