A Comparative Analysis of Self-Actualization, Risk Taking, Accountability and Happiness among Students with A/B Personality Types in Islamic Azad University of Ahvaz

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Abstract

The current research seeks to present a comparative analysis of self-actualization, accountability, and happiness of the female and male students with the personality Types A/B studying in Islamic Azad University of Ahvaz. The sample size was 200 persons (100 with personality Type A, and 100 with personality Type B), which were selected using available sampling method. The research design is of a causal-comparative type, and the tools used include Ahvaz Self-Actualization Inventory (Esmaeil Khani, 2002), RezaKhani’s Risk Taking Inventory, Harrison Gough’s Accountability (1984), Oxford Happiness Inventory devised by Argyle, Martin & Crossland (1989). In addition, to determine personality Types A/B among the students, Type A/B Personality Inventory devised by Friedman and Rosenman (quoted from Baghiani Moghadam et al. 2003) was applied. An analysis of independent t-test and analysis of multivariate variance (MANOVA) showed that there is not any difference between Types A and B personalities in terms of self-actualization and accountability at the level of p<0.05. However, in terms of risk taking and happiness, there is a difference between Types A/B at the level p<0.05.

Keywords: Self-Actualization; Risk Taking; Accountability; Happiness; Personality Types A/B.
Introduction
One of the most important traits that can assist man to know better itself and others is personality. It is a particular dimension of human life that enables man to predict others’ reaction under certain conditions (Shk, 1999). Indeed, personality represents human traits that constitute man’s stable behavior patterns. The behavioral patterns known as Type A/B in the 50s were introduced by two specialized physicians Friedman and Rosenman (1959). The person with personality type A is anxious, sensitive and competitive, thus subject to cardiac diseases. In contrast, the people with personality Type B are calm and patient under different situations (Alavi, 2003).

One of the variables associated with Type A and B is self-actualization. This concept is at the head of Maslow’s need hierarchy and considered final level of mental development. When someone is able to control lower level needs to some extent, he/she can achieve self-actualization. Under this condition, he/she can apply all of its potential capabilities as well (River & Mark, 2006). Thus, self-actualization is the maximum satisfaction with faculties, facilities and abilities, and the most important thing in self-actualization is ability to actualize oneself at the highest level (Schulz, 2006). Ronda et al. (1983) in their research indicated that there is a negative and significant relationship between neurotic temperament and self-actualization.

Another variable that is possibly associated with Type A and B is risk taking. It is a type of behavior by which man voluntarily gets exposed to physical, mental and even deadly damages. Taking a risk is to make oneself exposed to a damage or harm that highly likely can cause loss (Hardekar, 1997). Risk is to dare to show a risky behavior or take action for accomplishing something in an unknown future, and the results may be totally damaging and horrifying for someone and suitable and helpful for somebody else (Lizkock, 1995). Adoption of a risk is to expose oneself to a threatening or damaging situation (Hardekar, 1997, quoted from Mahmoudi, Bahmanpour & Basami, 2009). Coleman in a research showed that risk takers have Type A and they are more capable of achieving success with higher self-confidence and risk taking than the personality Type 2.

One of the variables that is associated with Type A and B is accountability. The main principle behind accountability is to increase resistance to different situations to the extent that man recourse to internal necessities rather than external pressures (Bagheri, 2008). Accountability means that man does not blame others for their emotions, thoughts, impulses and behaviors, and accept such responsibility and know that what he attributes to others (projections) does belong to himself (Hedayati et al., 2009). A person who is responsible for something accepts that he should take some actions or monitor the others’ activity (Cerrato, 2005). Ghorbani (2014) in his research entitled “Relative significance of dimensions of job stressful factors” analyzes self-reliance of faculty members with an emphasis on personality type. In this research, he shows that the people with personality Type A are more inclined to time constraints, job complexity and more accountability, and have more self-reliance than Type B. There is a significant correlation between challenging stressful factors and self-reliance among the two personality types. In addition, findings indicate that, in terms of increased self-reliance in personality Type A, job complexity has the highest relative significance and time pressure has the minimum relative significance. Concerning increased self-reliance in Type B, job responsibility has the highest significance and time constriction has the lowest significance.

