A Relation Research on the Self-Worth and Personality of Rural Junior High School Left-Behind Students

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Abstract

Using two questionnaires, the research investigates the self-worth and the personality of 303 rural Junior High School left-behind students and 365 Left-behind Junior High School students. The results show that: (a) The development level of self-worth of rural Left-behind Junior High School students is less than normal left-behind students in N scale and SS1.（b）There is higher of grade one than grade three in GI. (c) There is significant of SI3 and P scale and N scale in gender. (d) There is significant correlation between personality and self-worth for rural Left-behind Junior High School students. (e) Personality traits could predict most dimensions of self-worth.

Key words: Left-behind junior high school students; Personality; Self-worth

INTRODUCTION

"Left-behind children", is a large scale of rural surplus labor to the city in the process of the formation of a vulnerable group. At present, China's academic community generally defined as the left-behind children as a result of both parents or one side in the work, doing business and other children stay home, care for others in the compulsory education phase of children under the age of 16 (Ye et al., 2005). In Chongqing, Sichuan, a number of remote mountainous secondary school left-behind students in the survey found that more than half of the left-behind students of these schools are both parents are not around. This shows that the left-behind phenomenon is more common in the western region. Therefore, the left-behind children in these areas are more worthy of attention.

Psychologists believe that children's early experiences (i.e., left-behind children early separation from parents life experience) the personality formation and development has a very important role and left-behind Junior High School students are in the key period of the formation of personality. In this period, the special needs of their elders, especially parents care and guidance. The long-term separation from parents makes them prone to extreme deviation, suspicion, attack, personality and psychological behavior. And early from their parents for a long time separation makes them not fulfill the desire of caring. Being lack of emotional communication, bad mood was not timely and effectively resolved, formation of long-term accumulation of the left-behind children withdraws with introverted disposition (Chang, 2007; Zhao et al., 2006; Wang, 2002; Chen, 2005; Huang, 2004; Fang & Sang, 2005; Chen, 2005).

Some researchers believe that self-worth is the core of the personality, it plays a decisive role in the integration of personality and Gong (2004) and Zhou et al. (2006) Study found that personality traits of middle school left-behind students will directly affect the self-esteem, personality factors in emotion, opening on Middle School left-behind students' self-esteem has significant predictive effect. To illustrate this, mood is more stable, more open

to experience, outside now, individual self-esteem higher. Also, left-behind children as a way of raising and Anctil et al. (2007) display generation adoptive parents education way to their self-esteem produced important influence and unstable support spaces is extremely easy to cause mental illness and continues into adulthood (Denuwelaere & Bracke, 2007). Found that the former is much more heavily affected by family support and conflict than the self-esteem of the children. Most of the research on the relationship between personality and self-value of the non-left-behind children found that there was a high correlation between the two, and there were grade and gender differences.

The personality characteristics of the left-behind Junior High School students in our country have their special characteristics. What kind of relationship exists between the personality and self worth of the left-behind Junior Middle School left-behind students? What is the impact of the personality on the formation of high self-worth? Left-behind Junior High School students' personality, self value is there grade and gender differences? The research of these questions will provide the theoretical basis for the psychological health education of the left-behind Junior Middle School students.

1. RESEARCH METHODS

1.1 Research Objects

From Bishan County high school respectively from the three grade selected with either one or both parents in work, business, learning and to stay in the home, and the need for other people or the entrusted person care in the stage of compulsory education left-behind students under the age of 16, left-behind Junior High School students are 350 and general through left-behind Junior High School students is 450 people, a total of 800 people. Remove not finished the questionnaire for all items, each item with a project and unqualified questionnaire did not fill in the grade and gender, 668 valid questionnaires, the number of non-left-behind 303,365 people left-behind. Among them, the first 232 people, 194 days, 242 days, 331 girls, 337 boys.

1.2 Research Tools
Status questionnaire for:

1.2.1 Left-Behind Children
This study mainly investigates the basic situation of the gender and grade of the left-behind children, and the number of working years.

1.2.2 Eysenck Personality Questionnaire (Personality Questionnaire Eysenck, Referred to as EPQ) (Children's Version)
Eysenck's EPQ Personality Questionnaire (Children's Edition), which is appropriate to 7-15 years of age. This

amount, the experts revised including mental quality, internal and external tilt amount table, emotional stability volume table (neural mass table), polygraph or hide scale four subscales, the scale consists of different numbers of projects, respectively, including 18, 25 and 23 and 22 items. A project only loads a dimension factor. Each item requires a person to answer a "yes" or "no" (or "no"). Be sure to make an answer, and can only answer yes or no. The internal consistency coefficient of the questionnaire was between 0.692 and 0.758, which indicated that the reliability of the questionnaire was good, and the content validity was reliable.

