On the Relationship between College Students’ Personality Types and their Ego-Resilience & Self-Efficacy - Based on the MBTI Personality Assessment -

Mi-Hee Han

1Dept. of General Education, Namseoul University, 91 Daehak-ro seonghwan-eup Sebuk-gu Cheonansi Chungcheonnam-do. Seoul Korea diaplus@nsu.ac.kr

Abstract

Background/Objectives: Many college students try to grow and change with the help of understanding themselves based on personality tests. The present study aims to examine how their personality types influence their ego-resilience and self-efficacy. The concept of ego-resilience might involve one’s effort to control one’s emotions, how difficult one’s situation might be, and adapt oneself. Self-efficacy, in turn, basically refers to an individual’s belief in himself or herself.

Methods/Statistical analysis: For that purpose, a group of 218 sophomore and junior students at D University located in Gyeongbuk Province and N University in Cheonan participated in the study. The analysis methods include the program of SPSS 19.0, a frequency test, independent sample t-test, a correlation analysis and a regression analysis.

Findings: It was found that a significant difference existed between the two types of personality in terms of their
ego-resilience and self-efficacy. A similarly significant difference was also found between a set of subfactors of ego-resilience and self-efficacy.

**Improvements/Applications:** A variety of educational programs taking these into consideration might be necessary to help college students develop themselves. In other words, customized distinctive training for a particular type is expected to be effective in producing talented manpower at college.

**Key Words:** Ego-Resilience, MBTI Test, Personality, Introversion, Extroversion, Self-Efficacy

### 1 Introduction

Colleges endeavor to produce competent manpower who can contribute to the development of society by using their abilities and talent. For that purpose, colleges prepare a variety of programs to train their students that may affect curriculum and teaching methods. However, it is not easy to bring about desirable changes in students’ lives, not matter how good the education/training programs and teaching methods, partly because the students vary in the level of their participation and concentration. In particular, there seems to be agreement that the quality of college life crucially depends the will and attitude of each individual student. Thus, the personality traits of a student would have a significant influence on his or her college life.

Seligman (2002)\(^1\) explained that an individual tries to identify his or her strong personality traits and develop them with an aim to use them as well as their talent. J. Kim and E. Lim (2014)\(^2\) also defined ‘personality’ as an intrinsic individual concept characterizing one’s behavior and style of adaptation in life. Many researches have reported that personality types might influence one’s interpersonal relationship, school life, self-efficacy, learning experiences, decision on career and mental stress.

The current research started with keen interest in how college students’ personality traits would affect their everyday lives as well as their college lives. Using the conventional Myers-Briggs Type Indicator (MBTI) tests identifying an individual’s personality, we
aim to examine whether and how their introversion and extroversion influence their ego-resilience and self-efficacy.

Many researches have been conducted, with recognition of the importance of personality and character, on the types of personality, but most of them are based on a set of 16 types and a set of 8 indicators. Very few attempts have been made on the relationship between introversion/extroversion and college students’ behavior in their academic lives.

Thus, the present research, based on the dichotomy of introversion and extroversion, focuses on the effect of their personality types on their ego-resilience which might indicate their ability to cope with external changes and control and manage internal states. Also, under discussion is their self-efficacy, which may refer to the degree of an individual’s belief and trust in his or her performance of given tasks and ability to do the tasks in the future. The results of analysis are expected to help college students change and grow in the future. It is also expected that this research will provide base data for any attempt to develop an education curriculum individually customized for students and shed some light on the growth and self-improvement of college students.

2 Theoretical Background

The concept and distinction of introversion/extroversion might be based on psychological types of Jung’s philosophy and it is well represented in Myers & Briggs’ MBTI test of personality types. The contrast and index might explain one’s preference of different direction in using one’s energy and attention and managing one’s thought and behavior: internal or external. Extroverts cherish experiences and are behavior-oriented. Also, they are good at and enjoy expressing their thoughts and interacting with other people. Introverts, on the other hand, tend to be considerate and thoughtful. They take things seriously and, as a consequence, might be slow in making decisions or putting into action. Such personal characteristics should be taken as unique, not as weak or strong, and be developed further so that they can be used in any effort to develop themselves.

