



Relationship of Personality Traits Hexaco and Self Esteem in University Students

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Abstract: Self-esteem reveals the individual's sense of worth and the degree to which the individual values himself. It represents the individual's general as well as personal feelings diagonally the time and context. It pertains to the personnel evaluation regarding their potential, worth, capabilities and norms. Therefore, this research was carried out to analyze the HEXACO (conscientiousness, openness, honesty-humility, extraversion, neuroticism and agreeableness) in association with the self-esteem of university students. For this purpose, 300 participants of different ages, gender, education level and residence were included in the study. The data was collected on a predesigned questionnaire and was analyzed using statistical tools. It was found that openness, conscientiousness, and self-esteem, were substantially higher ($p < 0.05$) in males, but extraversion, agreeableness, and neuroticism were significantly higher in females ($p < 0.05$). Honesty-humility was also higher in female students. Further evaluations revealed that openness, conscientiousness, extraversion, agreeableness, and honesty-humility were significant positive predictors ($p < 0.05$) of self-esteem in university students, whereas neuroticism served as a significant ($p < 0.05$) negative interpreter of self-esteem. Hence, it was concluded from this research that personality traits affect all elements of university students and are strongly associated with their self-esteem.

Introduction

The environment and biological elements contour and amend personality over time. Although various definitions of personality prevail, the central dogma of most theories relies on the motivation and psychological interactions of individuals with the environment. Raymond Cattell's trait-based personality theories described personality as "characteristics which predict an individual's conduct". Alternatively, behaviorally-based approaches institute personality by way of learning and habits. However, nearly all theories hold that personality is generally unwavering and stable (Bornstein, 2006).

Every human being is born unique. They choose to carry out their profession and live their lives according to their inclinations. Despite their uniqueness, people share certain features and behaviors as they enter the world, such as social bravery, modesty, fairness, forgiveness, conscientiousness, liveliness, sincerity, kindness and inquisitiveness. Similarly, they possess the capacity to comprehend the world, people, and events. Consequently, the prettiness of this planet is that all individuals have their unique conduct and personality (Geramian *et al.*, 2012; Shian *et al.*, 2022). Owed to their uniqueness and personality, individuals express their interests, emotions, likes, dislikes and opinions, which are diverse.

Consequently, although all humans are equal, their personalities vary greatly (Jia *et al.*, [2022](#)). Personality traits reveal the underlying distinctions between people. The complex arrangement of a person's psychophysical systems determines his behaviors, actions, and mental processes. Personality refers to distinct patterns of one's feelings, actions and emotions (Upadhayaya and Joshi, [2021](#)).

Among the several theories regarding personality qualities, the big five ideas have proven significant. The big five model serves as the most prevalent personality trait model (Digman, 1990). Five distinct personality qualities are; openness, extraversion, neuroticism, conscientiousness and agreeableness. The majority of the Big Five traits are evaluated independently. Extraversion, for example, may be quite high, whereas neuroticism might be elevated or low. The HEXACO (personality model) is a transformation of the big five. HEXACO includes honesty-humility as the sixth attribute of personality because, according to its proponents, the traditional five-factor model ignored a very imperative group of persons' differences, which is why it includes honesty-humility as the sixth trait of personality (Ashton and Lee, [2007](#)). It appeared to be a significant predictor of performance in caregiving professions, and the domain evaluates a person's propensity to deceive others to gain benefits, riches, or social position. Emotionality quantifies an individual's propensity for demonstrating empathy and familial attachment. Extraversion appraised an individual's self-assurance and receptivity to social interactions. Agreeableness is the measure of one's aptitude to cooperate, forgive and control their temper with others. The trait of conscientiousness assesses a person's propensity to be harmonized with their environment and plan, as well as their job motivation. Openness to experience measures a person's passion for art or nature, as well as their advantage and creativity (Upadhayaya and Joshi, [2021](#)).

