

Personality, Self-Confidence and Exam Anxiety Among Higher Secondary Girls.

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Abstract

This paper examines the relationship between personality, self-confidence, and test anxiety in junior college female students. Neyman and Kohlstedt's Introvert-Extrovert Test, DD Pandey's Self-Confidence Test and Dr. Madhu Agarwal and Varsha Kaushal's Test Anxiety were used to collect the sample. As a sample for this, a total of 90 female students of Arts, Commerce and Science Department of Kamala College Junior Department of Tararani University, Kolhapur were given the test. Relevant statistical tools such as mean, standard deviation, correlation coefficient were used for analysis. The findings of the study show that there is a correlation between personality and self-confidence of female students studying in Arts, Commerce and Science and there is also a correlation between self-confidence and examination anxiety. Also another important finding is that there is no correlation between personality and test anxiety.

Keywords: Personality, Self-Confidence, Exam Anxiety.

Considering modern times, the concept of personality is frequently used in daily life. The words 'personality' and 'personality development' are widely used in various fields like industrial, engineering, organizational, medical or social, but if we think about what we mean by using these words, it is found that depending on the situation, sometimes external appearance, sometimes verbal behaviour. The term 'personality' is used to refer to certain abilities like style and sometimes attitude, intelligence etc. Like 'Rahul's personality is attractive. But Shrikant has no personality and Bandopant is very haphazard. That is, the word personality is used to describe a person and the impression we get of a person after seeing him is what we call personality, however, the concept of personality has become very narrow. To understand the meaning of personality from a psychological point of view, some definitions of personality have to be considered.

Definition of Personality

The concept of personality is very broad and includes many other factors apart from habits, personality traits, attractive physique, character. Among the various definitions of personality, G. The definition given by W, Allport is widely accepted. According to him...

"Personality is the dynamic organization of the psychophysiological mechanisms that determine the individual's characteristic adjustment to situations."

Classification of personality

Some psychologists consider personality 'traits' while others classify personality by considering traits and behavioural characteristics. Important classification of personality is as follows-

Carl Jung (1875-1961), a Swiss psychiatrist, defined three types/classes of personality as introvert, extrovert and ambivert based on psychological traits. They are as follows –

1. Introvert:

These individuals are quiet, reclusive, idealistic, shy, introverted, self-indulgent, sensitive, emotional and sceptical. An introvert has a tendency to indulge in self-conceit and thoughts. These individuals tend to stick to rules and principles, are unsympathetic and unsocial. They do not feel any interest in the people and events around them. They are lost in their own emotional world.

They value self-esteem, self-evaluate and enjoy daydreaming, they love reading, writing. Artistic vision is found in them. Generally philosophers, writers, painters and researchers etc. are mainly introverts. These persons do not get along very well with colleagues, neighbours and priests. Because there is less cooperative attitude among them. They usually avoid participating in social occasions.

2. Extrovert:

These people are talkative, sociable, like to joke, joke, gossip. An extrovert tends to derive pleasure from the external environment. They easily adjust to surrounding events, situations, persons, neighbours, colleagues and even strangers. They are realists who express their opinions, feelings and thoughts easily, are faithful and do not care about the criticisms of others. Extroverts tend to participate in social events, take initiative, are adventurous, bold, self-directed, and can handle stress easily. Extroverts are introspective and rarely indulge in daydreams. Such persons are carefree in attitude, emotionally impulsive, polite and adventurous. They like to sympathize with others, cooperate, participate in social activities. Social workers, politicians, athletes, salesmen, people working in professions with the ability to change opinion are extroverts.

3. Ambivalent:

Individuals who behave in an introverted or extroverted manner relative to the situation. Such individuals are included in ambiphiles. Total extroverts or total introverts are not found in everyday life. Most people are ambidextrous. Such a person has a mixture of introvert and extrovert. In a sense, the qualities of introvert and extrovert are found in the same person.

This classification of Jung is very easy to understand and understand. The traits of introvert and extrovert are easily seen in everyday life. Hence Jung's classification has become popular. The Niemann-Kohlstedt Introversion-Extroversion test measures whether a person is an extrovert, an introvert, or an ambivert.

