A COMPARATIVE STUDY OF SELF CONFIDENCE AND PERSONALITY AMONG DIFFERENT STREAMS STUDENT IN CHAUDHARY CHARAN SINGH UNIVERSITY MEERUT

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Abstract

Introduction: The objective of this study was to investigate the self confidence and personality among different streams student in Chaudhary Charan Singh University Meerut (U.P.). Another objective of the study was to find out the self confidence and personality among different streams male and female students in Chaudhary Charan Singh University Meerut (U.P.).

Methods: The subject for this study wear selected 400 students different streams in Chaudhary Charan Singh University, Meerut. The subjects wear equal divided in four groups 100 students for Physical Education stream (50 male and 50 Female Students), 100 students for Science stream (50 male and 50 Female Students), 100 students for Commerce stream (50 male and 50 Female Students) and 100 students for Arts stream (50 male and 50 Female Students). The age of the subjects wear ranged between 18 to 22 years. A stand and progressive matrices organizational Self Confidence Inventory by Dr. Rekha Gupta and Dimensional Personality Inventory by Dr. Mahesh Bhargava were opted as criterion measures for the data collection of self confidence and personality. To find out significant of self confidence and personality among different streams student in Chaudhary Charan Singh University Meerut and find out the self confidence and personality among different streams male and female students in Chaudhary Charan Singh University Meerut, the one-way analysis of variance was used. The level of significance was set at .05 levels. Results and Discussion: The result reveals the one-way analysis of variance that there was significant difference (p>.05) find for self confidence and personality among different streams

student in Chaudhary Charan Singh University Meerut and significant difference (p>.05) find out the self confidence and personality among different streams male and female students in Chaudhary Charan Singh University Meerut.

Keywords: Self *Confidence, Personality, Stream, Student*

Introduction

The modern world appears to be much more concerned for health. The hold of health and fitness has grown very strong on the mind of individuals in the society at large. Physical activity and exercise can have immediate and long-term health benefits. Most importantly, regular activity can improve your quality of life. Good health is central to human happiness and well-being that contributes significantly to prosperity and wealth and even economic progress, as healthy populations are more productive, save more and live longer. Today performance in sports not only demands systematic training to develop physical, physiological and technical aspects of sports but also demands training and considerations of psychological characteristics.

Sports psychology is the scientific study of behavior in sports or sports related context. It is an attempt to understand 'how and why' underlying sports behavior. Sports psychology is defined as the study of mental processes related to human sports performance. It consists of theories and laws of learning, the important of reinforcement, and the linking of perceptual abilities with motor performance contribute to the body of knowledge. Sports psychologists utilize the information when studying topics such as achievement motivation, arousal, attribution and personality development. (Angela, 1986)

Various latest techniques and tactics based on scientific principles are introduced for coaching of various sports and games. Many diverse conditions can be improved by the judicious control of all exercise and activity program. The perfect knowledge of physiological aspects of exercise is essential to prescribe the individualized exercise program to meet the particular need of each person. (Wessel &Wayne, 1974)

Psychology means the study of souls but now it is study of mind. Psychology primarily studies WHO and WHAT we are, WHY we act and think in a particular manner and what is our potential as an individual? As a science, psychology uses organized method to observe, describe, predict and explain human behavior and mental process. Psychology can be defined as the scientific study of behaviour and mental process.

Methodology

The subject for this study wear selected 400 students different streams in Chaudhary Charan Singh University, Meerut. The subjects wear equal divided in four groups 100 students for Physical Education stream

(50 male and 50 Female Students), 100 students for Science stream (50 male and 50 Female Students), 100 students for Commerce stream (50 male and 50 Female Students) and 100 students for Arts stream (50 male and 50 Female Students). The age of the subjects wear ranged between 18 to 22 years. A stand and progressive matrices organizational Self Confidence Inventory by Dr. Rekha Gupta and Dimensional Personality Inventory by Dr. Mahesh Bhargava were opted as criterion measures for the data collection of self confidence and personality. To find out significant of self confidence and personality among different streams student in Chaudhary Charan Singh University Meerut and find out the self confidence and personality among different streams male and female students in Chaudhary Charan Singh University Meerut, the one-way analysis of variance was used. The level of significance was set at .05 levels.

