



## Personality Types, Self-Confidence and Adjustment among College students

• Jaya Shukla • Nupur Shree • Mantasha  
• Vinita Kochgaway

Received : November 2014

Accepted : March 2015

Corresponding Author : Vinita Kochgaway

**Abstract :** *Self-confidence and adjustment plays a vital role in one's personality development. Especially life of college students is much influenced by these two traits because this is the time they have to get prepared to face the competitive world. Those who have high level of self-confidence have the ability to interact in the world effectively and high level of adjustments leads to harmonious relationship with the environment. The present project aims to see the effect of personality type on adjustment and self-confidence among college students. For this, 6 hypotheses were formulated. 1) Students with Type A personality will be measured high on the level of self-confidence. 2) Students with Type B and C personality will differ significantly on the level of self-confidence. 3) There will be significant positive correlation between the students with Type A personality and their adjustment. 4) There will be significant negative correlation*

*between the students with type C personality and their adjustment. 5) There will be significant difference in adjustment between male and female college students. 6) There will be significant gender difference in the level of self-confidence among college students. Sample consisted of 100 male and 100 female management students, age ranging from 22-26 years. The sample was collected by incidental-cum-purposive sampling method. The test used to measure the personality type was Type A,B,C Personality Pattern Inventory (TABCPPI) developed by Dr. Arun Kumar Singh and Ashok Kumar. Self-confidence was measured by using Agnihotri's Self-Confidence Inventory (ASCI) developed by Dr. Rekha Agnihotri and Adjustment Inventory For College Students (AICS) developed by Prof. A.K.P Sinha and R.P Singh. The result was analyzed by computing mean, S.D., t-ratio and correlation coefficient by product moment method. The first hypothesis was proved which stated that level of self-confidence will be high among the students with Type A personality. The mean of Type A ( $m=19.15$ ) Type B ( $m=27.03$ ) Type C ( $m=30.5$ ) and qualitative analysis as (Type A= High; Type B=Average; Type C=Average) proves that students with Type A personality possessed high level of self-confidence. The second hypothesis measured the significant difference on the level of self-confidence between students with Type B and C personality and was proved as t-ratio ( $t=6.30$ ) was significant at 0.01 level. The third hypothesis was about significant positive correlation between student with Type A personality and their adjustment. It was not proved as the coefficient of correlation ( $r=0.05$ ) was not significant at 0.05 level. Hypothesis No. 4 stated significant negative correlation between the students with Type C personality and their adjustment and it was not proved as correlation coefficient ( $r=-0.202$ ) was not significant at 0.05 level. Hypothesis No. 5 which was about the comparative analysis of adjustment between male and female students was proved as the t-ratio ( $t= 2.06$ ) was significant at 0.05 level. Hypothesis No. 6 stated that there will be significant gender difference in the level of self-confidence was rejected as t-ratio ( $t=0.58$ ) was not significant at 0.05 level. Suggestions were given regarding building of self-confidence, development of adjustment ability and regarding the present research.*

### Jaya Shukla

B.A. III year, Psychology (Hons.), Session: 2012-2015,  
Patna Women's College, Patna University, Patna,  
Bihar, India

### Nupur Shree

B.A. III year, Psychology (Hons.), Session: 2012-2015,  
Patna Women's College, Patna University, Patna,  
Bihar, India

### Mantasha

B.A. III year, Psychology (Hons.), Session: 2012-2015,  
Patna Women's College, Patna University, Patna,  
Bihar, India

### Vinita Kochgaway

Department of Psychology,  
Patna Women's College, Bailey Road,  
Patna – 800 001, Bihar, India  
E-mail : [vinita\\_kochgaway@yahoo.com](mailto:vinita_kochgaway@yahoo.com)

**Key words:** Personality Type, Self-confidence, Adjustment.

## Introduction :

Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment. Self-confidence refers to a person's perceived ability to tackle situations successfully without learning on others and to have a positive Self-evaluation. The term adjustment refers to the extent to which an individual's personality functions effectively in the environment. Scientific researches on personality Types, Self-confidence and adjustment is carried out within the field of Psychology and social sciences. Such researches focus on how the types of personality effect the development of self-confidence and adjustment in individuals.

## Objectives:

The researcher observed in the society that self confidence and adjustment plays a vital role in one's personality development. Especially the life of college students is influenced by these two traits because this is the time they have to get prepared to face the competitive world. So, the researchers aimed to explore the effect of personality type on self-confidence and adjustment among college students. With all these considerations, the present research was undertaken with the following objectives-

- To establish a relationship between Personality Type and Self-confidence.
- To know the relationship between Personality Type and adjustment.
- To find out effect of gender difference on the traits of self-confidence and adjustment.

