

## A Study of Effect of Personality Type and Gender on Self-Confidence of Higher Secondary School Students



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### Abstract

Mahatma Gandhi believed that the main objective of education is the best all-round drawing out of the best in child-BODY, MIND and SPRIT. Great Bhartiya philosopher Dr.S. Radhakrishnan, The creative and naturalist thinker Rabindra Nath Tagore and great bhartiya youth role-model SwamiVivekananda also emphasized that education must serve the role of exploring the best from the within and to shape it as its best possibilities. Sincere child education thinker Giju Bhaialso believed that education must be given to child to prepare him for his future and not for to increase unnecessary burden on his mind. No doubt, well integrated development of all mental abilities and processes leads towards a well integrated personality which helps a person to live a balanced quality life. Another important quality needed to develop in a child through education is how confidently he may utilize his knowledge and competence in life situations. Considering these two important concepts the present study was designed to investigate the effect of personality type and gender on self-confidence of higher secondary students. Results shows personality type as a strong indicator of self-confidence. Gender has shown no significant effect on self-confidence.

**Keywords:** Personality Type, Self Confidence, Gender, Integrated.

### Introduction

Our ancient Bhartiya shiksha during Vedik period was focused on development of life skills in child which will help him to cope-up with the needs and reality of life. In Bhartiya philosophy Education is discussed as making a child as a better human being and preparing him finally for self-actualization. Abraham Maslow supported this philosophy in his Need Hierarchy theory of motivation. All the stockholders related to education are aware of the fact that this is the need of the nation. But unfortunately all have become part of a blind race of making our future generation more and more intelligent, knowledge full, degree and career oriented instead of well balanced and confident human who is capable of handling life situations. So we need such education system that develops more and more life skills and humanity to make this life more beautiful. Now we must focus on developing a confident and well integrated personality in each and every students through our education system.

### Personality

Personality of a person is how he integrates his Mind, Body and Behaviour to represent himself in different life situations. This integration comes through the education and Learning. No doubt our life journey is a sincere and systematic effort through education system to convert a PERSON in to a PERSONALITY. Personality that becomes his Identity and this identity gives him the unique way of behaving in real life situations.

Personality consists external physical traits (Our gesture, posture and appearance) and internal mental traits (Intelligence, Emotions, Feelings, Personal and family relationships, Stress, Fear, Decision making, Problem Solving, Motivation, Courage, Reasoning, Self-respect, Self Esteem, Dominance, Adjustment, Attitude, Self Confidence). Personality can not be assessed in terms of Good or Bad personality. It can be assessed in terms of Integrated or disintegrated personality. When these traits are aligned and integrated in a balanced and positive manner the personality becomes well balanced and well-integrated, on the contrary if these traits come together with negativity and in a scattered manner then we may call it as disintegrated personality.

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### Review of Literature

Pelin Kanten, Gülsen Gümüştekin and Selahattin Kanten (2017) make an attempt to Explore the Role of A, B, C and D Personality Types on Individuals Work-Related Behaviours and Health Problems. On the basis of the findings investigate conceptual model which related with the attitudes and behaviours of the individuals who have Type A, B, C and D personality characteristics in their working life and the health problems that they have met.

Scientists of North-western University (2018) studied four personality types based on new data Comprehensive data analysis dispels established paradigms in psychology. Researchers have collected data from more than 1.5 million questionnaire respondents and found at least four distinct clusters of personality types exist: average, reserved, self-centred and role model. They are based on the five widely accepted basic personality traits: neuroticism, extraversion, openness, agreeableness and conscientiousness. The findings challenge existing paradigms in psychology and potentially could be of interest to hiring managers and mental health care providers.

Kathleen Elanie James, Julian Paul Sidin (2017) studied the effect of personality type A & B on Job related stress and reported very significant relationship between these two.

Andrew Meyertholen and Brian Wilson (2017) measured the personality type of the students in a large introductory physics course of mostly life science students using the True Colors instrument. They found large correlations of personality type with performance on the precourse and post course Force Concept Inventory (FCI).

