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EMBRACING INCLUSIVITY IN EDUCATION, SCIENCE AND CULTURE TOWARDS A FUTURE-READY SOUTHEAST ASIA

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PERSONALITY TYPES AND NON-SUICIDAL SELF-INJURIOUS BEHAVIOR AMONG FRESHMEN STUDENTS: BASIS FOR AN INTERVENTION PROGRAM

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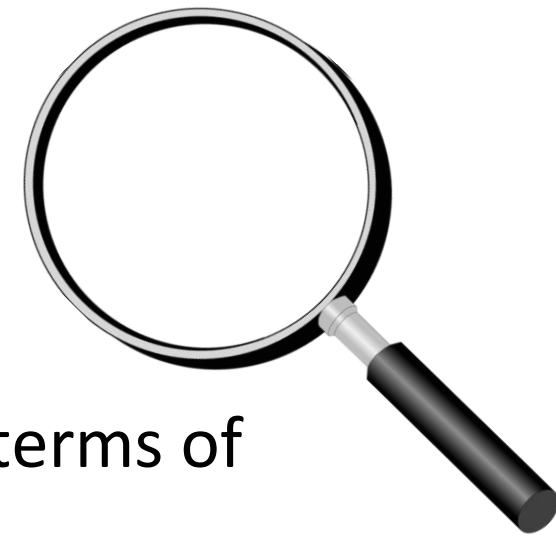


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Background and Rationale

15-20%

❖ Non-suicidal self injurious (NSSI) behavior – intentional destruction of one’s own body tissue without suicidal intent; typically associated with emotional and psychiatric distress



Research Questions

1. How may the profile of the participants be described in terms of sex?
2. How may the personality types of the participants be described using Myers-Briggs Type Indicator (MBTI)?
3. How may the non-suicidal self-injurious behavior of the students be described?

Research Questions



4. Is there a significant difference in the students' personality types and non-suicidal self-injurious behavior when grouped according to their sex?
5. Is there a significant difference in the non-suicidal self-injurious behavior of students when grouped according to their personality type?
6. What intervention program may be proposed based on this study?

Methodology

- ❖ Participants: 245 Freshmen students

- ❖ Data Collection

 - Self-Harm Inventory (SHI) by Sansone & Weiderman

 - Myers-Briggs Type Indicator (MBTI) by Myers & Briggs



Methodology

Data Analysis Method

- ❖ Frequency Distribution
- ❖ Percentage
- ❖ Analysis of Variance



Discussion of Findings

1. How may the profile of the participants be described in terms of sex?

	Frequency	Percent
Sex		
Male	74	30.2
Female	171	69.8
Total	245	100.0

Discussion of Findings

2. How may the personality types of the participants be described using Myers-Briggs Type Indicator (MBTI)?

Personality Types	F	%
Introversion, Sensing, Thinking, Judging (ISTJ)	71	29.0
Extraversion, Sensing, Thinking, Judging (ESTJ)	37	15.1
Introversion, Sensing, Feeling, Judging (ISFJ)	34	13.9
Extraversion, Intuition, Feeling, Perceiving (ENFP)	0	0.0

Discussion of Findings

3. How may the non-suicidal self-injurious behavior of the students be described?

	Description	Frequency	Percent
1 – 7	Low	208	84.9
8 -14	Moderate	33	13.5
15 – 22	High	4	1.6
Total		245	100.0

Discussion of Findings

3. How may the non-suicidal self-injurious behavior of the students be described?

MANIFESTATIONS	YES	
	F	%
Tortured yourself with self-defeating thoughts	128	52.2
Hit yourself	127	51.8
Starved yourself to hurt yourself	102	41.6
Scratched yourself on purpose	95	38.8
Cut yourself on purpose	83	33.9

Discussion of Findings

4. Is there a significant difference in the students' personality types and non-suicidal self-injurious behavior when grouped according to their sex?

		Sum of Squares	df	Mean Square	F	Sig.
Non-Suicidal Self-Injurious Behavior	Between Grps	56.954	1	56.954	5.541	.019*
	Within Groups	2497.723	243	10.279		
	Total	2554.678	244			
Personality Types	Between Grps	12.656	1	12.656	1.595	.208
	Within Groups	1928.299	243	7.935		
	Total	1940.955	244			

Discussion of Findings

5. Is there a significant difference in the non-suicidal self-injurious behavior of students when grouped according to their personality type?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	415.518	14	29.680	3.191*	.000
Within Groups	2139.160	230	9.301		
Total	2554.678	244			

Conclusion



1. More females engage in NSSI than males.
2. ISTJ and ESTJ Personality types are the most likely to commit self-harm.
3. Those who self-harm commit one to seven ways that include emotional and physical harm.
4. There is a significant relationship between NSSI and sex.
5. The personality type of an individual is highly related to his propensity to engage in self-harm.

Policy Recommendations

- ❖ Administer Needs Assessment Test at the beginning of the school year.
- ❖ Conduct personality testing for the students.
- ❖ Train Peer Facilitators (students).
- ❖ Facilitate information services on:
 - ❖ Emotion Regulation (for all)
 - ❖ Self and Body Image (Females)
 - ❖ Parenting Adolescents (parents)



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