Findings of the Study

Self Confidence

To find out self confidence among Physical Education, Science, Commerce and Arts stream students, analysis of variance was used and presented in table-01.

TABLE-01

Analysis of variance of self confidence among Physical Education, Science, Commerce and Arts stream students

Source of Variance	df	SS	MSS	F-ratio
Between Group	3	4121.610	1373.870	339.969*
Within Group	396	1600.300	4.041	

*Significant at .05 level

 F-Value required to be significant at .05 level (3, 396) = 3.83

The value shown in table-01 clearly indicates that the F-Value calculated is much higher than the required value to be the significant. Further the mean difference among the Physical Education, Science, Commerce and Arts stream students in relation to their self confidence level through post hoc test were computed which are presented in the following tables and also are represented by figure-I.

TABLE-02

Comparison of self confidence among Physical Education, Science, Commerce and Arts stream students

Physical Education Stream	Science Stream	Commerce Stream	Arts Stream	M.D	C.D

|					
49.71	43.14			6.57	
49.71		41.03		8.68	
49.71			45.18	4.53	.557*
	43.14	41.03		2.11	
	43.14		45.18	-2.04	
		41.03	45.18	-4.15	

*Significant at .05 level

 F-Value required to be significant at .05 level (3, 396) = 3.83

The post hock test is to compare the self confidence among Physical Education, Science, Commerce and Arts stream students. It has clearly revealed the significant difference between the student of Physical Education and Science stream where the calculated mean difference found (6.57), Physical Education and Commerce stream where the calculated mean difference found (8.68), Physical Education and Arts stream where the calculated mean difference found (4.53), Science and Commerce stream where the calculated mean difference found (2.11), Science and Arts stream where the calculated mean difference found (-2.04) and Commerce and Arts stream where the calculated mean difference found (-4.15) was higher than the required value .557. The required value was much lower than the calculated value at .05 level of significant.

The scores are also illustrated in the figure-I

Figure-I
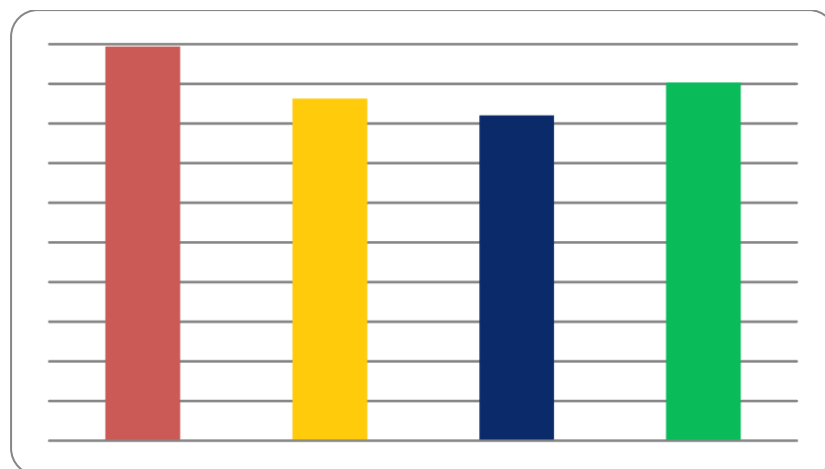
To find out self confidence among Physical Education, Science, Commerce and Arts stream male students, analysis of variance was used and presented in table-03.

TABLE-03

Analysis of variance of self confidence among Physical Education, Science, Commerce and Arts stream male students

Source of Variance	df	SS	MSS	F-ratio
Between Group	3	2275.615	758.538	177.997*
Within Group	196	835.260	4.262	

*Significant at .05 level

 F-Value required to be significant at .05 level (3, 196) = 2.68

The value shown in table-03 clearly indicates that the F-Value calculated is much higher than the required value to be the significant. Further the mean difference among the Physical Education, Science, Commerce and Arts stream male students in relation to their self confidence level through post hoc test were computed which are presented in the following tables and also are represented by figure-II.