## Hypotheses:

On the basis of the objectives of the present study the hypotheses formulated were:

1. Student with Type A Personality will be measured high on the level of Self-confidence.
2. Student with Type B and C personality will differ significantly on the level of self-confidence.
3. There will be significant positive correlation between the students with Type A Personality and adjustment.
4. There will be significant negative correlation between the students with Type C Personality and their adjustment.
5. There will be significant difference in adjustment between male and female college students.
6. There will be significant gender difference in the level of self-confidence among college students.

## Methodology:

- **Sample :** The sample consisted of 200 management students among which 100 were male and 100 were female age ranging from 22-26 years. The sample was selected by Incidental-cum-purposive sampling method.

**Research Area:** The areas visited for the collection of the data were:

L.N.Mishra Institute, Patna College, Patna, Darbhanga House, Patna

- **Research Tools:** The following research tools were used for collection –
  - Type A,B,C personality Pattern Inventory (TABCPPI) developed by Dr. Arun Kumar Singh and Ashok Kumar Singh. This test was used to categorize the sample into three types of Personality that is type A,B and C.

- Agnihotri's Self-Confidence Inventory (ASCI) developed by Dr. Rekha Agnihotri to measure the level of Self-confidence of the sample.
- Adjustment Inventory for college students (AICS) developed by Prof. A.K.P Sinha and R.P. Singh. This test was used to measure the level of adjustment of the sample.
- **Procedure of data collection:** The data collection was completed in 8 days. The name of the colleges, number of days spent in each college and number of students in each college is present in tabular form-

Colleges	No. of students		
	No. of days	Male	Female
L.N.MishraInstitute	4 days	56	56
Patna college	3 days	29	29
Darbhanga house	1 days	15	15
<b>Total</b>	<b>8 days</b>	<b>100</b>	<b>100</b>

The questionnaires were given to the students one by one. When the students completed answering the questionnaire, it was returned to the researchers.

### Result and Interpretation :

The mean, standard deviation (S.D), t- ratio and coefficient of correlation were computed for the quantitative analysis of the data. The quantitative analysis of the data was done with help of the manual of the three tests. The obtained data were also presented graphically by preparing the pie chart.

The obtained data was analyzed hypothesis wise.

**Hypothesis No. 1-** Students with Type A Personality will be measured high on the level of self-confidence.

**Table I. Table showing mean of self-confidence of Type A, B and C personalities and their qualitative analysis**

Personality Type	N	Mean of self-confidence	Qualitative analysis
TypeA	105	19.15	High
TypeB	57	27.03	Average
TypeC	38	30.5	Average

Qualitative analysis is also shown in the form of pie-chart in Fig. No. 1.

**Fig. No. 1. Pie chart showing mean of Type A, B and C Personality**

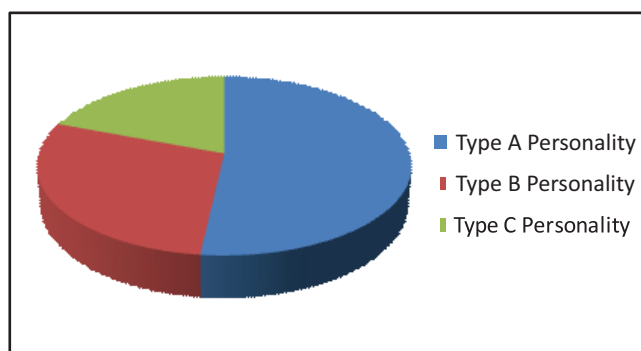


Table No. I shows that the mean value of self-confidence of Type A, B and C Personality students is 19.15, 27.03 and 30.5 respectively. According to the manual of ASCI, higher the score lower will be the self-confidence and vice versa. So, the students with Type A Personality had the lowest mean value that means they have high level of self-confidence. Further, when the qualitative analysis was done, students with Type A Personality were in the range of 'high level of self-confidence' whereas students with Type B and C Personality were in the range of 'average level of self-confidence. Thus, the qualitative analysis of the score is also going in the favour of the framed hypothesis.

**Hypothesis No.2 -** Students with Type B and C Personality will differ significantly on the level of self-confidence.

This hypothesis is discussed and interpreted on the basis of Table No.II.

