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5.1 Introduction

In the present study aim to find out the status of three dependent variables, that is personality characteristics, self-confidence and interpersonal behaviour style among N.C.C. and Non-N.C.C. College students. According to variables level and investigate interaction between each other of the variables put out from sophisticated research design and sophisticated methodology was used. Also used the suitable statistical techniques were used. The statistical techniques carried out through the SPSS software.

5.2 Statement of the Problem:

“To Study the Personality Characteristics, Self-confidence and Interpersonal Behaviour Style among N.C.C. and Non-N.C.C. College Students.”

5.3 Objective of the study:

1. To study the personality characteristics of N.C.C. and Non-N.C.C. college students.
2. To study the influence of gender on students personality characteristics.
3. To investigate the personality characteristics of students to lower and higher socio-economic status.
4. To study the self-confidence of N.C.C. and Non-N.C.C. college students.
5. To explore the influence of gender on self-confidence of N.C.C. and Non-N.C.C. college students.
6. To investigate the self-confidence of students to lower and higher socio-economic status.
7. To investigate the interpersonal Behaviour Style of N.C.C. and Non-N.C.C. College students.
8. To study the interpersonal Behaviour Style of male female students.
9. To study the interpersonal Behaviour Style of students to lower and higher socio-economic status.

5.4 Hypotheses tested in study

1. There will be significant differences on following personality characteristics among N.C.C. and Non-N.C.C. College students.
   A. Neuroticism
   B. Extraversion
   C. Openness to Experience
   D. Agreeableness
   E. Conscientiousness

2. There will be significant differences on following personality characteristics among Male and Female College students.
   A. Neuroticism
   B. Extraversion
   C. Openness to Experience
   D. Agreeableness
   E. Conscientiousness

3. There will be significant effect of socio-economic status on following personality characteristics of college students.
   A. Neuroticism
   B. Extraversion
   C. Openness to Experience
   D. Agreeableness
   E. Conscientiousness

4. There will be significant effect of following interaction among independent variables on students personality characteristics (i.e. Neuroticism, Extraversion, Openness to experience and Agreeableness and Conscientiousness):
   ✓ Types of students * Gender
   ✓ Types of students * Socio economic status
   ✓ Gender* Socio economic status
   ✓ Types of students * Gender * Socio economic status

5. There will be significant differences on Self-confidence among N.C.C. and Non- N.C.C. college students.
6. There will be significant differences between male and female students on their level of self-confidence.

7. There will be significant effect of students’ socio-economic status on their self-confidence.

8. There will be significant effect of following interaction among independent variables on self-confidence.
   - Types of students * Gender
   - Types of students * Socio economic status
   - Gender* Socio economic status
   - Types of students * Gender * Socio economic status

9. There will be significant differences between N.C.C. and Non-N.C.C. college students on their interpersonal Behaviour Style.

10. There will be significant difference between male and female students on their interpersonal behaviour style.

11. There will be significant effect of student’s socio-economic status on their interpersonal behaviour Style.

12. There will be significant effect of following interaction among independent variables on interpersonal behaviour Style.
   - Types of students * Gender
   - Types of students * Socio economic status
   - Gender* Socio economic status
   - Types of students * Gender * Socio economic status

5.5 Methodology

5.5.1 Participants:

For this research work a simple random sampling technique was used. The samples were consisting of total 400 respondents including two groups’ i.e.200 N.C.C. college students and 200 Non-N.C.C. college students from Aurangabad City (Maharashtra State). Both groups were made with equal number of low (n= 100) and high (n= 100) socio-economic status of respondents. Again both sub groups were sub divided into two subgroups according to their gender, namely male (n=100) and female (n=100). The age level, educational status and nativity of the respondents were controlled to a certain extent i.e., age ranges between 18-25 years and Under
Graduate students were taken. The socio-economic status determined by their family income and was assessed by using SES Scale.

Table No.5.1
Sample Distribution

<table>
<thead>
<tr>
<th>SES</th>
<th>N.C.C. Students</th>
<th>Non-N.C.C. Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>High SES</td>
<td>N=50</td>
<td>N=50</td>
<td>N=50</td>
</tr>
<tr>
<td>Low SES</td>
<td>N=50</td>
<td>N=50</td>
<td>N=50</td>
</tr>
<tr>
<td>Total</td>
<td>N=100</td>
<td>N=100</td>
<td>N=100</td>
</tr>
</tbody>
</table>

5.5.2 Variable:

There were three dependent and two independent variables, which were taken into consideration in the present investigation given below.