TABLE-04

Comparison of self confidence among Physical Education, Science, Commerce and Arts stream male students

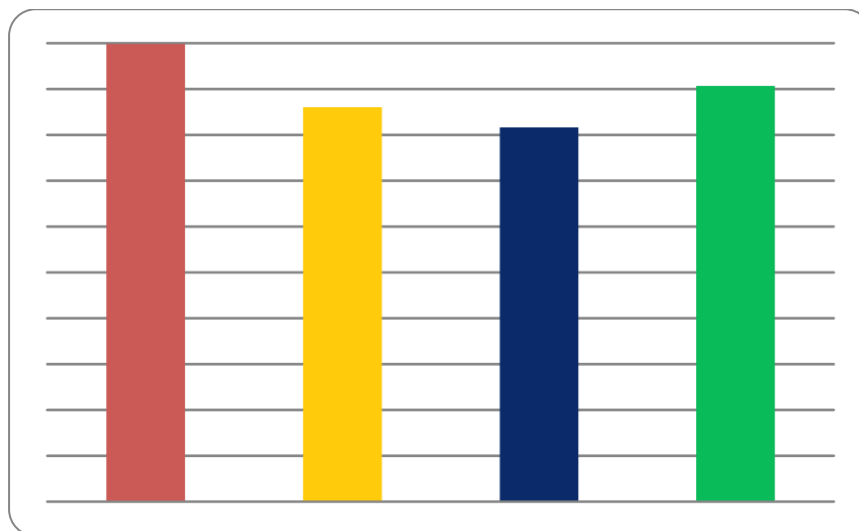| Physical Education Stream	Science Stream	Commerce Stream	Arts Stream	M.D	C.D
49.92	43.02			6.9	
49.92		40.82		9.1	
49.92			45.34	4.58	.809*
	43.02	40.82		2.2	
	43.02		45.34	-2.32	
		40.82	45.34	-4.52	

*Significant at .05 level

 F-Value required to be significant at .05 level (3, 196) = 2.68

The post hock test is to compare the self confidence among Physical Education, Science, Commerce and Arts stream male students. It has clearly revealed the significant difference between the male students of Physical Education, Science, Commerce and Arts stream. The required value was much lower than the calculated value at .05 level of significant.

The scores are also illustrated in the figure-II

Figure-II

To find out self confidence among Physical Education, Science, Commerce and Arts stream female students, analysis of variance was used and presented in table-05.

TABLE-05

Analysis of variance of self confidence among Physical Education, Science, Commerce and Arts stream female students

Source of Variance	df	SS	MSS	F-ratio
Between Group	3	1858.775	619.592	161.442*
Within Group	196	752.220	3.838	

*Significant at .05 level

 F-Value required to be significant at .05 level (3, 196) = 2.68

The value shown in table-05 clearly indicates that the F-Value calculated is much higher than the required value to be the significant. Further the mean difference among the Physical Education, Science, Commerce and Arts stream female students in relation to their self confidence level through post hoc test were computed which are presented in the following tables and also are represented by figure III.

TABLE-06

Comparison of self confidence among Physical Education, Science, Commerce and Arts stream female students

Physical Education Stream	Science Stream	Commerce Stream	Arts Stream	M.D	C.D

| 49.50	43.26			6.24	
49.50		41.24		8.26	
49.50			45.02	4.48	.767*
	43.26	41.24		2.02	
	43.26		45.02	-1.76	
		41.24	45.02	-3.78	

*Significant at .05 level

F-Value required to be significant at .05 level (3, 196) = 2.68

The post hock test is to compare the self confidence among Physical Education, Science, Commerce and Arts stream female students. It has clearly revealed the significant difference between the female students of Physical Education, Science, Commerce and Arts stream. The required value was much lower than the calculated value at .05 level of significant.

