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**The Relationship between Personality Type and Self-Confidence in Adolescents**

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**ABSTRACT**

**Background:** Self-confidence plays an important role in shaping positive attitudes and mental readiness in adolescents to undergo complex developmental tasks. will improve mental abilities and use sensebelieve self on ability And knowledge his personal For maximize effect positive. **Object:** This study was to determine the relationship between personality type and adolescent self-confidence **Method:** correlational research . The total population of first and second year students of the Diploma III Nursing Study Program at Sutopo Campus was 193 adolescents. The sample consisted of 130 adolescents from the student body. Sampling was conducted using simple random sampling. The measuring instrument was a questionnaire. Data were analyzed using the Spearman's rho statistical test with  $p < \alpha = 0.05$ . **Results:** The study showed that a small number of adolescents with introverted personality types, or as many as 7 adolescents (5.4%), had low self-confidence. Adolescents with extroverted personalities, mostly or as many as 87 adolescents (66.9%), had moderate self-confidence. The relationship test using Spearman row obtained  $p = 0.01 < p = 0.05$ . **Conclusion:** A significant relationship was found between personality types and adolescent self-confidence. It is hoped that students with a better understanding of personality types can more easily identify strengths and potential and can be improved so as to strengthen self-confidence. Efforts with a better understanding of how personality characteristics and self-involvement in self-development activities.

**Keywords:** Personality Type, Self-Confidence, Adolescents

**BACKGROUND**

Self-confidence plays an important role in shaping positive attitudes and mental readiness of adolescents in undergoing complex developmental tasks. Self-confidence is influenced by internal factors such as motivation and personal experiences and external factors that can be in the form of learning environment, social interactions, and individual personality characteristics (Neff & Vonk, 2009). Adolescents who act as DIII Nursing Study Program students at Sutopo Surabaya, face the demands of not only mastering clinical knowledge and technical skills, but also to communicate effectively with patients and the medical team. The role of these students requires

them to have a high level of self-confidence in order to maintain the quality of service and respond to clinical situations appropriately and responsively. Introverted personality types are often associated with emotional instability and a tendency to doubt themselves, which can reduce an individual's level of self-confidence (Sowislo & Orth, 2013).

Data from the Indonesian Child Protection Agency (BPK) in 2018 stated that 56% of adolescents have low self-confidence (Kim & Manion, 2019). The complexity of the interaction between personality and self-confidence, and the need for a differential approach in developing educational and coaching

strategies to strengthen students' self-confidence. Self-confidence or "self-assurance." Also reflect trust on ability, strengths, and self-assessment, demonstrating positive beliefs towards yourself. Confidence in students will increase mental abilities to reduce the negative influence of doubt, thus allowing each individual to use taste believe self on ability And knowledge his personal For maximize effect positive. With thus, trust self can be seen as a combination of self-confidence and mental ability to overcome doubt and reach potential personal (KPAI, 2021).

A more comprehensive view of the relationship between personality type and self-confidence in various contexts (McCrae & Costa, 2003). The five-factor model of personality provides a powerful framework for understanding how individual personality traits such as introversion, extroversion, and conscientiousness can influence their behavior, attitudes, and performance in various aspects of life. Individuals with higher levels of extroversion tend to have stronger self-confidence in social and professional situations (Robert set al., 2005). Self-confidence can be increased through engaging in self-development activities, celebrating small achievements, and building positive social relationships can form a strong foundation. Understanding personality types requires innovative and in-depth actions to create a sustainable positive impact. In this effort, there is an increase in deep understanding of individual characteristics, self-reflection, and acceptance of the uniqueness of personality types are key (Akbari & Sahibzada, 2020).

A deeper understanding of how personality traits can be understood in the nursing context has also become the focus of increasingly intensive research. Personality development is influenced by complex interactions between the cognitive, affective, conative, and somatic aspects of an individual (Jung et al., 2014).