1.2.3 Self-Worth Scale
By Huang and Yang (1998) compiled the self-worth scale (SE). This scale includes 56 items, from global self-worth, general self-worth and special self-worth three subscales. The table contains 13 dimensions: global self-worth, social oriented general self-worth, individual oriented general self-worth and social orientation of special self-value sense including interpersonal self-value sense, psychological self-value sense and sense of value of moral self, physical self-value sense, a sense of family self-worth, individual orientation of special self-worth includes interpersonal self-value sense, psychological self-value sense and sense of value of moral self, physical self-value sense and sense of self-worth families. The uses of 5 grades are as follows: To represent the most inconsistent, more do not meet, meet, more in line with the full compliance. In the subscale, the higher the score is, the self-worth is stronger. This scale is a Chinese accords with the characteristics of adolescent self-worth scale, has good reliability and validity.

1.3 Research Program

The class as the unit of the left-behind and non-left-behind children were distributed questionnaires, one time on the spot measured and recovered, all the data with SPSS 12 windows for treatment.

2. RESEARCH RESULTS

2.1 Differences in Personality and Self Worth Between Left-Behind and Non Left-Behind Junior Middle School Students

The left-behind and non-left-behind Junior High School students in personality and self-value sense of each subscale of the independent samples *t* test. The results (see Tables 1 and 2) found that left-behind Junior High School students' emotional stability, social orientation of special interpersonal self-worth than non left-behind Junior High School students.

Table 1
The Differences of the Different Dimensions of the Left-Behind and Non- Left-Behind Junior Middle School Left-Behind Students

	Left-behind or not	Average	Standard deviation	The value of T
Mental quality	Non left-behind	.3131	.14660	.347
	Left-behind	.3093	.13206	
Internal and external dumping	Non left-behind	.5727	.15042	-1.435
	Left-behind	.5893	.14680	
Nervous	Non left-behind	.4698	.19879	-2.743**
	Left-behind	.5133	.20991	

Note. * * indicates a significant difference at .01 level; *n* non left-behind *n* =365, left-behind =303.

Table 2
The Differences Between the Left-Behind and Junior Middle School Non-Left-Behind Students in Different Dimensions of Self Worth Scale

	Left-behind or not	Average	Standard deviation	The value of T
Total self worth	Non left-behind	3.6297	.74858	-1.954
	Left-behind	3.5083	.85675	
Social orientation general self-worth	Non left-behind	2.9644	.50005	-.470
	Left-behind	2.9446	.59006	
Individual oriented general self-worth	Non left-behind	3.6225	.77050	-1.662
	Left-behind	3.5168	.871114	
Social orientation special interpersonal self-worth	Non left-behind	3.0418	.62387	-2.232*
	Left-behind	2.9282	.68993	
Social orientation special psychological sense of self-worth	Non left-behind	3.4123	.76553	.177
	Left-behind	3.4233	.82746	
Social orientation special moral sense of self value	Non left-behind	3.5418	.76370	-.838
	Left-behind	3.4893	.86008	
Social orientation special physiological sense of self-worth	Non left-behind	3.4377	.78843	-1.376
	Left-behind	3.3498	.85915	
Social orientation special family self worth	Non left-behind	3.1130	.66615	.959
	Left-behind	3.1642	.71036	
Individual orientation special interpersonal self worth	Non left-behind	2.7075	.76625	1.630
	Left-behind	2.8108	.86068	
Individual orientation special psychological sense of self-worth	Non left-behind	3.1500	.66398	-.086
	Left-behind	3.1452	.77146	
Individual oriented special moral sense of self worth	Non left-behind	3.4678	.86274	-.676
	Left-behind	3.4208	.93271	
Individual orientation special physiological sense of self-worth	Non left-behind	2.8808	.86036	-1.368
	Left-behind	2.7871	.90555	
Individual oriented special family self worth	Non left-behind	3.5788	.81524	1.250
	Left-behind	3.6617	.89877	

Note. * indicates that the difference is significant level at .05; *n* non left-behind *n* =365 left-behind =303.

2.2 Grade Difference of Left-Behind Junior Middle School Left-Behind Students' Sense of Self Worth

Of left-behind Junior High School students in self-value sense of each scale whether there exists grade differences were compared using analysis of variance, analysis results show that the first left-behind students individual orientation generally have higher self-worth than those in grade (at .05 level means significant differences, and grade one and grade mean deviation .21667.