Ego-resilience refers to one’s capacity that helps maintain bal-
ance and flexibly respond and adapt to changing environmental needs often coupled with stressful events or occasions (Block and Block 1980). Such an ability would enable one to cope with present difficulties, depression or stressful situations and control one’s emotions by appealing to interest in various things and orientation towards the future (E. Park, E. Lee, 2013).

In this extremely competitive society with a serious social problem of youth employment, collegians as adults should enhance their ego-resilience and grow to become desirable citizens by overall understanding of themselves.

Self-efficacy refers to the extent of an individual’s feeling and sense of satisfaction followed by his or her completion of a certain task. It may also mean one’s belief in his or her own ability to complete tasks and reach goals. It might be assumed that a particular person’s self-efficacy might depend on his or her personality traits.

K. Han (2005) reported that self-efficacy exerts a significant influence on personal management of health and that it also helps reduce stress physical, emotional and cognitive with the help of cushioning role of self-control.

Y. Park and E. Kim (2001) also reported that self-efficacy had a positive effect on the ability to cope with stress and it may also affect overall satisfaction with life. Self-efficacy refers to an individual’s belief in his or her own ability and, thus, is closely related with his or her personality traits. Thus, it should be meaningful to examine the relationship between self-efficacy and the two types of personality: introversion and extroversion.

3 Research Methods

3.1 Research Subjects

The current research was conducted with a personality type test and a questionnaire which was handed to a group of 270 students taking liberal arts classes. 218 of the group participated in the research, submitting their answers to the survey: 130 from D University located in Gyeongbuk Province and 88 from N University in Cheonan. The class at D University was mainly for senior students and the one at N University for juniors and seniors.

The main reason for selecting these upper class students was our assumption that they were likely to be more interested in their
careers, college life and personality types. It was found that 124 of the group might belong to extroverts (48 male and 76 female), whereas 94 could be classified as introverts (59 male and 35 female). Table 1 illustrates the general characteristics of the participants.

<table>
<thead>
<tr>
<th>Type</th>
<th>Gender</th>
<th>Year</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>Extroversion type</td>
<td>48</td>
<td>76</td>
<td>37</td>
</tr>
<tr>
<td>(38.7)</td>
<td>(61.3)</td>
<td>(29.8)</td>
<td>(70.2)</td>
</tr>
<tr>
<td>Introversion type</td>
<td>59</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td>(62.8)</td>
<td>(37.2)</td>
<td>(42.6)</td>
<td>(57.4)</td>
</tr>
</tbody>
</table>

### 3.2 Research Scale

#### 3.2.1 MBTI Personality Type Test

The measurement tools for this study include a version of MBTI personality test and an ego-resilience scale. The MBTI-style test adopted for this study consisted of 32 items used in B. Kim(2003)’s research, which was modified by Hogan and Champagne(1979) from the self-reporting test developed by Myers and Briggs.

#### 3.2.2 Ego-resilience

Ego-resilience, in turn, was measured by adopting Atsushi(2002), which contain subfactors of emotion control, variety and interests and concern and positive future-orientatedness. A set of 21 items were measured on a five-point Likert scale. A higher score meant a higher ego-resilience.

#### 3.2.3 Self-efficacy

A. Kim’s(1997) slightly modified version of Sherer et al. (1982) was adopted to measure self-efficacy for the current research. The subfactors of self-efficacy in this measurement tool include confidence, self-control, preference for difficult tasks measured on a five-point Likert scale. A higher score was meant to be a higher self-efficacy.
3.3 Analysis method

The program of SPSS Version 19.0 was used to analyze the collected data. A frequency test to analyze characteristics of the subjects and technical statistics to obtain the mean and standard deviation for each scale were also conducted. An independent sample t-test, correlation analysis and regression analysis were made in order to identify the characteristics of introversion/extroversion and their effect on ego-resilience and self-efficacy.