One of the variables that may be associated with type A and B is happiness, and it is related to human judgments about how to pass life. This judgment is not imposed on man from the outside; rather it is
an inner state that is influenced by positive excitement. Accordingly, happiness is based on personal perception and attitude and refers to a pleasant sensation resulted from experience of positive emotions (Hayeles & Argyle, 2001).

Regarding the meaning of happiness, Argyle writes: sometimes it is said that the concept of happiness is esoteric, but it is clear that most people know it very well. Some surveys that demand people to present a definition of happiness came to the conclusion that people regard happiness as being in the state of the pleasure and happiness and other positive emotions or a sort of life satisfaction (Argyle, 2003). Mahmoudi, Dehghani & RezaZadeh (2013) in their study showed that there is a significant relationship between happiness and personality type.

Rosenman and Friedman (1995) suggested that people with type A are hard-working, competitive, somehow hostile, potentially aggressive, have a sense of time urgency and impatience. People with type B personality are the opposite of type A. Keles (quoted from Baghiani Moghadam et al., 2003) suggests that people with type A behavior pattern are trying to achieve the goals and do not want nothing to stop them. If they face obstacles, they overcome them easily, and they ignore any attempt and event that threatens their efforts. Thus, the traits relevant to a person with personality Type A can overshadow all personal behaviors and reactions. In this people, some behavioral habits such as hurriedness, more speed, time pressure, aggression, etc.) can influence behavior, and an analysis of their association with personality traits is of high importance (GeramiAsl, Badri & Zainal, 2012). Thus, current research seeks to find an answer to the question that: is there a correlation between self-actualization, risk taking, accountability, and happiness in the student with the personality types A and B studying in Islamic Azad University of Ahvaz?

Method
The research statistical population is comprised of all male and female students (n=23850) in Islamic Azad University of Ahvaz in 2015-2016. The research sample is composed of 200 people selected out of the total number of the participants. To determine the sample size, Kerjesi and Morgan Table (1970) were used, and to select the sample, random stratified sampling was utilized. 615 girls and 502 men (a total of 1117) were selected. Personality Type A & B Inventory designed by Friedman and Rosenman (quoted from Baghiani Moghadam et al., 2014) was distributed among them, and three subjects with score cut greater than 13 had type B personality and the subjects with the score cut less than 13 had type B personality. After recognizing the people with personality Type A & B, the research sample was used, and using Kerjesi and Morgan table (1970) 100 subjects with Type A and 100 subjects with Type B personality were selected and then tested.

Research Tools
Ahvaz Self-actualization Inventory (ASAI)
The ultimate form of Ahvaz Self-Actualization Inventory devised by Esmaeil Khani (2002) is built upon Lester’s 50-Item Inventory. This inventory is comprised of 25 items, and four scores are assigned to each item. The formal validity of the questionnaire was confirmed by Shahid Chamran University experts, and its reliability coefficient using Cronbach’s alpha was obtained to be 0.92, and using half-split was also 0.92 (Esmaeil Khani, 2002). The extent of self-actualization variable alpha in the research carried out by Afshani, Khorampour and Mombaini (2014) was obtained to be 0.94,
indicating the high correlation among the questionnaire’s items. In the current research, the inventory’s reliability based on Cronbach’s alpha was obtained to be 0.52.

**Inventory of Risk (I o r)**
I o r is extracted from the book entitled “Understanding Yourself” by L.E. White (1982, translated and edified by Ziaoddin Rezakhnai) and has 29 items, and is applied to measure the extent of individual risk taking. Each question has three items A, B, C, and subjects should choose and then mark one of them. The inventory’s reliability based on Cronbach’s alpha is obtained to be 0.84 (test and re-test procedure) and its content validity is also confirmed (Rajaei et al. 2007). In the current research, the questionnaire’s reliability based on Cronbach’s alpha was obtained to be 0.55.