2.3 Gender Differences in Self-Worth of Left-Behind Junior Middle School Left-Behind Students

In the sense of self-worth, independent sample *t* test of their gender (results see Table 3), the results found that the individual orientation of the individual moral self-worth is not as good as girls. And the boy's total self-value sense, social oriented general self-worth, and social orientation special self-worth families are far better than girls, the individual oriented general social self-worth, social orientation of special interpersonal self-value feeling and the social orientation of special moral self-value sense than girls. But the individual orientation of the special physiological sense of self-worth is higher than girls.

Table 3
Gender Differences in the Dimensions of Self-Worth

	Sex	Average	Standard deviation	The value of *T*
Total self-worth	Male	3.4802	.80040	-3.092**
	Female	3.6707	.79157	
Social orientation general self-worth	Male	2.9003	.56255	-2.661**
	Female	3.0115	.51592	
Individual oriented general self-worth	Male	3.4976	.84559	-2.488*
	Female	3.6538	.78386	
Social orientation special interpersonal self-worth	Male	2.9369	.65912	-2.124*
	Female	3.0446	.65054	
Social orientation special psychological sense of self-worth	Male	3.3731	.81104	-1.452
	Female	3.4622	.77416	
Social orientation special moral sense of self-value	Male	3.4496	.83344	-2.213*
	Female	3.5876	.77769	
Social orientation special physiological sense of self-worth	Male	3.4021	.85001	.135
	Female	3.3935	.79331	
Social orientation special family self-worth	Male	3.0645	.69658	-2.736**
	fFmale	3.2092	.66929	
Individual orientation special interpersonal self-worth	Male	2.7901	.77649	1.1552
	Female	2.7175	.84515	
Individual orientation special psychological sense of self-worth	Male	3.1669	.75824	.697
	Female	3.1284	.66695	
Individual oriented special moral sense of self-worth	Male	3.2774	.89048	-5.015***
	Female	3.6186	.86718	
Individual orientation special physiological sense of self-worth	Male	2.9340	.87707	2.844**
	Female	2.7409	.87706	
Individual oriented special family self -worth	Male	3.5475	.86708	-2.109*
	Female	3.6866	.83696	

Note. * indicates a significant difference at .05 level, * * said at .01, *** indicates significant difference at .001; *N* male =337*n*, female =331.

2.4 Gender Differences in the Personality of the Left-Behind Junior Middle School Left-Behind Students

The study also found (see Table 4), in the personality characteristics, the boys in the spirit of the score higher than girls in the score are lower than the girls in the quality of the score. This shows that boys not girls have emotional stability, but the boys in the psychology have more loneliness and a sense of more aggressive and less sympathy, evil and others lack of due care in behavior than girls.

Table 4
Gender Differences in Personality Scales

	Sex	Average	Standard deviation	The value of *T*
Mental quality	Male	.3256	.15515	2.657**
	Female	.2969	.12144	
Internal and external dumping	Male	.5860	.15701	1.008
	Female	.5744	.14017	
Nervous	Male	.4651	.19066	-3.128**
	Female	.5144	.21599	

Note. * * indicates a significant difference at .01 level.

2.5 Personality and Self Worth of Left-Behind Junior High School Students in Various Dimensions of the Stepwise Regression Analysis

The relationship between personality and self-worth of Left-behind Junior High School students was analyzed by statistical methods based on Pearson correlation analysis (Table 5).

The results show that the Left-behind Junior High School students personality and self-value sense most dimensions exist significant, in extroversion most sexual and social oriented general self-worth dimensions have a high level of positive correlation. The stability dimension of emotion was significantly negatively correlated with the majority of self-worth, while the neurotic was only negatively correlated with the overall sense of self-worth at .01 level.

Correlation analysis of the left-behind children's personality and self-value sense, personality of neuroticism, psychoticism and inclination of three dimensions and the overall self-value sense at .01 level significantly correlated, but with social orientation of special self-value sense is not related and social orientation and special self-value sense and personal orientation of special self-worth related but psychological and individual oriented self-independent (see Table 5).

Table 5
Correlation Analysis of Personality and Self-Worth of Left-Behind Children

	Internal and external dumping	Emotion stability	Nervous
Total self-worth	.173**	-.288**	-.205**
	.020	-.075	-.071
Social orientation general self-worth	.202**	-.178**	-.079
	.118*	-.169**	.022
Individual oriented general self-worth	.264**	-.129*	-.046
	.149**	-.110	-.023
Social orientation special interpersonal self-worth	.289**	-.236**	-.105
	.172**	-.215**	-.096
Social orientation special psychological sense of self-worth	.139*	-0108	.005
	.070	-.022	.037
Social orientation special moral sense of self-value	.149**	-.089	-.068
	.187**	-.148**	-.055
Social orientation special physiological sense of self-worth	.169**	-.176**	-.086

Note. * indicates a significant correlation at .05 level, * * indicates a significant correlation at .01 level.