Multiple variables, including home environment, age, gender, personality traits, motivation, instructional facilities, teacher qualities and instructional materials, are associated with students' academic achievement. More studies on self-directed learning and motivation have been undertaken. This illustrates that research has been undertaken on a range of variables that connect with academic achievement but on HEXACO personality traits comparatively little (Mugo *et al.*, [2022](#)).

There is an association between personality traits and self-esteem. Previous research revealed a negative liaison between emotional stability and disappointment in students. Furthermore, higher body-esteem emotional due to stability and extraversion were predicted in both genders. Nonetheless, personality traits are connected with other individual difference characteristics, which in turn are associated with body esteem, indicating a more complex relationship. The Big Five personality qualities influence individuals' self-perceptions. It is believed that a person's self-conception is selectively represented in ways that are congruent with that person's personality traits, giving the person a sense of coherence. This correlation of self-esteem and personality features was shown by research that 34% of the dissent in self-esteem was due to Big Five personality variables. In particular, emotional stability ($r = .50$), extraversion ($r = .38$), and conscientiousness ($r = .24$) are the three traits most closely related to self-esteem (Shorek *et al.*, [2022](#)). People with high self-esteem are more inclined to question the group's approach in group settings. Self-esteem does not have a direct effect on leadership, but it may have indirect effects. People with high self-esteem are more in-group biased than low self-esteem, which may contribute to prejudice and discrimination (Ciarrochi *et al.*, [2007](#)).

A study investigated the Five Factor Personality Trait Scale and the Self-esteem Scale in University students at Sargodha. There was a

positive correlation among conscientiousness, extroversion, openness to experience and agreeableness, as indicated by the correlation matrix. These traits were correlated negatively to neuroticism, whereas it was evident from the regression analysis that extraversion, neuroticism and openness were significant predictors of self-esteem. The t-test found gender variations in self-esteem and neuroticism as well. In addition, moderation research indicated that openness moderated the association between neuroticism and self-esteem (Niazi, [2017](#)).

The literature illustrated that research studies were conducted on a range of parameters of personality in connection with academics, but little data is available on the association of HEXACO personality traits. Also, these studies recommended exploring ramifications for future research to determine the association between HEXACO and the self-esteem of university students. Therefore, this research was carried out to examine and analyze the HEXACO in association with the self-esteem of university students.

Materials and Methods

Study Design

This research was conducted to evaluate the HEXACO model (of personality traits) and its relationship with self-esteem among university students participating in a variety of institution-specific programs. To collect data, a survey was conducted in various departments of Gomal University Dera Ismail Khan during the year 2021-22 to devise an appropriate strategy for examining an existing circumstance. This evaluation was conducted quantitatively since the results are most effectively presented using mean scores, standard deviation, the independent t-test, and stepwise regression analysis (Jia *et al.*, [2022](#)).

Interpretation of the Collected Data

Calculated data interpreted as findings based on the investigation's objectives instrumented on the HEXACO personality inventory questionnaire comprising six basic components (**Table 1**) pertaining to the student's personality (Liu *et al.*, [2020](#)). The likert scoring format was implemented in the questionnaire, with the score ranging from 1 to 5 (Esmaeilpour *et al.*, [2013](#)). All six personality components were given in Table 1; each component carried 05 components in the scale (low and high scores) and was assigned scores accordingly. A total of 300 students of different ages and genders participated in this study (Thrusfield, [2007](#)). A high score on a dimension suggested that the student strongly demonstrated that particular trait.

Estimation of Self Esteem

The Rosenberg Self-Esteem Scale (Rosenberg, 1965) was used to estimate the self-esteem of the students. It was a 6-item scale that measured both impacts, positive and negative, for self-evaluation to assess global self-worth. The scale was presumably unidirectional, and all questions used a four-point Likert scale ranging from strong agreement to strong disagreement. The five positive and five negative self-descriptive statements pertaining to the individual's personality were incorporated. After reverse grading the negatively worded items, the sum of the points given to each of the 10 items revealed an individual's level of self-esteem (Shorek *et al.*, [2014](#)).