I) Dependent variables:
1. Personality Characteristics (i.e. Neuroticism, Extraversion, Openness to experience and Agreeableness and Conscientiousness)
2. Self-confidence
3. Interpersonal Behaviour Style

II) Independent Variables:
1. Types of students (i.e. N.C.C. students and Non-N.C.C. students)
2. Gender (i.e. Male And Female)
3. Socio Economic status (i.e. High SES and Low SES)

5.6 Psychological Devises used for data collection

The following psychological devises were used for the present research work.
5.6.1 NEO-PI: NEO-Personality Inventory –Revised

The present inventory developed by Paul T. cost, Jr., Ph.D. and Robert R. McCrae. It provides five separate dimensions of personality Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness.

5.6.2 Agnihotiri’s Self-confidence Inventory (ASCI)

This scale developed by Dr. Rekha Gupta, The ASCI has been designed in Hindi to assess the level of self-confidence among adolescents and adults.

5.6.3 Behaviour Orientation Scale (BOS) (A measure of interpersonal Behaviour Style):

This scale developed by Dr. Praveen Kumar Jha, Behaviour Orientation Scale (BOS), is a measure of Machiavellian Belief and attitude of an individual in interpersonal relationship. The term Machiavellianism was derived from the name of the great Italian political thinker Niccole Machiavellianism (1469-1527) and signified the characteristics of the manipulators as put forth by Machiavelli’s in his famous books.

5.6.4. Socio- Economic Status (SES): This scale developed by Rajbir Singh and Radhey Shyam in Hindi and English for both the rural and urban people or having allegiance to both areas. There are 25 statements in the scale, one item each for cassette and occupation, two items for family (type and size), one item for educational qualification of self and other members. Four items related to monetary matters (i.e. income, savings, income tax and deposits). One item was kept for entertainment expenses per month while four items related to housing (type and size). Item no.15 (real estate) has been divided into three parts (A) agricultural land holding, (B) residential plots and their sizes, (C) shops and their locations. In order to cover life areas nine items relating to social, religious, political and academic participation have been included. Items no 25 relates to household possessions (material and livestock). Thus the items in the scale are related to caste/class, occupation, family, education, income, housing, relational network and material and live stocks possessions. Score on item no 5,7,14.15, and 25 are additive.
whereas on rest of the items only single score is given. The scoring procedure is done as per manual norms.

5.7 Major Findings of the study

- Non-N.C.C. students higher score on neuroticism which indicate that the Non-N.C.C. students more neurotic as compare N.C.C. students, obtained mean value is 190.43 and Non-N.C.C. students obtained mean value is 26.68 on neuroticism. Whereas the N.C.C. students obtained higher scores on extraversion, openness and conscientiousness as compare to Non-N.C.C. students which indicate that N.C.C. students more extravert, open and conscientious as compare the Non-N.C.C. students. N.C.C. students mean score on Extraversion, Openness to experience and Conscientiousness are 32.58, 28.76, 30.85 and 34.51 respectively and Non-N.C.C. students mean are 27.24, 25.71, 27.97, and 28.37 respectively.

- Significant differences were found among N.C.C. and Non-N.C.C. students on the personality characteristics like Neuroticism obtained $F = 83.36$, Extraversion obtained $F = 144.17$, Openness to Experience obtained $F = 65.45$ Agreeableness obtained $F = 41.12$ and Conscientiousness obtained $F = 124.81$ which is significant at 0.01 level of confidence.

- Male students are higher than female students on neuroticism personality characteristics. Male obtained Mean value is $M = 21.16$ and female mean value is $M = 20.94$. The high score indicate higher neurotic personality. Male students is higher than the male students on Extraversions, Openness to experience, Agreeableness and Conscientiousness personality characteristics the obtained mean values of female students are 30.67, 28.60, 30.25 and 32.23 respectively were higher than male students. The male students on above mentioned personality characteristics obtained mean values are 29.24, 25.88, 28.57 and 30.65 respectively were less than female students.

- The obtained $F$ value further conform the above conclusion which were made on the basis of mean difference that gender can influence on students personality characteristics. The $F$ value on Extroversion, Openness to experience, Agreeableness and Conscientiousness were 11.84, 52.06, 14.02 and 8.27 respectively were found significant at 0.01 level of confidence. The obtained $F$ value for neuroticism is $F= 0.382$ which is not significant.
• Students belong to high SES obtained mean is 21.09 and low SES obtained mean is 21.01 on neuroticism personality characteristics which are indicating less mean differences. Students belong to low socio economic status scored high as compare to those students they were belongs high socio economic status on Extraversion, Openness to experience, Agreeableness and Conscientiousness personality characteristics low SES students are 30.15, 27.96, 29.47 and 31.49 respectively and high SES are 29.67, 26.51, 29.35 and 31.40 respectively which is indicates that students belong to low socio-economic status higher on Extraversion, Openness to experience, Agreeableness and Conscientiousness personality characteristics as compare the students belong high socio economic status.