The existing knowledge gap highlights the need for more in-depth and focused research to fill this gap. More specific and detailed studies are needed to identify the psychological mechanisms underlying the relationship between personality type and self-confidence in nursing students. This more in-depth research can provide more specific insights into how introversion, extroversion, conscientiousness, and other personality factors influence students' levels of self-confidence (Chia & lim, 2017). The purpose of this study was to determine the relationship between personality type and self-confidence in adolescents.

## **RESEARCH METHODS**

### **Research Design**

The design was correlational with a cross-sectional approach. The total population of first and second year students of the DIII Nursing Study Program at Sutopo Campus was 193 adolescents. The sample in this study was a portion of the DIII Nursing Study Program at Sutopo Campus calculated using the Slovin formula;  $n = \frac{N}{1+N(d)^2}$ , with a sample size of 130 adolescents. Sampling used simple random sampling.

### **Instrumen & Equipment**

Questionnaire items were designed to measure personality types and self-confidence of adolescents with a Likert scale.

### **Data Collection Methods**

Data were collected using a questionnaire from April to May 2024, with visits to the youth's campus. Interviews were conducted to ensure proper understanding of the questions. Self-reported information was systematically cross-referenced with institutional records to improve data accuracy and minimize recall or reporting bias that could affect the validity of the study.

### Data Analysis

Data analysis in this study involved several key steps. First, descriptive statistics were used to summarize the demographic characteristics of respondents, including age, education level, and occupation. Second, cross-tabulation was used to determine the relationship between personality types and adolescent self-confidence. The relationship analysis used the SPSS 16.0 program and Spearman's rho statistical test to evaluate the relationship between personality types with a significance level of  $p < \alpha = 0.05$  <sup>(7)</sup>

## RESULT AND DISCUSSION

**Table 1.**

Demographic frequency distribution of adolescents based on gender and age in the Sutopo Nursing Study Program, May 2024

Demographics	Frequency	%
<b>Age (Years)</b>		
18-19	61	46.9
20-22	69	53.1
<b>Gender</b>		
Man	17	13.1
Woman	113	86.9
<b>Total</b>	<b>130</b>	<b>100</b>

In table 1. it shows that the age of most teenagers or as many as 69 teenagers (53.1%) aged 20-22 years and most of them or as many as 113 teenagers (86.9%) were female .

**Table 4.**

Cross-tabulation between personality types and self-confidence of adolescents in the DIII Nursing Study Program, Sutopo Surabaya, May 2024.

Personality Type	Confidence						Total	
	Low		Currently		Tall			
	F	%	F	%	F	%	F	%
<b>Introvert</b>	7	5.4	12	9.2	0	0.00	19	14.6

**Table 2.**

Frequency distribution based on personality type of adolescents in the DIII Nursing Study Program, Sutopo, May 2024

Personality Type	Frequency	(%)
Introvert	19	14.6
Extrovert	111	85.4
<b>Total</b>	<b>130</b>	<b>100</b>

In table 2. shows that the personality type of most teenagers, or as many as 111 teenagers (85.4%) have an extroverted personality.

**Table 3.**

Frequency distribution based on the level of self-confidence of adolescents in the DIII Nursing Study Program, Sutopo, in May 2024

Confidence	Frequency	Percentage (%)
<b>Tall</b>	24	18.5
<b>Currently</b>	99	76.2
<b>Low</b>	7	5.4
<b>Total</b>	<b>130</b>	<b>100</b>

Table 3. shows that the majority of teenagers, or 99 teenagers (76.2%) have moderate self-confidence.

Type Personality	Confidence						Total	
	Low		Currently		Tall		F	%
	F	%	F	%	F	%		
<b>Extrovert</b>	0	0	87	66.9	24	18.5	111	85.4
<b>Total</b>	7	5.4	99	76.2	24	18.5	130	100

Spearman Row Test  $p = 0.01 < p = 0.05$

Table 4 shows that a small percentage of adolescents with an introverted personality type, or 7 adolescents (5.4%), have low self-confidence. The majority of adolescents with an extroverted personality type, or 87 adolescents (66.9%), have moderate self-confidence. The correlation test using Spearman's row obtained  $p = 0.01 < p = 0.05$ .