Self-Confidence

The 'confidence' of personality development is the first and important technique. The person has to believe in himself. Infection 'is an important force of personality. It is only on the strength of confidence that it is possible for a person to develop his own personality. In fact, confidence is a component of a mental form. In person, it can be different. Since confidence is a qualitative factor, it also has to be done qualitatively. Confidence is measured on the basis of four levels of self -confidence, medium level, low level, lack of confidence. Successfully handling of any situation, successfully overcoming any crisis, or removing appropriate and satisfactory measures on any problem is a sign of high level of confidence. Confusion, fading toe, escapes from crisis, etc. All of these are symptoms of lack of confidence. Therefore, it is important to increase and strengthen confidence for the personality development of a person.

Test anxiety

Test anxiety is a combination of physiological over-arousal, tension and somatic symptoms, along with worry, dread, fear of failure, and catastrophizing, that occur before or during test situations. It is a psychological condition in which people experience extreme stress, anxiety, and discomfort during and/or before taking a test. This anxiety creates significant barriers to learning and performance. Research suggests that high levels of emotional distress have a direct correlation to reduced academic performance and higher overall student drop-out rates. Test anxiety

can have broader consequences, negatively affecting a student's social, emotional and behavioural development, as well as their feelings about themselves and school.

Test anxiety can also be labeled as anticipation anxiety, situational anxiety, or assessment anxiety. Some anxiety is normal and often helps to stay mentally and physically alert. When a person experiences too much anxiety, however, it can result in emotional or physical distress, difficulty concentrating, and emotional distress. Poor performance is not due to intellectual problems or poor academic preparation, but because the test situation creates a sense of threat for those experiencing test anxiety; Anxiety caused by a sense of danger then interferes with attention and memory functions. Researchers suggest that 25 to 40 percent of students experience test anxiety. Students with disabilities and students in gifted education classes tend to experience higher rates of test anxiety. Students experiencing test anxiety are easily distracted during exams, have difficulty understanding relatively simple instructions, and have difficulty organizing or recalling relevant information.

Review of Literature

Sushmita Singh (2023) In the present study the researcher attempted to psychologically examine the relationship between personality traits and anxiety. Five-item questionnaire of Costa and McCray and Raymond B. Cattell's Self-Analysis Questionnaire was used as a psychological instrument. A total of 60 individuals including 30 males and 30 females were included in the sample. According to the present study, it was found that there is no relationship between anxiety and other four factors except the factor of non-distorted anxiety among the five factors of personality traits namely, non-distorted anxiety, extroversion, openness to experiences, agreeableness and conscientiousness etc.

Orhan Bekir and Others (2022) The aim of the present study was to examine the relationship between test anxiety and confidence levels for individuals taking what is known as a special talent test in Turkey. In that context, the study aimed to evaluate test anxiety and confidence scores as independent variables. Research sample; 232 people selected through the accessible (available) sampling method among the individuals who participated in the special talent examination of the Istanbul Aydin University Faculty of Sports Sciences in the 2021-2022 academic year. It was taken. A self-made list of 20 statements was used as a demographic form for data collection. Also Spielberger's Test Anxiety Inventory (1980) and Akin's Self-Confidence Test (2007) translated into Turkish were used as instruments. The data obtained was statistically analyzed according to SPSS 22. Independent sample t-test was used for pairwise comparisons, F test was used for more than two comparisons and Pearson's correlation test was used for correlation analysis. The level of significance for all tests was taken as $p < 0.05$. As a result of the study, when the test anxiety and confidence scales were assessed as independent variables, the test anxiety and confidence levels were not statistically significantly different by gender and age. Came in support. Also statistically significant, low and negative correlations were found between test anxiety and self-confidence. Consequently, it appears that as self-confidence decreases, test anxiety increases, and as test anxiety decreases, self-confidence increases.