### Self Confidence

Self Confidence is a personal strength of a person to have faith on his own capacities. 'Yes I can do it. No matter what resources I have and what are my limitations. I have faith on myself so I will do it.' If a person is having this kind of thinking and attitude, nothing is impossible for such person. Self-confidence is a real key to perform beyond limits. Basically self-confidence is an output of optimistic thinking. It makes a person's efforts goal directed. It is a strong mental power which eradicates negativity from thinking. It is like a spiritual power of self of a person which gives freedom from mental blocks. Self Confidence is like a fragrance of a flower. If we consider personality as a beautiful flower, self-confidence is the fragrance that increases the attraction for it. Some important characteristics like Curiosity, ambition, competitive, logical, quick decision maker, full of patience, active and so on can be witnessed in a self-confident person. Jersield defined self confidence as integration of attitudes towards his thinking, feeling, imaginations, hope and values. Some factors like heredity, nurturing, childhood interactions, role model, Interpersonal relations, emotions, socio-economic security ambition, and life experiences are playing very prominent role in the development of self-confidence.

In Indian background many researchers like Perminder Singh and Tirath Singh (2008), Savita

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Sharma (2011), Ramdip Kaur (2012) studied Self-confidence in relation to some variables like values, meditation, mental health and family environment.

Okoha, Alma Rosa and Sender Paul (2012) reported positive correlation between self confidence and achievement.

Hayrettin TUNÇEL, (2015) Investigated relationship between self-confidence and learning. it was concluded that subjects with higher self-confidence were more successful than the subjects with lower self-confidence, and self-confidence led to a more positive outcome in learning Turkish.

Vanaja et.al., (2017), described self confidence in relation to personality. General self-confidence is a stable personality trait that develops in early childhood, other is specific self-confidence. This specific self-confidence is a situation dependent changing mental and emotional state.

Vanaja, Y. and Geetha, D. (2017) studied Self Confidence and Locus of Control in a cross cultural context. They found no significant difference in locus of control and self-confidence with respect to type of school and medium.

T. Srimadevi, Dr. K.Saraladevi, (2016) studied effect of Decision Making and Self Confidence on Problem Solving Ability among Higher Secondary Students Studying Mathematics. It was identified that decision making and self-confidence have an impact on problem solving ability among mathematics achievers.

Louera et. al. (2016) studied Growth in Career Academy Students' Experience, Knowledge, and Self-Confidence Related to Health Care Careers. They reported that the students exhibited moderate gains in experience and knowledge across the school year, suggesting that the career academies positively impacted their health care career readiness. The students exhibited very little growth in their self-confidence related to health care careers during the same period.

It is easily observed that a person with full of self-confidence appears to have a well-integrated personality. On the other hand it is also true that a person having balanced personality appears as a person of good self-confidence. So it can be said that personality integration and lots of personality traits like risk taking, self-esteem, initiation, problem solving are positively related with self-confidence.

### Objectives of the Study

1. To study personality type and self-confidence of higher secondary students.
2. To study the difference in self-confidence among students of different personality types.
3. To study the difference in self-confidence between male and female students of different personality types.

### Hypotheses of The Study

Following hypotheses were made in this study

#### H1a

There will be observed different types of personality among the sample of the study.

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**H1b**

There will be observed different levels of self confidence among sample of the study.

**H2**

Significant difference will be observed among self-confidence of students with different personality type.

**H3**

Boys and Girls of Type A, Type B and Type C personality will differ significantly on their self-confidence.

**Tools Used In The Study**

Two standardized psychological tools were applied in this study. Tool for measuring Personality: 'Personality Inventory for Adults' developed by Dr. A.K. Singh. This test is a reliable and valid tool measuring Personality in terms of three types, TYPE 'A', TYPE 'B' and TYPE 'C' Personality. Initial 40 items are related with Type 'A', next 32 items assess Type 'B' and last 28 items assess Type 'C' personality. All question carries 5 response category. Out of these 100 items 12 items are negative and rest of the 88 items are positive in nature. Scoring for positive items is 5,4,3,2&1 for corresponding response category. Negative items can be scored just reversely. After scoring on the basis of norm table, type of personality of a person can assessed.