### Discussion

Spearman row test results obtained  $p = 0.01 < p = 0.05$ . This study confirms previous findings that personality factors such as extroversion, and conscientiousness can significantly affect individual self-confidence (Baldwin et al., 2019). The tendency to doubt oneself, which can reduce student self-confidence in academic and professional contexts (Sowislo & Orth, 2013). Emotional instability and tendency to doubt oneself. The study confirmed that a personality associated with high negative emotional influences can be a predictor of depression and anxiety, which in turn can reduce an individual's level of self-confidence. The results of this study are consistent with their findings, showing that students with negative personality traits involving negative emotions, high poor self-control tend to have low self-confidence in facing academic and social challenges in the nursing environment (Sowislo & Orth, 2013).

Adolescents acting as students with more extroverted personality types tend to have higher levels of self-confidence in social interactions and respond more positively to academic

challenges (Komarraju et al., 2011). This is in line with Feist's findings which describe that extroverted individuals tend to be active in seeking new experiences and have better adaptability in learning and professional situations (Nguyen et al., 2019). On the other hand, extroversion is often associated with higher self-confidence. Research by Chomaria shows that individuals with extroverted personality types tend to be more confident in social interactions and facing new situations. This finding supports the results of our study which found that more extroverted nursing students tend to have greater self-confidence in undergoing clinical practice and care team interactions (Komarraju et al., 2011). In addition to negative personality traits involving negative emotions, poor self-control (introversion), and extroversion, other factors such as conscientiousness and openness also play an important role in shaping self-confidence. According to a study by Baldwin and Reuben (2019), students with a more conscientious personality type tend to have high standards for themselves and therefore may have stronger self-confidence in carrying out complex nursing tasks. Furthermore, openness to new experiences also contributes to increased self-confidence in facing new challenges in academic and professional environments (Roberts et al., 2005).

Extroversion, characterized by being more social, active, and assertive, is often associated with higher levels of self-confidence. Research by Komarraju, Karau, Schmeck, and Avdic found that

students who scored high on extroversion tended to have higher levels of academic self-confidence (Komarraju et al., 2011). This may be because extroverted students are more likely to interact and receive social support, which boosts their self-confidence. Introversion, which reflects a tendency to experience negative emotions such as anxiety and depression, is often associated with low self-confidence. According to research by Judge, Bono, Iles, and Gerhardt, introversion is a strong negative predictor of self-confidence. Research suggests that nursing students with high levels of introversion exhibit lower levels of self-confidence, especially in stressful clinical situations (Judge et al., 2002).

Openness to experience is a personality dimension that encompasses traits such as imagination, curiosity, and appreciation for arts and culture. Students high in openness to experience tend to have greater confidence in creative and innovative thinking in nursing practice. Agreeableness and conscientiousness are also related to self-confidence. Students high in agreeableness tend to collaborate more easily with others, which can increase their confidence in social and academic settings. Conscientiousness, which reflects traits such as discipline, responsibility, and reliability, is closely related to academic and professional self-confidence. Research shows that conscientious nursing students tend to be more confident in managing time, completing academic assignments, and following clinical procedures correctly (Nguyen et al., 2019). Interventions such as counseling and stress management training can help mitigate the negative impact of introversion on self-esteem. Training programs that address individual personality types can help identify each student's strengths and weaknesses and provide tailored strategies to address the challenges they face (Dagnall et al., 2018).

## CONCLUSION

A significant relationship was found between personality type and adolescent self-confidence. Positive personality traits involving positive emotions and high levels of self-control tend to have high self-confidence, which leads to good academic and social skills. Extroverted personality types are directly related to high self-confidence, identifying each student's strengths and weaknesses and providing tailored strategies to overcome the challenges they face.

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