The scores are also illustrated in the figure-III

Figure-III
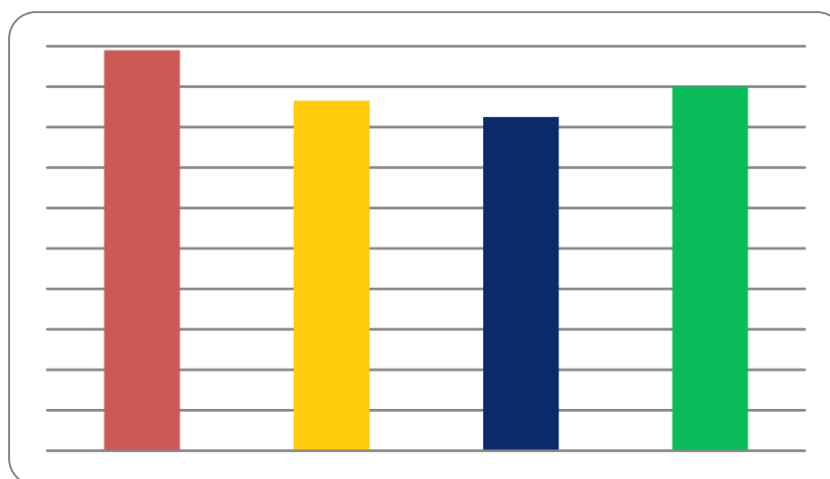
Personality

To find out personality among Physical Education, Science, Commerce and Arts stream students, analysis of variance was used and presented in table-07.

TABLE-07

Analysis of variance of personality among Physical Education, Science, Commerce and Arts stream students

Source of Variance	df	SS	MSS	F-ratio

| Between Group | 3 | 11153.008 | 3717.669 | 339.600* |
| Within Group | 396 | 4335.090 | 10.947 | |

*Significant at .05 level

 F-Value required to be significant at .05 level (3, 396) = 3.83

The value shown in table-07 clearly indicates that the F-Value calculated is much higher than the required value to be the significant. Further the mean difference among the Physical Education, Science, Commerce and Arts stream students in relation to their personality level through post hoc test were computed which are presented in the following tables and also are represented by figure IV.

TABLE-08

Comparison of personality among Physical Education, Science, Commerce and Arts stream students

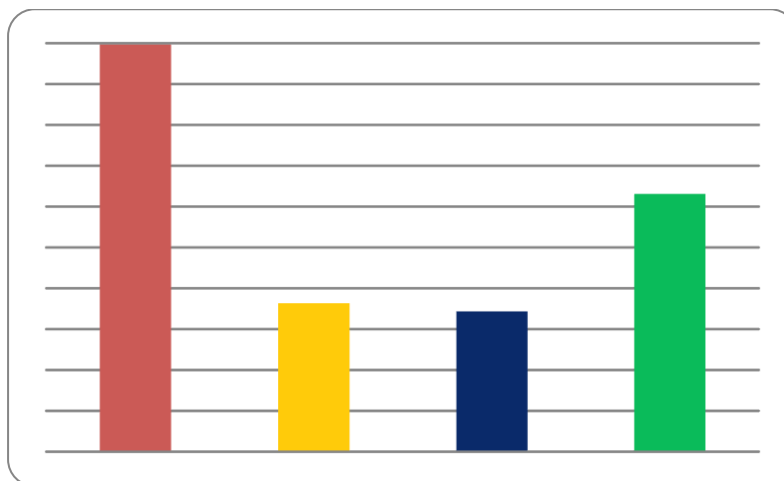| Physical Education Stream	Science Stream	Commerce Stream	Arts Stream	M.D	C.D
87.93	75.27			12.66	
87.93		74.87		13.06	
87.93			80.62	7.31	.917*
	75.27	74.87		.4	
	75.27		80.62	-5.35	
		74.87	80.62	-5.75	

*Significant at .05 level

 F-Value required to be significant at .05 level (3, 396) = 3.83

The post hock test is to compare the personality among Physical Education, Science, Commerce and Arts stream students. It has clearly revealed the significant difference between the student of Physical Education and Science stream where the calculated mean difference found (12.66), Physical Education and Commerce stream where the calculated mean difference found (13.06), Physical Education and Arts stream where the calculated mean difference found (7.31), Science and Arts stream where the calculated mean difference found (-5.35) and Commerce and Arts stream where the calculated mean difference found (-5.75) was higher than the required value .557. The required value was much lower than the calculated value at .05 level of significant. But Science and Commerce stream where the calculated mean difference found (.4) was lower than the required value .557. The required value was much higher than the calculated value at .05 level of significant.

The scores are also illustrated in the figure-IV.