• High SES students are more openness to experience personality as compare to low SES, $F = 14.79$ which is significant at 0.01 level of confidence. There is no significant difference between high and low SES students on Neuroticism, Extraversion, Agreeableness and Conscientiousness personality characteristics, $F= 0.51, 1.16, 0.77, \text{ and } 0.27$ respectively which is not significant.

• Interaction effect of Types of Students $\ast$ Gender was found significant on Extraversion, Openness to experience and Agreeableness as calculated $F$ value (Extraversion $F= 5.05$, Openness to experience $F= 8.20$ and Agreeableness $F= 5.60$) have been found significant at the 0.01 and .05 level of significance. Other characteristics of personality like Neuroticism and Conscientiousness were found not significant.

• The mean score was found to be differ for N.C.C. and Non-N.C.C. college students on their level of self confidence as N.C.C. students obtained $M= 16.75$, $SD = 6.86$ and Non-N.C.C. students obtained $M= 15.06$ & $SD = 3.87$. As far mean difference is concerned it can be said that N.C.C. students have high self-confidence as compare the Non-N.C.C. college students.

• N.C.C. and Non-N.C.C. college students on self confidence does support the above conclusion, made on the basis of mean difference as the ANOVA for the types of students (N.C.C. and Non-N.C.C.) was found significant at .01 level of confidence (i.e. $F$ ratio = 13.55 df =1 and, 392).The results revealed that there is a significant difference found on self-confidence among N.C.C. Students and Non-N.C.C. students.
• The mean score was found to be differ for male and female college students on their level of self confidence as male students obtained 14.88 & SD = 5.59 and female students obtained M = 16.93 & SD = 6.35. As far mean difference is concerned it can be said that male students have less self-confidence as compare the female college students.

• F-value for gender on self-confidence, made on the basis of mean difference as the ANOVA (F = 19.92) for gender was found significant at .01 level of confidence.

• High and low socio-economic status wise difference in students on self-confidence as low SES group of students obtained M= 14.87 & SD =6.39 and high SES group of students obtained M= 16.94 & SD= 4.52. As far mean difference is concerned it can be said that SES has their influence on students self-confidence.

• F-value for socio economic status on self-confidence F = 20.12 significant at 0.01 level of college students, On this basis it can be concluded that socio economic status of students has an influencing factor to determine ones self-confidence.

• F value for interaction of various independent variables considered in the present investigation namely Types of student * Gender, Types of student * SES, Gender * SES and types of students * gender * SES have been found 31.77, 20.51, 39.82 and 59.34 respectively. These f values for interaction effect were found significant for all interaction effect. It can be concluded on the basis of the obtained F value that the self-confidence influenced by not only from any particular variable where as all variable also work together to determine level of self-confidence among them.

• The mean score was found to be differ for N.C.C. and Non-N.C.C. college students on their score of interpersonal behaviour style as N.C.C. students obtained M= 129.47, SD = 15.54 and Non-N.C.C. students obtained M= 115.67 & SD = 18.49. As far mean difference is concerned it can be said that N.C.C. students have good interpersonal behaviour style as compare the Non-N.C.C. college students.

• Types of students (N.C.C. and Non-N.C.C.) was found significant at .01 level of confidence (i.e. F ratio = 75.99 df =1 and, 392). On this basis it can be concluded
that types of students has an influencing factor to determine ones’ interpersonal behaviour style. The results revealed that there is a significant difference found on interpersonal behaviour style among N.C.C. Students and Non-N.C.C. students.

- Male and female college students on their interpersonal behaviour style as male students obtained mean score M= 126.68 & SD = 17.44 and female students obtained M = 118.46 & SD = 18.46. As far mean difference is concerned it can be said that male students have better interpersonal behaviour style as compare the female college students.

- F-value gender (male and female) on interpersonal behaviour style (F = 26.96**) for gender (male and female) was found significant at .01 level of confidence.

- Low SES group of students obtained M= 124.52 & SD =17.67 and high SES group of students obtained M= 120.62 & SD= 17.67 .As far mean difference is concerned it can be said that Socio economic status has their influence on students interpersonal behaviour style.

- The F value was found for the socio economic status (High SES and Low SES) significant at .05 level of confidence i.e. F= 6.06. On this basis it can be concluded that socio economic status of students has an influencing factor to determine ones interpersonal behaviour style.