2.6 Regression Analysis of Personality and Self Worth of Left-Behind Children

On the basis of correlation analysis of EPQ in three dimensions (psychoticism, neuroticism, extraversion proneness) collinearity diagnosis, found the correlation coefficient among the three is 0.376, far below the standard (0.75), so you can put the three dimensions as a predictor variables to the sense of self value of various dimensions (except for SC, PEP) of stepwise regression. Results are shown in Table 6. Data analysis found that only social orientation of the general sense of self-worth did not enter the regression equation. The predictor variables of the standardized beta coefficients (standardized beta coefficient is positive, on behalf of the variables on the response is positive, whereas it is negative; the numerical bigger, the higher its importance, i.e., the degree of influence is bigger) shows that personality dimensions of self-value sense of the extent and direction of each dimension. The emotional stability of the individual oriented general self-worth has a strong negative predictive effect (see Table 6).

Table 6
The Results of the Regression Analysis of the Factors of Personality to Self-Worth

		$\triangle R^2$	R^2	β	t	F
	N	.068	.068	-.213	-5.559***	48.704***
Total self-worth	E	.054	.122	.261	7.097***	46.158***
	P	.020	.142	-.512	-3.894***	36.483***
	N	.057	.057	-.215	-5.492***	40.332***
Social orientation general self-worth	E	.044	.102	.226	6.044***	37.587***
	P	.006	.107	-.082	-2.048*	26.577***
Individual oriented general self-worth	N	.017	.017	-.132	-3.449**	11.362**
	E	.015	.032	.122	3.206**	10.901***
Social orientation special psychological sense of self-worth	N	.025	.074	-.160	-4.277***	26.727***
	E	.049	.049	.224	6.003***	34.274***
Social orientation special moral sense of self value	E	.028	.028	.187	4.825***	18.975***
	P	.011	.039	-.106	-2.734**	13.317***
	N	.060	.060	-.222	-5.695***	42.519***
Social orientation special physiological sense of self-worth	E	.051	.111	.240	6.440***	41.329***
	P	.005	.116	-.080	-2.014*	29.032***
	N	.043	.043	-.175	-4.384***	29.901***
Social orientation special family self-worth	E	.013	.056	.135	3.517***	19.888***
	P	.008	.065	-.099	-2.431*	15.327***
Individual orientation special interpersonal self-worth	E	.029	.029	.169	4.430***	19.624***
Individual orientation special psychological sense of self-worth	E	.013	.013	.115	2.993**	8.957**
	N	.032	.032	-.138	-3.456*	21.755***
Individual oriented special moral sense of self-worth	E	.026	.058	.185	4.851***	20.375***
	P	.013	.071	-.125	-3.086*	13.932***
Individual orientation special physiological sense of self-worth	N	.028	.066	-.166	-4.438***	26.517***
	E	.038	.038	.096	5.297***	23.479***
	N	.038	.038	-.141	-3.572***	26.103***
Individual oriented special family self-worth	E	.027	.065	.195	5.160***	23.019***
	P	.023	.087	-.164	-4.064***	21.211***

*Note. * p<0.05; * *: p<0.01; * * * p<0.001*

3. ANALYSIS AND DISCUSSION

The study on the left-behind and non-left-behind Junior High School students in personality and self-value sense of each subscale were independent sample test. The results showed that Left-behind Junior High School students' emotional stability and social orientation of special interpersonal self-worth than non-left-behind Junior High School students (see Table 1). In the personality questionnaire, the score of the high score of the mental quality questionnaire is not satisfied with their own evaluation, that they have no value. The present study shows that there is no emotional stability of the left-behind children and the emotional stability of the left-behind children. It is found that the stability of emotion (the neurotic dimension) and the internal and external (internal and external dimensions) have great influence on the formation of self-worth. Emotional stability