**Table No. 01 Personality Type and Related Traits**

Personality Type	Related traits (description)
TYPE 'A'	Competitive, High Motivation, Attacking, Optimistic, Health and Time conscious, Can play with others Emotions
TYPE 'B'	Easy, Pleasant, Comfortable, Intolerance to Rigidity.
TYPE 'C'	Pessimistic, Helpless, Emotions Unstable, Depressed, Lonely

'Self Confidence Scale' developed by Dr. Rekha Gupta was used to measure the students level

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of self-confidence. It is a reliable and valid tool. It consists 56 items. Each item consists two response category 'Yes' & 'No'. Out of 56 Items 12 are negative statements. Each 'No' answer is awarded 1 mark for these questions. For rest of the 44 positive items one mark is given for each 'Yes'. Range of score is 0-56. Firstly raw scores are to be converted in to Z score. In this scale low Z score is the indicator of high Self Confidence.

**Methodology**

In the present study Personality type and Gender difference has been taken as Independent Variable and Self-confidence has been treated as Dependent Variable. The study was conducted over 160 (80 Male and 80 Female) Higher secondary students of Durg, Chattisgarh. Sample was further classified in Type 'A', Type 'B' and Type 'C' personality type on the basis of their performance on the test. Test of significance ('t'- test) was applied for hypothesis verification.

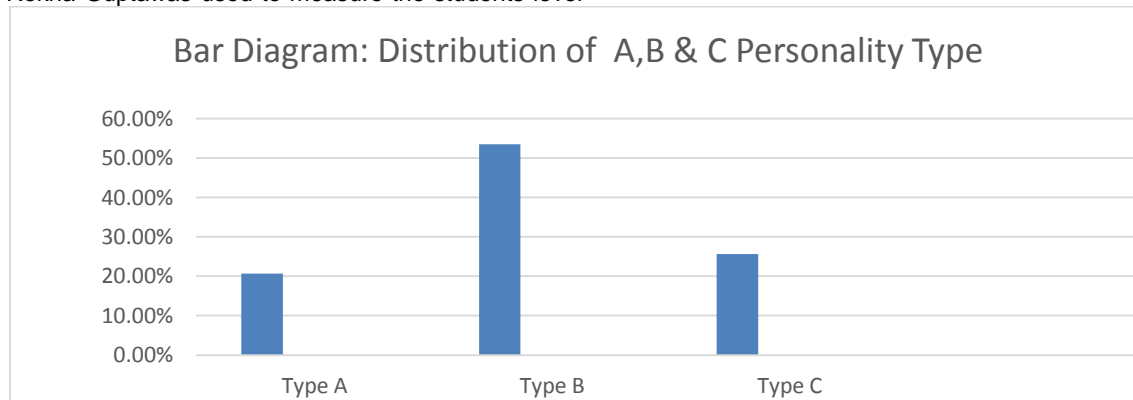
**Data Analysis and Results**

Hypothesis wise analysis has been done in the following manner:

**H1a**

There will be observed different types of personality among the sample of the study. On the basis of the scores the sample was classified in three personality types. Out of 160 students 33 (20.7%) came under Type A, 86 (53.5%) came under Type B and 41 (25.62%) came under Type C personality type. These results are almost in favor of H1a. In this reference it can be said that more than 50% students are coming under Type B personality category.