Figure-IV

To find out personality among Physical Education, Science, Commerce and Arts stream male students, analysis of variance was used and presented in table-09.

TABLE-09

Analysis of variance of personality among Physical Education, Science, Commerce and Arts stream male students

Source of Variance	df	SS	MSS	F-ratio
Between Group	3	4217.400	1405.800	124.625*
Within Group	196	2210.920	11.280	

*Significant at .05 level

 F-Value required to be significant at .05 level (3, 196) = 2.68

The value shown in table-09 clearly indicates that the F-Value calculated is much higher than the required value to be the significant. Further the mean difference among the Physical Education, Science, Commerce and Arts stream male students in relation to their personality level through post hoc test were computed which are presented in the following tables and also are represented by figure-V.

TABLE-10

Comparison of personality among Physical Education, Science, Commerce and Arts stream male students

Physical Education Stream	Science Stream	Commerce Stream	Arts Stream	M.D	C.D
86.90	76.34			10.56	

|					
86.90		75.16		11.74	
86.90			80.48	6.42	1.316*
	76.34	75.16		1.18	
	76.34		80.48	-4.14	
		75.16	80.48	-5.32	

*Significant at .05 level

 F-Value required to be significant at .05 level (3, 196) = 2.68

The post hock test is to compare the personality among Physical Education, Science, Commerce and Arts stream male students. It has clearly revealed the significant difference between the student of Physical Education and Science stream where the calculated mean difference found (10.56), Physical Education and Commerce stream where the calculated mean difference found (11.74), Physical Education and Arts stream where the calculated mean difference found (6.42), Science and Arts stream where the calculated mean difference found (-4.14) and Commerce and Art stream where the calculated mean difference found (-5.32) was higher than the required value 1.316. But Science and Commerce stream where the calculated mean difference found (1.18), was lower than the required value 1.316.

The scores are also illustrated in the figure-V.

Figure-V
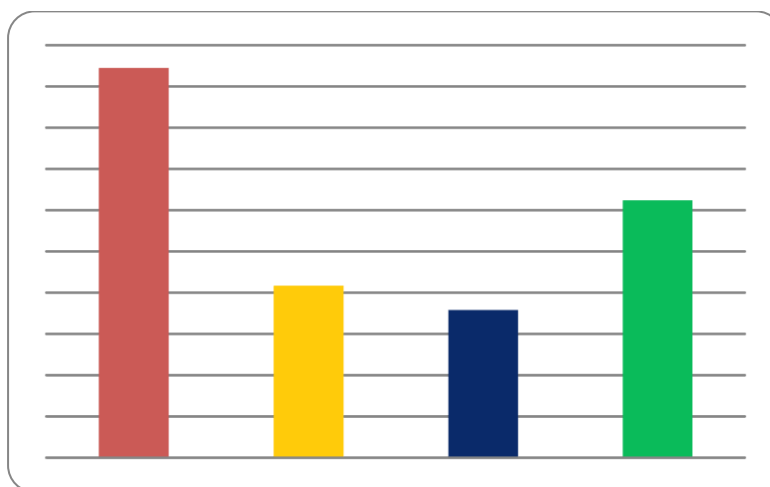
To find out personality among Physical Education, Science, Commerce and Arts stream female students, analysis of variance was used and presented in table-11.

TABLE-11

Analysis of variance of personality among Physical Education, Science, Commerce and Arts stream female students

Source of Variance	df	SS	MSS	F-ratio
Between Group	3	7165.655	2388.552	247.280*
Within Group	196	1893.220	9.659	

*Significant at .05 level

F-Value required to be significant at .05 level (3, 196) = 2.68

The value shown in table-71 clearly indicates that the F-Value calculated is much higher than the required value to be the significant. Further the mean difference among the Physical Education, Science, Commerce and Arts stream female students in relation to their personality level through post hoc test were computed which are presented in the following tables and also are represented by figure-VI.