Statistical Analysis

Expressive statistics, such as the mean and standard deviation, were used to distinguish the variables, whilst one-way ANOVA with Tukey HSD test, Pearson's chi-square methods and regression analysis were used to analyze the data and compare the treatments.

Table 1. HEXACO personality inventory questionnaire comprising six basic components

S. No	Personality Traits	Definition	Low Score	High Score
1	Openness	The tendency or disposition of a person to esteem novel ideas, behaviors, sensations, and values	Narrow interest, desire not to be exposed to different moral interests, down-to-earth, not analytic and uncreative	Inquisitive, creative, analytic, nonconformist, and likes observing individuals of various styles
2	Conscientiousness	The disposition to be cautious, conscientious, diligent, and to adhere to rules	Hedonistic, lazy, lax, unreliable and careless	Never late for a date, diligent, punctual, organized, and self-disciplined
3	Extraversion	The disposition to be sociable, conversational, appreciate people, and possess a dominant manner	Prefer a secluded, serious, enthusiastic, sober and aloof	positive, energetic, fun creating, amusing, and affectionate
4	Agreeableness	The inclination to agree with and follow others rather than asserting one's own opinion and choice	Rapidly imposes personal preferences on others; angry, uncooperative, impolite, and crafty	Accepts the decisions of others, cooperative, kind, credulous, and good-natured
5	Neuroticism	The propensity to feel negative emotions such as wrath, indifference, disappointment, worries and grief	serene, unemotional, calm, resilient, and self-satisfied	fretting over little matters, hypochondriacal, experiencing feelings of inadequacy, Insecure, sensitive
6	honesty-humility	The disposition to treat others with fairness and sincerity and cooperate with others even when they exploit him without suffering retribution	Inclined to break norms for personal advantage, materialism, self-importance, and self-appreciation.	Avoid manipulating for personal interest, be uninterested in lavish wealth, have no greed for luxury, avoid breaking the rules and be trustworthy

Results

The study included 300 participants from different departments of Gomal University Dera Ismail Khan, on their willing consent. The questionnaire was used to assess the HEXACO personality score of the individuals as well as gather data pertaining to the correlation between these personality traits and the self-esteem of the university students. The participants belong to different age groups in which a significantly larger number ($p < 0.05$) was of the age range 18–22 years, followed by 23–27 and above 28 years,

with percentages of 61.33, 26.33 and 12.33%, respectively. The data was collected from an equal number (n) of male and female students for analysis of the gender variations ($p \geq 0.05$) in self-esteem. Most of the students who participated in this research were from undergraduate programs ($p < 0.05$), followed by postgraduate and doctoral courses, and 64.33% of students were from Science subject courses ($p < 0.05$), while 35.66% were from Arts Department. The subjects were mostly ($p < 0.05$) day scholars (218/300; 72.66%), while 27.33% were boarder students (Table 2).

Table 2. Demographics of the study population

Demographics	Sample Size (n)	Percentage (%)	p-value
Age			
18-22 Years			
23-27 Years	184	61.33	
Above 28 Years	79	26.33	0.00001*
	37	12.33	
Gender			
Male			
Female	150	50	0.90252
	150	50	
Level			
Undergraduate			
Postgraduate	181	60.33	
Doctoral	95	31.66	0.00001*
	24	8.0	
Subject			
Science			
Arts	193	64.33	0.000046*
	107	35.66	
Residence			
Boarder			
Non-boarder	82	27.33	0.00001*
	218	72.66	

*indicated that the value is statistically significant at $p < 0.05$

The average HEXACO characteristics, including openness, conscientiousness, and self-esteem, were substantially higher ($p < 0.05$) in males, but Extraversion, Agreeableness, and Neuroticism (a

negative aspect of personality) were significantly higher in girls, while honestly-humility were non-significantly higher ($p \geq 0.05$) in girls (Table 3).