**Responsibility Questionnaire (RQ)**
This scale was first introduced along with 14 other scales in California Psychological Inventory by Gough (1984) (Marnat, 1990). 42-item RQ was used to measure some traits such as loyalty, dedication, hard work, diligence, confidence, discipline-based behavior, reasoning and sense of responsibility (Marnat, 1990, translated by Nikkhoo, 1995). The responses to this questionnaire are scored as 0 and 1. In the questionnaire, if subject agrees on each item, he chooses it by a checkmark ✓, otherwise it uses x. The scale’s reliability in the research performed by Mousavi (1999) was 0.70 and in the research carried out by Rezaei (1999) was 0.65. Mousavi (1999) also measures the validity of this scale using concurrent standard technique and it was obtained to be 0.61, which is significant at the level 0.001. In the current research, the questionnaire’s reliability based on Cronbach’s alpha was 0.79.

**Oxford Happiness Inventory (OHI)**
OHI was designed by Argyle, Martin and Crossland in 1989. In the process of its designing, through consultations with Aaron T. Beck, the three above-mentioned researchers reversed Beck’s scale statements, and 21 items were obtained. Then, 11 items were added to these 21 items, and finally 29-item OHI was shaped. Using Cronbach’s alpha coefficient, and within seven weeks, Argyle et al. (1989) reported the reliability of OHI and its test-retest reliability to be 0.90 and 0.78, respectively. Since happiness is comprised of three constituents including affection, satisfaction and the absence of negative affect, the correlation between OHI and Bradburn Scale of Psychological Well-being, Argyle Life Satisfaction Indicator and Beck Depression Inventory were obtained to be 0.32, 0.57 and -0.52, respectively (Frances et al. 1998). In Iran, OIH was translated by Alipour and Nourbala (1995) and the translation was confirmed by eight experts. Reliability and variety of OIH was confirmed by ten experts. Formal validity of the indicator was also tested by testing 110 undergraduate students in Allameh Tabataba’i University and Shahed University, Tehran, Iran. Cronbach’s alpha test was 0.98 and reliability was 0.92. In addition, after three weeks, reliability was obtained using re-test and it was obtained to be 0.79. In the current research, the indicator’s reliability based on Cronbach’s alpha was 0.67.

**Personality Type A/B Inventory**
Personality Type A/B Inventory devised by Friedman and Rosenman (quoted from Baghiati Moghadam et al., 2004) has 25 items which divides individual personality types into two categories A (greater than score 13) and B (less than score 13). The validity of this test is confirmed in the
research. In the research performed by Shakeriniya (2009), the questionnaire’s reliability using Cronbach’s alpha was obtained to be 0.89. In the research performed by Gerami Asl, Badri and Zainali (2009), the reliability was measured to be 0.62.

Results
First Hypothesis
There is a difference between self-actualization of the female and male students with the personality Types A/B in Islamic Azad University of Ahvaz.

Table 1: independent t-test for the significance of the difference between the scores relevant to self-actualization of male/female students (Types A/B Personality)

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Personality Type</th>
<th>Gender</th>
<th>Number</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Difference</th>
<th>Degree of Freedom</th>
<th>T-Test</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Actualization</td>
<td>A</td>
<td>Female</td>
<td>50</td>
<td>50.4</td>
<td>0</td>
<td>1.010</td>
<td>198</td>
<td>1.72</td>
<td>0.086</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>50</td>
<td>49.6</td>
<td>0</td>
<td>3.44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Female</td>
<td>50</td>
<td>53.4</td>
<td>2</td>
<td>3.86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>50</td>
<td>52.6</td>
<td>0</td>
<td>4.20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in Table 1, as the calculated t-test for the self-actualization of the female and male students with the personality types A is 1.726 with the significance level 0.086 and greater than error level 0.05, thus the null hypothesis is confirmed and the test is not significant. Thus, it could be said that there is not a difference between the mean scores of self-actualization of female and male students with the personality Types A/B, and the difference is not statistically significant.

Second Hypothesis
There is a difference between self-actualization of female and male students with the personality Types A/B in Islamic Azad University of Ahvaz.
Table 2: independent t-test for the significance of the mean difference between the scores of risk-taking of male/female students (Types A/B Personality)

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Personality Type</th>
<th>Gender</th>
<th>Number</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Difference</th>
<th>Degree of Freedom</th>
<th>T-Test</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk Taking</td>
<td>A</td>
<td>Female</td>
<td>50</td>
<td>88.46</td>
<td>11.28</td>
<td>1.150</td>
<td>198</td>
<td>0.747</td>
<td>0.046</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>50</td>
<td>90.48</td>
<td>12.38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Female</td>
<td>50</td>
<td>95.68</td>
<td>9.99</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>50</td>
<td>95.56</td>
<td>9.93</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in Table 2, as the calculated t-test for the self-actualization of the female and male students with the personality types A is 0.747 with the significance level 0.046 and smaller than error level 0.05, thus the null hypothesis is rejected and the test is significant. Thus, it could be said that there is a difference between the mean scores of self-actualization of female and male students with the personality Types A/B, and this difference is statistically significant.

