

## Relationship between Self-esteem and Creativity with Prejudice in Students

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### ABSTRACT

The purpose of this study was to investigate the relationship between self-esteem and creativity with prejudice. Method is descriptive and correlational. The population included all students of Islamic Azad University of Bandar Jask. Sample included 290 students who were selected by cluster sampling. Measuring instrument was Coopersmith Self-Esteem Inventory, Abedi's Creativity Questionnaire, Prejudice Researcher made Inventory's. There is significant relationship between self-esteem and prejudice. There is significant relationship between creativity and prejudice but correlation between two variables is negative. There is a significant relationship between self-esteem and creativity.

**KEYWORDS:** Prejudice, Creativity, Self-Esteem, Student

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### 1. INTRODUCTION

Humans interpret events in their own way. Through transparent patterns or templates that depict the realities of the world around us, we look to the world. These patterns are like sunglasses or colored glass to filter light [1].

Whatever our outlook may be, after passing through the glass, filter and transform the world into something that we love to receive. Prejudices, stereotypes and prejudices are also affecting on process of decision-making, judgment, emotions, behaviors; we have remarkable impact in society. People with behave assumption that structural realities of life can be expected to explain tubs. But problem is that everyone thinks same constructs its own truth and doesn't know where eye is getting distorted truth [2]. To avoid prejudice confidence and ideas that usually afflict mankind is stupid, no superhuman genius is required. But consideration may be were discouraged the most ridiculous mistakes and not all mistakes [3].

It seems self-esteem and creativity can be useful to avoid unwarranted prejudice. Self-esteem is influenced by internal and external factors [4]. To internal factors, factors that comes from within one or from which it makes such ideas, beliefs and actions or behavior noted. External factors are those environmental factors [5].

Verbal and nonverbal messages which are transmitted and experience which were created by parents, teachers and organizers are culturally important people in their life. Bad traits such as bragging, bragged, supremacy, grandiosity, ambition, bullying, to the detriment of others, etc, to show a lack of self-esteem [6].

Featuring one of essential human-centered that individual has power of ideas and the most sophisticated and highest manifestation of human thought, creative thinking. Create innovative new design and fit with other words, application of creative thinking or mental abilities to create a new concept. According to above, presented research aimed to investigate relationship between self-esteem and creativity with prejudice in Islamic Azad University of Jask.

### 2. MATERIALS AND METHODS

The population of this survey consisted of all students in Jask Branch (First Semester 2013/2014) have been enrolled who were 1190 people and to determine sample Cochran's formula was been used and by multi-stage cluster Sampling of 290 students were selected.

#### Measure(s)

**Coopersmith Self-Esteem Inventory:** This has 58 items that 8 of total are in polygraph, 50 items are divided to general self-esteem, social self-esteem, familial self-esteem and academic self-esteem. Validity of inventory was obtained in present study by using Cronbach's alpha coefficient of 0.96.

**Abedi Creativity Questionnaire:** This questionnaire is pencil – paper test which has 60 items that is expanding (22items) in initiative (16 items) in the fluid, (11items), flexibility (11 items). In present study its reliability by using Cranach's alpha coefficient is reported 0.82.

**Prejudice Researcher made Inventory's:** The questionnaire was based on Adorno's authoritarian personality theory (1950), to designing it all opinions and discussions about prejudice, characteristics of prejudice was studied in detail and after that four subscales were selected based on Likert scale with 40 items designed that contains four subscales of racial prejudice, sexual prejudice religious prejudice and ethnocentrism.

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The present inventory before final step was performed on 30 patients from target population. By using SPSS, reliability Cranach's alpha coefficient was obtained 0.91 and in final step its reliability was reported 0.88.

### 3. RESULTS

Descriptive statistics showed that 43 people, equivalent to 82.14% of subjects were 18 to 22 years, the 131 people, equivalent to 18.45% of subjects were 23 to 27 years old, 89 people equivalent to 69.30 percent of subjects, were 28 to 32 years old, 24 people, equivalent to 28.8% of subjects were 33 to 37 years and the 3 people, equivalent to 03.1 percent, were up from 38 years old. In addition, in this study, 162 men and 128 women participated. Also, 161 people had Associate's degree and 291 people had Bachelor's degree. In the inferential results, the present data by using stepwise and enter multiple regression and Pearson correlation were analyzed. As seen in the table 1, 2 and 3, there is a significant relationship between two variables, self-esteem and prejudice in students of Islamic Azad University of Jask. Since, the calculated coefficient is a positive number, we can say that increasing the self-esteem, the prejudice also increases. Thus, the null hypothesis is rejected and the research hypothesis is confirmed.