TABLE-12

Comparison of personality among Physical Education, Science, Commerce and Arts stream female students

| Physical Education Stream	Science Stream	Commerce Stream	Arts Stream	M.D	C.D
88.96	74.20			14.76	
88.96		74.58		14.38	
88.96			80.76	8.2	1.218*
	74.20	74.58		-.38	
	74.20		80.76	-6.56	
		74.58	80.76	-6.18	

*Significant at .05 level

F-Value required to be significant at .05 level (3, 196) = 2.68

The post hock test is to compare the personality among Physical Education, Science, Commerce and Arts stream male students. It has clearly revealed the significant difference between the student of Physical Education and Science stream where the calculated mean difference found (14.76), Physical Education and Commerce stream where the calculated mean difference found (14.38), Physical Education and Arts stream where the calculated mean difference found (8.2), Science and Arts stream where the calculated mean difference found (-6.56) and Commerce and Art stream where the calculated mean difference found (-6.18)

was higher than the required value 1.218. But Science and Commerce stream where the calculated mean difference found (-.38), was lower than the required value 1.218.

The scores are also illustrated in the figure-VI.

Figure-VI
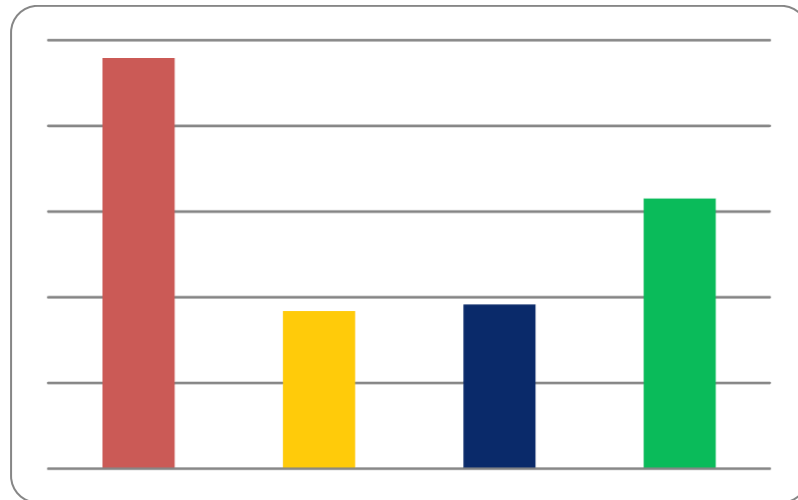
DISCUSSION OF THE RESULT

The present investigation was designed to know the self confidence and personality among different streams student in Chaudhary Charan Singh, University, Meerut. The purpose of this study was revealed some specific differences for self confidence and personality among different streams male and female student in Chaudhary Charan Singh, University, Meerut. The research scholars did not intend to explore personal life of different streams students. Various tools have been used to find out the important differences in aspects of self confidence and personality of different streams students to achieve the purpose of this research.

The result of the study revealed significant difference among the mean scores of students of different streams in relation to self confidence and personality. The This fact can be attributed to the different streams conditions, as all the students studying in different streams (Physical Education, Science, Commerce and Arts), due to which differences have been found in the self confidence and personality of all these students. Bisht Sunita, Mishra Mukesh Kumar (2015), conduct a study on topic "A study of aggression and self confidence among the different disciplines of college students". Shaini Suraj, Rucha Lohi, Brij Singh & et al (2023), conduct a study on topic "Self-esteem and locus of control as predictors of academic achievement: a study among graduate students". Eyong, Emmanuel Ikpi, David & et al (2014),

Conclusion

The present study aimed to examine and compare self-confidence and personality traits among students from different academic streams at Chaudhary Charan Singh University, Meerut. The findings indicate that there are noticeable variations in levels of self-confidence and personality characteristics among students pursuing different disciplines such as Arts, Science, Commerce, and Professional courses.

It was observed that students from professional and science streams generally demonstrated higher levels of self-confidence, which could be attributed to more exposure to practical learning, competitive environments, and goal-oriented curricula. On the other hand, students from the arts and commerce streams displayed diverse personality traits, reflecting a broader range of creativity, emotional expression, and interpersonal sensitivity. Overall, the study highlights the influence of academic background on psychological dimensions like self-confidence and personality development. These insights suggest the need for tailored personality development programs and counseling sessions within universities to support holistic student growth across all disciplines. Moreover, fostering cross-disciplinary learning environments could help bridge psychological and skill-based gaps among students from varied educational backgrounds.

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