**Table II- Table showing sum of scores, mean, standard deviation (S.D), and t-ratio on self-confidence of Type B and C personality**

Personality Type	N	Total score	Mean	S.D	t-ratio	df	Level of significance
Type B	57	1541	27.03	6.69	6.30	93	P>0.01*
Type C	38	1159	30.50	7.81			

\*0.05 level=1.98; 0.01= 2.63

On the basis of mean and sum of scores it can be said that students with Type B Personality are more self confident than Type C Personality. This is because mean of Type C Personality (30.50) is higher than mean of Type B Personality (27.03) and as according to the manual lower the score higher is the self-confidence.

t-ratio was found out to see the significant difference between the two mean value (30.50 & 27.03). The obtained t-value was 6.30 which was significant at 0.01 level. This shows that there is significant difference on the level of self-confidence between the students with Type B and C Personality. Hence, hypothesis no. 2 has been proved.

**Hypothesis no. 3-** There will be significant positive correlation between students with Type A Personality and their adjustment.

This hypothesis is discussed and interpreted on the basis of the result given in Table No. III.

**Table III- Table showing mean, coefficient of correlation, df and Level of Significance of scores on Type A Personality and Adjustment.**

Variables	Mean	r	df	Level of significance
Type A Personality	146.88	0.05	103	P<0.05*
Adjustment	19.44			

\*0.01=0.232; 0.05=0.78

The correlation coefficient was computed to see the correlation between Type A Personality and Adjustment. The obtained r-value is 0.05 which is showing positive correlation. The table value at 0.05 level of significance is 0.78 and at 0.01 level is 0.232. The obtained r value is less than the table values. So though there is positive correlation between Type A Personality and their Adjustment then also the hypothesis has not been proved as there is no significant correlation between the students with Type A Personality and their Adjustment.

**Hypothesis No. 4- There will be significant negative correlation between the students with Type C Personality and their Adjustment.**

Hypothesis no. 4 is discussed and interpreted on the basis of the results given in Table No. IV.

**Table No. IV - Table showing mean, coefficient of correlation, df and level of significance of scores on Type C Personality and Adjustment**

Variables	Mean	r	df	Level of significance
Type C personality	102.61	-0.202	36	P<0.05*
Adjustment	43.55			

\*0.05=0.320; 0.01= 0.413

The correlation coefficient was computed to see the correlation between students with Type C Personality and their Adjustment. The obtained r value is -0.202 which is indicating negative correlation. But this r value is less than both the table values (0.320 & 0.413) which means that the correlation coefficient found is not significant. So, it is not going in favour of hypothesis no. 4.

The results of hypothesis no. 4 are also supported by the study conducted by M.E. Jain and S. Singh (2006). They found that among Type C Personality, 87.1 adolescents have low level of Adjustment which is indicating negative correlation between Type C Personality and their Adjustment.

**Hypothesis No. 5- There will be significant difference in adjustment between male and female college students.**

This hypothesis is discussed and interpreted on the basis of the results given in Table No. V.

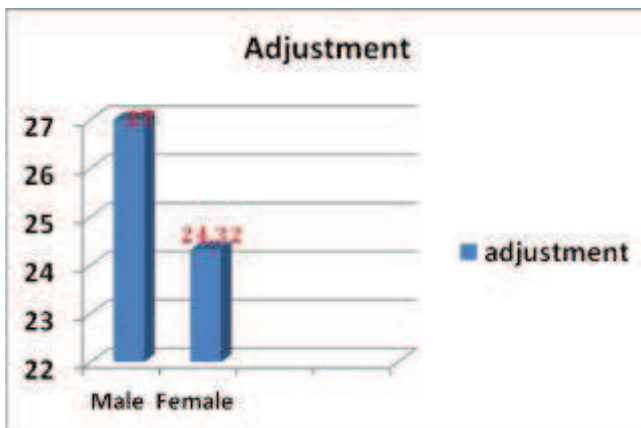
**Table No. V- Table showing total scores, mean, S.D, t-ratio, df and level of significance of male and female on Adjustment.**

Gender	Total scores	Mean	S.D	t-ratio	df	Level of significance
Male	2700	27	10.57	2.06	198	P>0.05*
Female	2432	24.32	7.57			

\*0.05=1.972; 0.01=2.601

Table No. V is also presented in graphical form in Figure No. II for clear perception of the data.

**Fig No. II- Column chart showing mean value of Adjustment of male and female**



On the basis of scores obtained by male and female on adjustment inventory, it can be said that male have low level of Adjustment as compared to female. The mean value obtained by male and female is 27 and 24.32 respectively which shows that there is difference in Adjustment between male and female and also that female have better Adjustment than male.

t-ratio was computed to see the significant difference in adjustment between male and female college students. The obtained t-value is 2.06

which is significant at 0.05 level of significance. Thus, there is significant difference in Adjustment between male and female college students. Hence, the hypothesis has been proved.