Table 3. Comparative HEXACO traits and self-esteem between the boys and girls

S. No	Personality variable	Boys (Mean±SD)	Girls (Mean±SD)	χ^2	p-value
1	Openness	47.12±6.48	31.26±3.98	22.18	0.0023*
2	Conscientiousness	28.79±4.32	27.12±4.19	0.0005	0.9818
3	Extraversion	31.12±4.59	38.40±5.19	9.742	0.0045*
4	Agreeableness	31.12±4.59	43.17±6.28	19.27	0.0006*
5	Neuroticism	23.78±3.12	38.42±4.84	16.61	0.0023*
6	Honesty-humility	41.31±7.78	41.47±6.56	0.0007	0.9785
7	Self-esteem	121.76±12.19	108.13±10.21	0.3129	0.5759

*indicated that the value is statistically significant at $p < 0.05$

Openness, Conscientiousness, Extraversion, Agreeableness, and Honesty-humility were significant positive predictors ($p < 0.05$) of self-

esteem in university students, whereas neuroticism was a significant ($p < 0.05$) negative predictor (Table 4).

Table 4. Regression analysis of the effect of HEXACO personality traits on the self-esteem

S. No	Personality variable	Self-esteem				
		B	B	R ₂	x ²	p-Value
1	Openness	0.52	0.16		23.51	0.0001*
2	Conscientiousness	0.56	0.17		14.69	0.0054*
3	Extraversion	0.83	0.25	0.542	16.42	0.0025*
4	Agreeableness	0.69	0.21		23.51	0.0001*
5	Neuroticism	-0.85	-0.29		13.91	0.0076*
6	Honesty-humility	0.90	0.33		23.67	0.0001*

Discussion

This study aimed to show a correlation between personality traits and self-esteem among university students. It was found that openness, conscientiousness, and self-esteem, were substantially higher ($p < 0.05$) in males, but Extraversion, Agreeableness, and Neuroticism were significantly higher in girls ($p < 0.05$), and Honesty-humility were non-significantly higher in female students. A similar nature study reported that Extraversion, Agreeableness, openness and Neuroticism were substantially higher ($p < 0.05$) in females as compared to male subjects, whereas conscientiousness and self-esteem were significantly higher ($p < 0.05$) in the male population (Amirazodi and Amirazodi, 2011).

Openness, Conscientiousness, Extraversion, Agreeableness, and Honesty-humility were significant positive predictors ($p < 0.05$) of self-esteem in university students, whereas neuroticism was a significant ($p < 0.05$) negative predictor of self-esteem. Our findings were in accordance with the research reporting that agreeableness versus antagonism, extraversion versus introversion, openness versus closeness to experience, conscientiousness versus lack of direction and openness versus closeness to experience were significant predictors of self-esteem, whereas neuroticism versus emotion stability were the significant tools to predict low self-esteem (Amirazodi and Amirazodi, 2011). Another study also confirmed that extraversion, agreeableness, conscientiousness, and openness had a positive effect on the self-esteem of

university students (Caspi *et al.*, 2005). Our findings were in agreement with the study in which the personality parameters' correlation with the self-esteem of university students had a strong impact. Individual differences explained the correlations between self-esteem and Big Five dimensions, and it was reported that personality traits affect a person's life in all spheres (Varanarasamma *et al.*, 2018). Similar findings were retrieved in a study in which high self-esteem levels were associated with extraversion, emotional stability, agreeableness, and conscientiousness as personality qualities (Zeigler *et al.*, 2015).

Conclusion

This study concluded that five of the HEXACO characteristics, including extraversion, agreeableness, openness, conscientiousness and Honesty-humility, were significant positive predictors of self-esteem, whereas neuroticism was a significant negative tool to predict self-esteem. In gender distinction, males scored higher in openness, conscientiousness, and self-esteem, while females had significant tendencies of extraversion, agreeableness, neuroticism and Honesty-humility than males. Consequently, it is apparent that personality traits affect all elements of university students and are strongly related to their self-esteem.

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