**Third Hypothesis**

There is a difference between accountability of female and male students with the personality Types A/B in Islamic Azad University of Ahvaz.

Table 3: independent t-test for the significance of the mean difference between the scores of accountability of male/female students (Types A/B Personality)

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Personality Type</th>
<th>Gender</th>
<th>Number</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Difference</th>
<th>Degree of Freedom</th>
<th>T-Test</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td>A</td>
<td>Female</td>
<td>50</td>
<td>24.30</td>
<td>6.65</td>
<td>0.030</td>
<td>198</td>
<td>0.032</td>
<td>0.974</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>50</td>
<td>23.80</td>
<td>6.71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Female</td>
<td>50</td>
<td>24.10</td>
<td>6.36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>50</td>
<td>24.06</td>
<td>6.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in Table 3, as the calculated t-test for the accountability of the female and male students with the personality types A is 0.030 with the significance level 0.974 and greater than error level 0.05, thus the null hypothesis is confirmed and the test is not significant.
Thus, it could be said that there is not a difference between the mean scores of accountability of the female and male students with the personality Types A/B in Islamic Azad University of Ahvaz, and the difference is not significant statistically.

**Fourth Hypothesis**

There is a difference between happiness of the female and male students with the personality Types A/B in Islamic Azad University of Ahvaz.

**Table 4: independent t-test for the significance of the mean difference between the scores of happiness of male/female students (Types A/B Personality)**

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Personality Type</th>
<th>Gender</th>
<th>Number</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Difference</th>
<th>Degree of Freedom</th>
<th>T-Test</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>happiness A</td>
<td>Female</td>
<td>50</td>
<td>56.40</td>
<td>6.43</td>
<td></td>
<td>3.900</td>
<td>198</td>
<td>4.11</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>50</td>
<td>57.32</td>
<td>5.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>happiness B</td>
<td>Female</td>
<td>50</td>
<td>69.40</td>
<td>8.24</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>50</td>
<td>63.52</td>
<td>4.94</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in Table 4, as the calculated t-test for the happiness of the female and male students with the personality types A is 0.117 with the significance level 0.000 and smaller than error level 0.05, thus the null hypothesis is rejected and the test is significant. Thus, it could be said that there is a difference between the mean scores of happiness of the female and male students with the personality Types A/B in Islamic Azad University of Ahvaz, and the difference is significant statistically.

**General Hypothesis**

There is a difference between self-actualization, accountability and happiness of the female and male students with the personality Types A/B in Islamic Azad University of Ahvaz.

MANCOVA indicates that whether or not there is a difference between the mean scores of self-actualization, risk taking, accountability, and happiness among the female and male students with the personality Types A/B in Islamic Azad University of Ahvaz?

**Table 5: Results from multi-variable variance analysis (MANCOVA)**

<table>
<thead>
<tr>
<th>Statistical Indicator</th>
<th>Value</th>
<th>F</th>
<th>Df1</th>
<th>Df2</th>
<th>Significance</th>
<th>Size of Effect</th>
<th>Statistical Exponent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pillai’ Trace Test</td>
<td>0.090</td>
<td>4.824</td>
<td>4</td>
<td>194</td>
<td>0.001</td>
<td>0.090</td>
<td>0.95</td>
</tr>
<tr>
<td>Wilks Lambda Distributions</td>
<td>0.910</td>
<td>4.824</td>
<td>4</td>
<td>194</td>
<td>0.001</td>
<td>0.090</td>
<td>0.95</td>
</tr>
<tr>
<td>Hoteling Effect Test</td>
<td>0.099</td>
<td>4.824</td>
<td>4</td>
<td>194</td>
<td>0.001</td>
<td>0.090</td>
<td>0.95</td>
</tr>
<tr>
<td>Roy’s Greatest Root Test</td>
<td>0.099</td>
<td>4.824</td>
<td>4</td>
<td>194</td>
<td>0.001</td>
<td>0.090</td>
<td>0.95</td>
</tr>
</tbody>
</table>
As can be seen in Table 5, four multi-variable tests are applied for examining the overall significance of this model. In other words, the results indicate that there is a significant difference between the mean scores of self-actualization, risk taking, accountability and happiness of the female and male students with the personality Types A/B in Islamic Azad University of Ahvaz, and overall hypothesis of the research is confirmed (p<0.05).