(neural mass scale scores very low tendency in emotional response is slow, weak, even aroused emotions also soon calm down and is usually calm. The scores for the quality of the nerve were high and the mood was expressed as anxiety, nervousness, irritability and depression. By analyzing the results, it shows that compared with the non-left-behind Junior High School students, their emotional stability is poor, which is not conducive to the formation of the sense of self-worth. That is, the personality, extroversion has a great effect on the overall sense of self value. A number of studies indicate that the extroverted people are more optimistic, work actively, and all these personality characteristics make him have more positive emotional experience, and introverted person is just the opposite (see Table 6). These findings confirm the hypotheses and are consistent with previous studies. In addition, the research on the relationship between personality and self - worth of adolescents in China also agreed that the emotion of individual stability and strong emotion regulation ability are beneficial to the formation and development of positive self-emotional experience (Chen et al., 2006; Zhou & Zhang, 2006; Zhang, Zou, & Xiao, 2006). Left-behind children in interpersonal communication and the relationship between no non left-behind children, they in the exchanges lack of confidence is that own and others can not be in accordance with their own wishes for, and experience a better feeling (Table 2). Heineman (Toni, 2001) believes that the generation of children due to long-term neglect and deprivation, their hearts stirring the most primitive emotions is the residence of (Patrick, Kevin, & Gorey, 2004; Marion, Neil, & Rebecca, 2007; Denuwelaere & Bracke, 2007), family emotional (Hu & Peng, 2006), etc.. The children whose parents are not around needing a home rather than a clinical medical home. However, some therapists are especially inexperienced young therapists may diminish the therapeutic relationship, unconsciously acts as the role of the parents. They agreed that in raised on behalf of the environment, there is no family to protect children will inevitably suffer serious emotional, economic and physical problems. This shows that the Left-behind Junior High School students of this primitive emotions can not meet the long-term satisfaction will have a negative impact on their psychology. This is consistent with the hypothesis of the present study.

In the view of grade, gender differences were analyzed. It is found that, in the beginning, the left-behind students' individual orientation of special self-value sense is higher than the third grade left-behind students. Their self-ability is more self-confident, on their positive evaluation and experience more. This is basically consistent with the results of previous studies (Anctila et al., 2007). Analysis of the gender differences in the results (see Table 3) found that the individual orientation of the individual moral self-worth of the left-behind students did not have a strong sense of girls. This shows that girls than boys have a stronger sense of moral self-worth. This result is consistent with the reality, that is, girls more than boys to follow the social and moral standards, more willing to help others, and thus more praised by others, so that they also experience more positive emotions. In most other dimensions, it shows a significant difference. The education model of the generation of the people and the social role of (Ibid.) may be an important reason for the emergence of gender differences. The study also found (see Table 4), in the personality characteristics, boys and girls in the spirit of the quality of the table and the difference in the quality of the nerve reached a significant level. This may be innate differences, women have always been more than men like to put their minds and other friends, family, and so on, and thus scored lower than the boys in loneliness. In addition, male and female left-behind students are given the role of the social environment, such as the role of boys in behavior than girls have more aggression.

The results of correlation analysis showed that there was a significant correlation between personality and self-worth of Junior Middle School left-behind students. This is in agreement with most of the current research results, but the results of the study are in conflict with the assumptions. Internal and external inclination and emotion and stability should have a certain impact on interpersonal relationships, which can not affect the individual's interpersonal self-worth and may also have a wide range of self-worth. This may personality with the selected table, scale dimensions are too abstract or the scale is not too conforms to the personality characteristics of the Chinese people, if with Wang et al. (2004) the Chinese personality scale form "personality scale may there will be different from the study results. Future research will pay attention to the use of more Chinese measurement tools will also be to verify the results of the accident and the resulting inference.

In addition, personality factors in the internal and external tilt and emotional stability (neuroticism subscale scores of high and low, influence degree as mentioned above) to the self-value sense of each dimension (in addition to the social orientation general self-value sense, a sense of personal orientation specific psychological self-worth) are large, however personality dimension and psychoticism dimension only on the overall self-value sense had an impact. Emotional stability has a strong negative predictive effect on the general sense of self-worth (Table 6). This shows that emotional instability is not conducive to the formation of a high sense of self-worth.

CONCLUSION

(a) The emotional stability of Left-behind Junior High School students, social orientation of the special

interpersonal self-worth is not as good as the non left-behind Junior High School students;

(b) The individual orientation of the left-behind students in the first grade of Junior High School is better than that of the left-behind students in grade three;

(c) The individual orientation of male left-behind students is not as good as girls;

(d) There was a significant correlation between the personality of the left-behind junior middle school left-behind students and the high level of self-worth;

(e) Personality and tilt the degree of influence of sexual and emotional stability of self-value sense of each dimension (in addition to the social orientation general self-value sense, a sense of personal orientation specific psychological self-worth) are larger, emotional stability of individual oriented general self-worth sense has a strong negative role to forecast; neuroticism dimension only on the overall self-value sense effect.

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