Helda Pebriana (2017) The aim of this study was to find out whether there is any relationship between students' anxiety and speaking ability confidence. In the academic year 2017, M.T.S.N. W. This study was conducted on the second class students of A total of 28 students were included in the sample. The Foreign Language Classroom Anxiety Scale (FLCAS) developed by Harwitz et.al

(1986) was used for data collection. In the data collection technique, there were two steps of data collection, the first step was the students' anxiety and self-confidence questionnaire, the second step was to conduct an oral test for speaking (speaking test) and grade them on the basis of the recording which was based on the criteria of pronunciation, grammar, vocabulary, fluency and comprehension. was Pearson product moment formula and multiple linear regression techniques were used for data analysis to find out the correlation between students' anxiety, self-confidence and speaking ability. Based on the Pearson product moment formula and multiple linear regression calculation results, it appears that there is a correlation between speaking ability and anxiety, because the higher the anxiety level of the students, the more nervous the students are when trying to speak with them. Friends and students with high anxiety may not score maximum marks in speaking. Further, there was a correlation between speaking ability and confidence, as low confidence may make students feel more shy, as most students with low confidence do not show enough courage to join the learning process of speaking.

Hardiyanti, Baso et al. (2023) presented research on the correlation between personality, self-confidence and achievement in English of class 10 students. In this study the researcher used random cluster sampling method to select the population sample. There are a total of 405 students in class 10 according to the population divided into 11 classes in Makassar, of which 37 students from one class were sampled. The researcher used two questionnaires and one test for data collection. The first questionnaire was a self-confidence questionnaire, the second was The Myers-Briggs Type Indicator (MBTI) a personality questionnaire that helps a person identify some important personal preferences used to determine personality type, and the last was an English test that used the TOEFL Junior Test. Data were then analyzed using descriptive statistics and Pearson Product Moment correlation coefficient in SPSS version 23. The results showed that there was no significant relationship between personality and student's English performance. But there was a significant correlation between students' self-confidence and achievement in English with $r = 0.597$ in reasonable category. The higher the confidence, the higher the English success.

Sumer, Khan et al (2023) presented study aimed to explore the relationship between test anxiety and personality traits in college students and their academic performance. Since the research is quantitative, survey design study was used. The study sample included 70 female college students and 70 male college students to address the study variables, the total sample was 140. A sample carefully selected by simple random sampling technique. Test anxiety was measured by the Fried-Bein (Friedman et al., 1997) anxiety scale, which consists of 23 items, and the Big Five scale was used to measure personality traits, which consisted of 25 items with self-report traits.

Purvanti Isti et al. (2019) presented research on the relationship between self-confidence and academic anxiety in college students. For this, they selected students from different seven faculties and degree departments. Self-confidence and academic anxiety questionnaires were used for this. The present research revealed that the higher the academic confidence, the lower the academic anxiety.

Khosaravi M. (2008) The present study was about the relationship between test anxiety and some personality factors in Semnan University students. The purpose of this study was to explore the relationship between test anxiety and introversion/extroversion and neuroticism. For data collection, 300 bachelor students (150 boys, 150 girls) from Semnan University were included in the sample randomly. Test anxiety and Eysenck's personality questionnaire were also used for data

collection. Pearson correlation coefficient, t-test and regression were used to analyse the data. The results revealed that test anxiety had a significant positive relationship with neuroticism. But there was no significant correlation between introversion and extroversion with test anxiety. Introversion and extraversion were significantly correlated with neuroticism. But there were no significant differences between girls and boys on test anxiety, neuroticism and extraversion/introversion. Only neuroticism can predict test anxiety. In short, it appears that students who are neurotic have more test anxiety and their internal factors influence their academic problems.

Objectives

The main objectives of the research are formulated as follows,

1. To measure the level of personality, self-confidence and exam anxiety among higher secondary school arts, commerce and science students. (Girls)
2. To find out the strength and direction of relation between personality, self-confidence and exam anxiety among higher secondary school arts, commerce and science students.(Girls)

Hypotheses

1. There would be significant correlation between personality and self-confidence among arts, commerce and science students.
2. Self-confidence and exam anxiety would be positively related to among arts, commerce and science students. Self-confidence will be significantly predicted on the basis exam anxiety among arts, commerce and science students.
3. There would be significant correlation between personality and exam anxiety among arts, commerce and science students.

Sample

For the present study, 90 female students of Arts, Commerce and Science (Junior Division) of Kamala College, Kolhapur, Tararani University were included in the sample group. Randomization method was used to collect the sample.