**Conclusion**

**First Hypothesis Results**

There is a difference between self-actualization of the female and male students with the personality Types A/B in Islamic Azad University of Ahvaz.

As can be seen in Table 1, as the calculated t-test for the self-actualization of the female and male students with the personality types A is 1.726 with the significance level 0.086 and greater than error level 0.05, thus the null hypothesis is confirmed and the test is not significant. Thus, it could be said that there is not a difference between the mean scores of self-actualization of female and male students with the personality Types A/B in Islamic Azad University of Ahvaz, and the difference is not significant statistically. Therefore, the first hypothesis is rejected, and the results from the current research are inconsistent with the ones carried out by Murphy (1994), Dall et al. (1983), and Ronda et al. (1983). In explaining these findings, it could be said that self-actualized people can distinguish new non-abstract and real phenomena from general and abstract ones, because this group of people mainly live in the real world and in the nature rather than perplexing in a host of concepts, abstract ideas, expectations, beliefs and stereotypes that most people confuse them with the real world. Thus, they are more prepared to understand the reality. As the most important concept in Rogers’s theory (1977) is a man's sense of self, self contains all the thoughts, perceptions and values that from “I”. This perceived self can influence individual self-perception of the world and his behavior. A person with strong and positive self-concept has a totally different perspective toward the world in comparison to a person with weak self-concept. Self-concept does not necessarily reflect reality, for example a person that is very successful and respected may see itself as defeated and unable to achieve success. As a result and according to above, it cannot be said self-actualization is influenced by personality, and it may be affected by other factors such as lifestyle and expectations of friends and family of the person, or the kind of knowledge that a person has of his abilities.

**Second Hypothesis Results**

There is a difference between self-actualization of female and male students with the personality Types A/B in Islamic Azad University of Ahvaz.

As can be seen in Table 2, as the calculated t-test for the self-actualization of the female and male students with the personality types A is 0.747 with the significance level 0.046 and smaller than error level 0.05, thus the null hypothesis is rejected and the test is significant. Thus, it could be said that there is a difference between the mean scores of self-actualization of female and male students with the personality Types A/B in Islamic Azad University of Ahvaz, and the difference is significant statistically. Therefore, the second hypothesis is confirmed, and the results from the current research are consistent with the ones carried out by Mahmoudi, Bahmanpour and Basami (2009), Ghahremani (2004), Coleman (2007), Ehensin and Heselberg (2007), Kardoski & Wang (1998). In explaining these findings, it can be said that one of the most common categories
used by the psychologists for the personality categorization is A/B Type personality categorization. The people with Type A personality are characterized by rapid speech, competitiveness, impatience, hardworking, aggressiveness, intense sense of lack of time and multitasking. In contrast, people with type B personality are characterized by tolerance, cautiousness, sensitivity to life quality, conformity to commonplace life styles, and strict observance of the rules and regulations (Ganji, 2007). These differences not only emanate from difference in the level of knowledge, attitude and value system of the two groups of people, it can originate from different relations of each one as well. Personality type determines individual’s behavior and attitude towards risk taking. For example, some people prefers high risk behaviors and some prefer low risk behaviors. In fact, the type of risk taking is influenced by personality and individual differences. In addition, the existence of personality and psychological problems can have a significant impact on risk behavior.

**Third Hypothesis Results**

There is a difference between accountability of female and male students with the personality Types A/B in Islamic Azad University of Ahvaz.