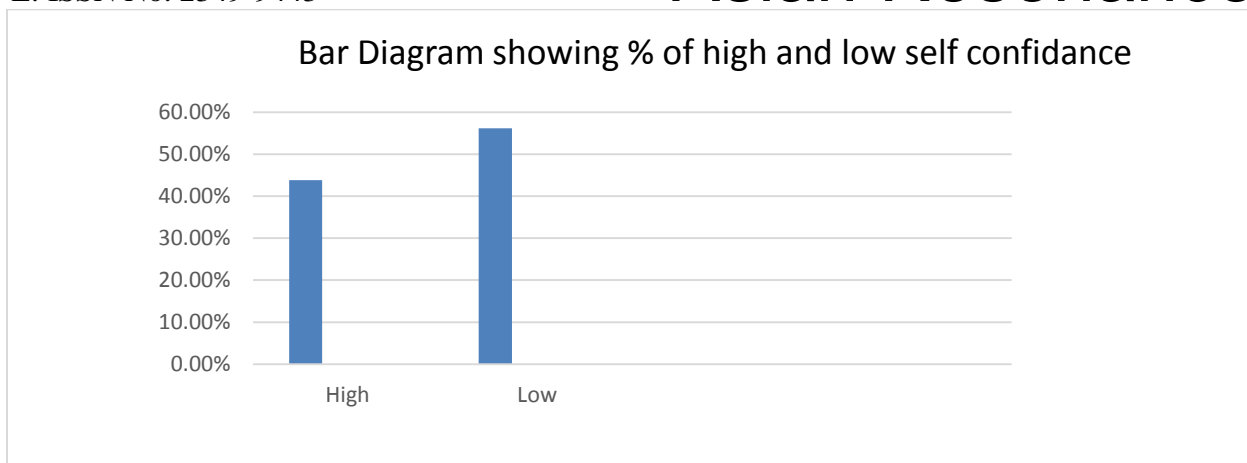
**Bar Diagram: Distribution of A,B & C Personality Type**



that out of 160 students 69 (43.8%) were of high self-confidence and 91(56.8%) were of Low self-confidence.

**H1b**

There will be observed different levels of self confidence among sample of the study. Data shows



**H2** Students of Type A and Type B personality, Students of Type B and Type C personality and Students of Type A and Type C personality will differ significantly on their self-confidence.) 't' test was

applied to test the significance of mean difference of Self Confidence between the paired personality types. Table No. 02 Significance of Mean Differences of Self Confidence scores of paired

Personality Types						
SN	Comparison Groups	N	M	SD	t-value	Significance
01	Type A & B	33	19.62	6.52		
86	23.2	7.18	3.38			Sig. at .01
02	Type B & C	86	23.2	7.18		
41	27.5	5.15	5.1			Sig at .01
03	Type A & C	33	19.62	6.52		
		41	27.5	5.15	8.56	Sig at .01
Significance drawn from t-table						

From Table No.02 following results are inferred

1. Type A personality students possess significantly higher Self-confidence in comparison to Type B & C students.
2. Type B personality students possess significantly better Self-confidence in comparison to Type C students.

Table No.3: Significance of Mean Differences of Self Confidence scores of Male and Female Students at personality types of personality

SN	Comparison Groups	N	M	SD	t-value	Significance
01	Type A	M21	20.23	8.15		
	F	12	21.55	6.12	1.34	Insignificant.
02	Type B	M	44	23.82	7.51	
	F	42	25.5	6.53	1.5	Insignificant
03	Type CM	15	26.46	6.91		
		26	27.8	7.15	.86	Insignificant
Significance drawn from t-table						

From this table it is clear that gender difference has played no significant role in self-confidence of students.

### Conclusion

Results of this study leads to the following conclusions: 1. More than 50% students are of Type B personality. 2. Less than 50% students have shown high self- confidence. 3. Type A students are more self-confident than Type B and C. 4. Type C students have shown less self-confidence than other types. 5. Gender has played no significant role on self-confidence.

### H4

Boys and Girls of Type A, Type B and Type C personality will differ significantly on their self-confidence.

### Suggestions

To become a good learner students need to have a balanced personality. It's a need to involve students in Personality development programme. This study also give alarming information that more than 50% students are less confident. Self Confidence development programme must be planned for all students.

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