Psychological Tools

1. Introversion-Extroversion Scale

The present questionnaire was prepared by Neymann and Kohlstedt and contains a total of 50 statements. Each statement has two options 'yes' and 'no'. Also, this questionnaire is available in English, Hindi and Marathi languages. The present questionnaire measures three types of personality namely introversion, extroversion and ambidexterity.

2. Pandey Self-Confidence Inventory

This test is by D.D. Pandey and has a total of 60 statements. Each statement has two options, true and false. This test measures self-confidence. Its reliability is .88 by test-retest method and .89 by split-half method. The validity of this test appears to be of high quality.

3. Student Exam Anxiety Test

This test is Dr. Madhu Agarwal and Varsha Kaushal total of 38 statements in the test. There are two options to each statement yes and no. This test is also in Hindi, English and Marathi. its test-retest reliability is .92 and validity is .89. This test measures the students' examination anxiety.

Procedure

For the present research, Kamala College (Autonomous) Junior College, Tararani Vidyapeeth, Kolhapur was visited. The purpose and importance of the psychological test was told

to the students with the permission of the principal and the teachers, after that the students were given the psychological test and given proper instructions and the test was solved in a proper manner.

Research Design

Correlational design....

Statistical Analysis

In the current research, a correlation study of personality, self-confidence and examination anxiety among arts, commerce and science faculty students in junior colleges was conducted. Statistical techniques were used for this study like average, standard deviations and correlation coefficient methods.

Result and Discussion

Table No. 1

	N	Mean	S.D.
Extravert	90	25.84	4.12
Score of SEAT	90	17.47	8.61
Score of SCI	90	26.58	7.50

Above the Table No.1 it appears that the mean of personality is 25.84 and the standard deviation is 4.12. The exam anxiety mean is 17.47 and the standard deviation is 8.61 while the self-confidence test mean is 26.58 and the standard deviation is 7.50.

Table No. 2

	Extravert	Score of SEAT	Score of SCI
Extravert			
Score of SEAT	0.04		
Score of SCI	0.03	0.58	

Above the table No. 2 it appears that the correlation between personality and exam anxiety is 0.04. Also, the correlation between personality and self-confidence is estimated at 0.03. Moreover, the correlation between the exam anxiety and in the self-confidence is 0.58.

The purpose of the present research was to study the relationship between the personality, self-confidence and examination anxiety of the high school students (girls). For this, Nyemann and Kohlstedt Introversion-Extroversion personality test, DD Pandey self-confidence and Dr. Madhu Agarwal and Varsha Kaushala students examinations anxiety test were used.

For this research, the sample of the 90 students who was studying in the class XII class at Tararani University Kamala College in Kolhapur was included in the group. They were given appropriate instructions on psychological tests and the tests were resolved and then the points were given according to the guidelines. When statistical analysis was performed on this coefficient, the average of 25.84 of the introversion-extroversion test was up and standard deviation is 4.12. Also, the average coefficient on the examination anxiety test was 17.47 and the standard deviation was 8.61. The average of 26.58 on self-confidence shows and standard deviations were 7.50 among the students.

On the statistical analysis correlation between personality and exam anxiety is 0.04. which means that there is no correlation between the two. Also, the correlation between personality and self-confidence is estimated at 0.03. Moreover, the correlation between the exam anxiety and in the

self-confidence is 0.58. This shows that the only hypotheses no. 2 has been accepted and it has been significant at a level of 0.05.

Hardiyanti, Baso et al. (2023) in his study found that there was no significant relationship between personality and student's English performance. But there was a significant correlation between students' self-confidence and achievement in English with $r = 0.597$ in reasonable category. The higher the confidence, the higher the English success.

Conclusion

A correlation was found between exam anxiety and self-confidence among college students. (Girls)

Limitations

1. Male students were not considered in the present research.
2. The present research has considered college students.
3. In the present research no gender discrimination study was done.
4. The sample for the present research was limited

Recommendation

1. A correlational study of mobile phone addiction and mental health among female students.
2. A correlational study of mobile phone addiction and mental health in adults.

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