- The Types of student*Gender and Type of students* Gender* SES have been found 1.22 and 0.29 which is not significant and another interaction of independent variables such as Types of students* SES and Gender* SES have been found 27.02 and 10.01 which is significant. It can be concluded on the basis of the obtained F value that the interpersonal behaviour style influenced by the combine effect of types of students and Socio-Economic status another combination is Gender and Socio-Economic status where as these variable also work together to determine interpersonal behaviour style among them.

5.8 Conclusions:

After analysis of the result, the following conclusions were drawn;

- N.C.C. students are more extraversion, openness and conscientiousness personality whereas Non-N.C.C. students were found more neuroticism personality.
• Significant differences were found among N.C.C. and Non- N.C.C. students on the personality characteristics like Neuroticism obtained, Extraversion obtained, Openness to Experience, Agreeableness and Conscientiousness.

• Male students are higher than female students on neuroticism. Female students are higher than the male students on Extraversions, Openness to experience, Agreeableness and Conscientiousness.

• Significant differences were found on Extroversion, Openness to experience, Agreeableness and Conscientiousness. But no significant differences found on neuroticism.

• High Socio economic status students more neurotic personality as compare low Socio economic students. Students belong to low socio- economic status higher on Extraversion, Openness to experience, Agreeableness and Conscientiousness as compare the students belong high socio economic status.

• No significant difference found between high and low SES students on Neuroticism, Extraversion, Agreeableness and Conscientiousness.

• Interaction effect of Types of Students * Gender was found significant on Extroversion, Openness to experience and Agreeableness. Neuroticism and Conscientiousness were found not significant.

• N.C.C. students have high self-confidence as compare the Non-N.C.C. college students.

• Significant difference found on self-confidence among N.C.C. Students and Non- N.C.C. students.

• Male students have less self-confidence as compare the female college students.

• Significant differences were found between male and female college students on self confidence.

• High and low socio-economic status wise difference found on self-confidence on self confidence. Socio economic status has influence on student’s self-confidence.

• High Socio economic status student have higher self confidence than the low socio economic status students.

• Significant differences were found between high and low socio economic status group of students on self-confidence.
All interaction effect of independent variables was found significant on self confidence.

N.C.C. students have good interpersonal behaviour style as compare the Non-N.C.C. college students.

Significant differences were found between N.C.C. and Non-N.C.C. students on their interpersonal behaviour style.

Male students have better interpersonal behaviour style as compare the female college students.

Significant differences were found between male and female students on their interpersonal behaviour style.

Low Socio economic status students have better interpersonal behaviour style as compare the high socio economic status students.

Significant differences were found between high and low socio economic students on their interpersonal behaviour style.

Interactional effect of types of students and gender, types of students, gender and SES were found significant on interpersonal behaviour style

5.9 Limitations of the study:

The research design, procedure, and results, when critically examined, lead to the impression that the present study is replete with a number of limitations which must be borne in mind in any attempt to generalize form and interpret the findings. The main limitations have been listed below:

1. The sample for the study consisted only college students therefore, the findings are not applicable to the general population or the common people. Since the sample was drawn from the Aurangabad city (Maharashtra State, India), which has a distinct culture, precaution was taken in generalizing of other sub-cultural groups, on the basis of the present findings.

2. One limitation of the present study is related with the do not use of demographic variable age and cast -as sources of variation in this study. It should be noted that demographic variables of whatever social importance they may be, are not psychological variables.
3. Apparently, most interpretations regarding differences associated with demographic variables are likely to be arbitrary and should be taken with caution.

4. The limitations of any paper pencil tests such as response biases, carelessness, positive and negative faking tendency somewhat affected the responses.

5. As there is a difference in individuals there may be some kind of lacuna in giving responses.

5.10 Suggestions for further research:

After giving thought over the findings of the present study and the realization of its limitations, following suggestions for further research to extend the present study can be made:

1. The study of the need for personality characteristics, self-confidence and interpersonal behaviour style should also be made on different samples such as general population, working and non-working peoples and various sub-cultural groups so that broader generalizations may be arrived at.

2. The relation of personality characteristics, self-confidence and interpersonal behaviour style personal variables has been mostly studied by using bi-variate methods. It is necessary to take up multivariate studies.

3. The role of situational, cognitive, and perceptual factors needs to be studied in relation to personality characteristics, self-confidence and interpersonal behaviour of general population.

4. There is sample scope to carry out the research in this area. A widespread research to be carried out in the area of family related structures. Besides the variables studies in this research, the researcher can study variables such as area of residence i.e. urban and rural, caste, culture, religion, marital status etc.

5. Systematic studies with other standardized tools should be done on the basis of aged people’s attitudes and aspirations about life.