Standard deviation was calculated to see the consistency in the responses of the sample. Both the S.D value obtained by male (10.57) and female (7.57) are quite less in comparison to their mean values (27 & 24.32) which is showing consistency in the responses of the sample. Thus, responses of the sample are dependable.

Result of hypothesis no. V is also supported by the study of Hima (1985) who found that boys and girls differed in personal adjustment and girls had better personal adjustment than boys.

**Hypothesis No. 6- There will be significant gender difference in the level of Self-Confidence among college students.**

This hypothesis is discussed and interpreted on the basis of the results given in Table No. VI.

**Table No. VI- Table showing scores, mean, S.D, t-ratio, df and level of significance on Self-Confidence of male and female**

Gender	Scores	Mean	S.D	t-ratio	df	Level of significance
Male (N=100)	2247	22.47	8.07	0.58	198	P<0.05*
Female (N=100)	2315	23.15	8.70			

\*0.05=1.97; 0.01= 2.60

On the basis values, it can be said that there is slight difference among the scores of male and female on self-confidence. According to the manual of ASCI, lower the score, higher is the self-confidence and vice-versa. The mean value of male (22.47) is slightly less than the mean value of female (23.15) which shows that the level of self-

confidence among male is little higher than that of female students.

Table No. VI is also presented in graphical form in Figure No. III for clear perception of data.

**Fig No. III- Column chart showing mean value of Self-confidence of male and female.**



To test the significance of difference between the mean of male and female on Self-confidence, t-ratio was calculated. The obtained t-value was 0.58. At 0.01 level of significance, the table value is 2.60 and at 0.05 level, it is 1.97. The obtained t-value is less than the table value. So, there is no significant gender difference in the level of self-confidence among college students.

S.D was calculated to see whether there is consistency in the responses of male and female students. The S.D value obtained is 8.07 for male and 8.70 for female. Both these values are quite less to their mean which shows consistency in the responses of the sample.

Not significant difference between male and female students may be attributed to the fact that at present, parents are rearing their girl child like their male child. That is why, this hypothesis has not been proved.

### Conclusions:

In the light of the findings of the present study, following conclusions were drawn-

- Qualitatively it was found that Type A Personality had higher level of Self-confidence in comparison to Type B and C Personality. The same result was found quantitatively also. Thus, hypothesis no. 1 has been proved.
- The obtained t-value (6.30) between the level of self-confidence among Type B and C Personality was significant at 0.01 level which proved hypothesis no. 2. Also, the S.D values (6.69 & 7.81) were less than the two mean values (27.03 & 30.50) which means that the responses of the sample are dependable.
- The correlation coefficient found between Type A Personality and Adjustment was 0.05 which was not significant at 0.05 level. Hence, hypothesis no. 3 has been rejected.
- The correlation coefficient obtained between Type C Personality and Adjustment was -0.202 which also not significant at 0.05 level. Hence, hypothesis no. 4 has also been rejected.
- Significant gender difference was found on the level of Adjustment among college students as the computed t-value ( 2.06) was significant at 0.05 level. Hence, hypothesis no. 5 has been proved.
- Not significant gender difference was found in the level of Self-confidence among college students as the obtained t-value (0.58) was not significant at 0.05 level. Hence, hypothesis no. 6 has not been proved.

**Suggestions:**

Making eye contact with people, being a part of social gathering, maintaining good posture, practising exercise, yoga, deep breathing and leaving the habit of procrastination were some of the suggestions given by the researchers.

**References:**

- Coleman, J.C. (1969). *Abnormal Psychology & Modern Life*. (3<sup>rd</sup> edition), Illinois : Pearson Scott Foresman.
- Eysenck, H.J. (1990). 'Type A Behavior and Coronary Heart Disease: The Third Stage'. *Journal of Social Behavior and Personality*, 5, 25-44.
- Jayasawal, S. (2013). *Advanced Educational Psychology*. (4<sup>th</sup> edition), Agra : Vinod Pustak Mandir (pp.414-416, 445, 460-462).
- Ragland, D. R., & Brand, R. J. (1988). 'Coronary heart disease mortality in the western collaborative group study follow-up experience of 22 years'. *American Journal of Epidemiology*. 127(3), 462-475.
- Rosenman, R. H., Brand, R. J., Sholtz, R. I., & Friedman, M. (1976). 'Multivariate prediction of coronary heart disease during 8.5 year follow-up in the Western Collaborative Group Study'. *The American journal of cardiology*, 37(6), 903-910.