As can be seen in Table 3, as the calculated t-test for the accountability of the female and male students with the personality types A is 0.030 with the significance level 0.974 and greater than error level 0.05, thus the null hypothesis is confirmed and the test is not significant. Thus, it could be said that there is not a difference between the mean scores of accountability of the female and male students with the personality Types A/B in Islamic Azad University of Ahvaz, and the difference is not significant statistically. Therefore, the third hypothesis is confirmed, and the results from the current research are inconsistent with the ones carried out by Ghorbani (2014), Askari, Enayati, Askari & Roshani (2012), and Harris (1954). In explaining these findings, we can say that accountability is an important factor in society, and whatever its extent is higher, it would be possible to address social problems and relevant duties with more confidence and encouragement, and psychologists consider avoiding responsibility as a result of some factors such as genetic factors or “essential laziness” (mainly seen in the people with Type C personality). In contrast, people with Type A are very accountable, and in contrast to Type A and C, Type B has a more moderate behavior in terms of accountability. And because the findings obtained from the current research show that there is no difference between the two types in terms of accountability, it would not be possible to specify accountability based on the type of personality and individual differences. Perhaps, other factors such as lifestyle and expectations that people have of their own can affect accountability.

**Fourth Hypothesis Results**

There is a difference between happiness of the female and male students with the personality Types A/B in Islamic Azad University of Ahvaz.

As can be seen in Table 4, as the calculated t-test for the happiness of the female and male students with the personality types A is 0.117 with the significance level 0.000 and smaller than error level 0.05, thus the null hypothesis is rejected and the test is significant. Thus, it could be said that there is a difference between the mean scores of happiness of the female and male students with the personality Types A/B in Islamic Azad University of Ahvaz, and the difference is significant statistically. Therefore, the second hypothesis is confirmed, and the results from the current research are consistent with the ones carried out by Mahmoudi, Dehghani &
RezaZadeh (2014), Gharamaleki and ParsaManesh (2012), Garousi Farshi (2007), Haghighi, Khosh Konesh, Shekarkan, Shahni Yailagh and Nisi (2006), Permozik, Benet and Fornheim (2007), Karver and Nethyier (2004), Deno et al. (1998), Diener et al. (1996). In explaining these findings, it can be said that Diener and Diener (1996) believes that, in contrast to race, social class, money, social relations, work, recreation, religion and other environmental variables, the personality can play the most significant part in creating happiness, and women feel greater negative and positive emotions than men. On the other hand, and consistent with Argyle’s belief (1987), personality traits may be differently associated with happiness and mental life (psychological and physical health) (Farnham and Cheng, 2000). Finally, as mentioned above, according to the research performed in this area, the most important factor affecting happiness is personality. Since happiness is an inner sense with an essential origin that can also have external impacts, it can be considered as an integral part of an individual. On the other hand, feel the sense of happiness can happen only when man is internally prepared to grasp it.

General Hypothesis
There is a difference between self-actualization, accountability and happiness of the female and male students with the personality Types A/B in Islamic Azad University of Ahvaz.

As can be seen in Table 5, four multi-variable tests are applied for examining the overall significance of this model. In other words, the results indicate that there is a significant difference between the mean scores of self-actualization, risk taking, accountability and happiness of the female and male students with the personality Types A/B in Islamic Azad University of Ahvaz, and overall hypothesis of the research is confirmed (p<0.05).

The results from the current research are consistent with those from Ghorbani (2014), GharaMaleki and Parsam Manesh (2013), Bahadori KhosrowShahi, Hashemi NosratAbad and Mashinchi Abbasi (2012), Askari, Enayati, Askari & Roshani (2012), Garousi Farashi (2007), Ghahremani (2003), Coleman (2007), Ehensin and Heselberg (2007), Benet and Farnheim (2007), Deno et al. (1998). In explaining these findings, it can be said that if we consider the behavior of the people around us such as fathers, mothers, brothers, sisters, neighbors, friends, etc. we will see different behavior shown by them under different situations. Sometimes they are calm, and sometimes are very angry. However, we see some sort of stability in their behavior. Thus, set of relatively stable traits seen in a person enables others to predict its behavior and sense its difference with others. Indeed, using individual behaviors, it would be possible to predict their self-actualization, risk taking, accountability and happiness. This is because every behavior shown by a person is consistent with its behavior.
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