**Table 1.** Relationship between self-esteem and prejudice

| Variables   | Number | Mean   | Standard deviation | Correlation coefficient | Significance level |
|-------------|--------|--------|--------------------|-------------------------|--------------------|
| Self-esteem | 190    | 43.39  | 8.81               | 0.216                   | 0.003              |
| Prejudice   |        | 135.95 | 2.38               |                         |                    |

**Table 2.** Model summary (self-esteem and prejudice)

| Model      | Sum of Square | df. | Mean of Square | F     | Sig.  |
|------------|---------------|-----|----------------|-------|-------|
| Regression | 5472.983      | 1   | 5472.983       | 9.220 | 0.003 |
| Residual   | 112189.760    | 189 | 593.597        |       |       |
| total      | 117662.743    | 190 |                |       |       |

**Table 3.** Regression coefficients of self-esteem and prejudice

| Model       | Coefficients | SD    | T value | Sig.  |
|-------------|--------------|-------|---------|-------|
| Constant    | 106.671      | 9.807 | 10.877  | 0.001 |
| Self-esteem | 0.669        | 0.220 | 3.036   | 0.003 |

As seen in the table 4, 5 and 6, there is a significant relationship between two variables, creativity and prejudice in students of Islamic Azad University of Jask. Since, the calculated coefficient is a negative number, we can say that increasing the creativity, the prejudice declines. Thus, the null hypothesis is rejected and the research hypothesis is confirmed.

**Table 4.** Relationship between creativity and prejudice

| Variables  | Number | Mean   | Standard deviation | Correlation coefficient | Significance level |
|------------|--------|--------|--------------------|-------------------------|--------------------|
| Creativity | 210    | 126.68 | 16.18              | -0.259                  | 0.0001             |
| Prejudice  |        | 135.95 | 2.38               |                         |                    |

**Table 5.** Relationship between Prejudice and Creativity

| Model      | SS         | DF  | MS       | F      | Sig.  |
|------------|------------|-----|----------|--------|-------|
| Regression | 8445.057   | 1   | 8445.057 | 15.068 | 0.001 |
| Residuals  | 117139.000 | 209 | 560.474  |        |       |
| Total      | 125584.057 | 210 |          |        |       |

**Table 6.** Regression analysis of prejudice and creativity

| Model      | Coefficients | Standard Deviation | T      | Sig.   |
|------------|--------------|--------------------|--------|--------|
| Constant   | 85.797       | 12.850             | 6.677  | 0.0001 |
| Creativity | -0.390       | 0.100              | -3.882 | 0.0001 |

As seen in the table 7, 8 and 9, there is a significant relationship between two variables, creativity and self-esteem in students of Islamic Azad University of Jask. Since, the calculated coefficient is a positive number, we can say that increasing the creativity, the self-esteem also increases. Thus, the null hypothesis is rejected and the research hypothesis is confirmed.

**Table 7.** Variables relationship self-esteem and creativity

| Variables   | Number | Mean   | Standard deviation | Correlation coefficient | Significance level |
|-------------|--------|--------|--------------------|-------------------------|--------------------|
| Creativity  | 199    | 126.68 | 16.18              | 0.234                   | 0.001              |
| Self-esteem |        | 43.39  | 8.81               |                         |                    |

**Table 8.** Regression analysis of self-esteem and creativity

| Model      | Sum of Square | df. | Mean of Square | F      | Sig.  |
|------------|---------------|-----|----------------|--------|-------|
| Regression | 955.458       | 1   | 955.458        | 12.437 | 0.001 |
| Residual   | 15211.722     | 198 | 76.827         |        |       |
| Total      | 16167.180     | 199 |                |        |       |

**Table 9.** Regression analysis of self-esteem and creativity

| Model      | Coefficients | Standard Deviation | T     | Sig.  |
|------------|--------------|--------------------|-------|-------|
| Constant   | 25.724       | 4.997              | 5.148 | 0.001 |
| Creativity | 0.139        | 0.039              | 3.527 | 0.001 |

## DISCUSSION AND CONCLUSION

The results found in this study that there is significant relationship between self-esteem and prejudice and with increased self-esteem will also increases prejudice that is consistent with results of Harrison [7]. There is significant relationship between creativity and prejudice but correlation between these two variables is negative, i.e., with increasing creativity, prejudice abated which are consistent by results of Małgorzataetal [8]. Also, there is significant relationship between self-esteem and creativity that by increasing one of them, another one would be increased and this is consistent with study of Małgorzata, et al. [8] and Jamshidi, et al. [9]. The results of this study and similar research question of prejudice, not only in our community but also in the whole world, should be considered in humanitarian and human rights work. But some inevitable limitations in this study makes results be interpreted with caution constraints. Among limiting factors can be limited to sample of students, difficulty in collecting and returning questionnaire and that research was conducted in city of Jask and it's not just about the ability to generalize the results.

As prejudice of variables affecting acceptance, judgment and respect for other nations and international peace and stability is a very important factor in conducting similar research in different layers of society, and compares results obtained from the use of this design in other university communities by comparison with results of this study variables related to feed other variable prejudice will clarify many ambiguities. It also recommended that study be conducted in cities and more religious and secular communities.

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