4 Results of analysis

This section presents the results of analyzing the subjects’ ego-resilience and self-efficacy depending on their different personality types.

4.1 Technical Statistics of Measurement Variables

Table 2 shows the mean and standard deviation of measured data for the subfactors of ego-resilience and self-efficacy.

<table>
<thead>
<tr>
<th>Factors</th>
<th>N</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interests and concern</td>
<td>218</td>
<td>2.8571</td>
<td>0.69215</td>
</tr>
<tr>
<td>Emotion Control</td>
<td>218</td>
<td>2.5946</td>
<td>0.57678</td>
</tr>
<tr>
<td>Positive future Orientedness</td>
<td>218</td>
<td>2.5008</td>
<td>0.77326</td>
</tr>
<tr>
<td>Ego-resilience(M)</td>
<td>218</td>
<td>2.6553</td>
<td>0.57431</td>
</tr>
<tr>
<td>confidence</td>
<td>218</td>
<td>2.7857</td>
<td>0.65763</td>
</tr>
<tr>
<td>self-control,</td>
<td>218</td>
<td>2.7297</td>
<td>0.64366</td>
</tr>
<tr>
<td>Preference for difficult tasks</td>
<td>218</td>
<td>2.5706</td>
<td>0.70617</td>
</tr>
<tr>
<td>Self-Efficacy(M)</td>
<td>218</td>
<td>2.7081</td>
<td>0.62295</td>
</tr>
</tbody>
</table>
4.2 Independent sample t-test

As shown in Table 3 presenting the analysis results of the t-test, different types of personality would have different impact on their ego-resilience and self-efficacy.

<table>
<thead>
<tr>
<th>categorization</th>
<th>Levene’s test for Equality of variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Ego-resilience</td>
<td>2.064</td>
<td>0.152</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>5.048</td>
<td>0.026</td>
</tr>
</tbody>
</table>

As shown in Table 3, a statistically significant difference was found between introverts and extroverts in their ego-resilience: t=6.065, p=.000. Also, an independent sample t-test found a significant difference between the two types in their self-efficacy (t=9.724, P=.000).

4.3 Correlation between Measurement Variables of Personality Types

Person correlation analysis was performed to see the relationship among the variables and factors of ego-resilience and self-efficacy. The results of analysis were found below in Table 3.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interests and concern</td>
<td>[1]</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotion Control</td>
<td>[2]</td>
<td>.583*</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive future Orientedness</td>
<td>[3]</td>
<td>.553*</td>
<td>.660*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4. Correlation between Ego-resilience and Self-efficacy
As shown in Table 4, the subfactors of ego-resilience variety in interests, emotion control and positive future-orientedness had a high correlation with those of self-efficacy - confidence and self-control. It was also found that the subfactor of preference for difficult tasks had a weak correlation with variety in interests and no correlation with emotion control and positive future-orientedness. In conclusion, it might be assumed that the two factors of ego-resilience and self-efficacy are correlated to some extent.

4.4 A regression analysis of the attitude towards computer and academic procrastination

As shown in Table 5, Interest and interest, emotional control and positive future orientation, which are sub-factors of ego-resilience,
have a statistically significant effect on self-efficacy. As a result, it can be predicted that ego-resilience and self-efficacy may have a significant effect on each other regardless of personality type.

5 Concluding Remarks

This study found that introverts and extroverts had a significant difference in their ego-resilience and self-efficacy. Also, a close correlation between the measurement variables existed according to two personality types. Such a finding is expected to help college students find right paths to develop themselves by understanding their characteristics. Also, it might be suggested that college education take different personality types into more consideration in preparing any curriculum customized for a particular type of students. Better understanding of oneself is a requisite in enhancing self-efficacy and ego-resilience and growing into a competent member of society.

6 Acknowledgment

Funding for this paper was provided by Namseoul University.

References


