

**PERSONAL WISE ANALYSIS OF TEMPERAMENTAL SELF CONCEPT OF
SENIOR SECONDARY STUDENTS**

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ABSTRACT

This Study was conducted to study the temperamental self-concept of senior secondary students. A standardized self-concept questionnaire was used to analyze the self-concept of 1095 students from XI and XII standards in Tirunelveli, Tuticorin and Kanyakumari districts. Percentage analysis and ‘t’ test were used for data analysis. The findings of the study revealed that 50% of senior secondary students have moderate level of self-concept in the dimension of temperament. The male students have better temperamental self-concept than the female students.

Key words: temperament, senior secondary students, self-concept, analysis

INTRODUCTION

Self-concept is one of the dominant factors of personality in the life of an individual. It is a person’s notion of himself, an involved complex and significant factor in his individual behavior and a relatively enduring aspect of his personality. The person is not born with a self-concept but gradually forms one as a result of his interaction with the environment. The development of self-concept involves a slow process of differentiation in which the child gradually emerges into focus out of his total world of awareness and defines progressively more clearly just who and what he is and his position in relation to his environment. Underlying the development of self-concept are the person’s assets and liabilities in relation to his environment. The adequacy of the development of self-concept is to a large extent a result of the early parent-child relationship, the learning process through which the child passes continuously and maturity (Deo, 2011).

The self-concept has five components namely physical, social, temperamental, intellectual and educational. In this study, investigator has only focussed on temperamental self-concept. Every child is born with his or her own unique temperament (McClowry, 2003). Temperament is of special interest, as it is a good predictor of child behaviour in the future (Ramos, Guerin, Gottfried, Bathurst, & Oliver, 2005). Temperament is a window through which children see and react to the world. It is most apparent during times of stress and change in the child's life. Temperament is not to be confused with "Temper" or "Temper Tantrum", as children can respond to their environment in both positive and negative ways (McClowry, 2003).

Temperament, in psychology is an aspect of personality concerned with emotional dispositions, reactions, their speed, and intensity. The term is often used to refer to the prevailing mood or mood pattern of a person. It arises from our genetic endowment. It influences and is influenced by the experience of each individual, and one of its outcomes is the adult personality. Mary, et.al (2004) suggested that understanding temperament is central to understanding personality. Individual differences in temperament have implications for development in infancy and childhood, and they form the core of personality as it develops. Temperament also provides process oriented models that are often lacking in trait theories of personality. Temperament is a relatively permanent feature that carries on into adolescence and adulthood. However, parenting styles interact with child temperament in that; parents have the power to modify maladaptive temperament characteristics through optimal parenting styles (Sclafani, 2004).

REVIEW OF RELATED STUDIES

Singh and Shukla (2021) conducted a study of scientific temperament among higher secondary students. The newer technological developments have become a routine in day-to-day and we are becoming dependent more and more upon the scientific temperament. In such

condition, it is rather more necessary that the people are oriented and educated for scientific attitude and temperament. Their study looked at the scientific temperament of higher secondary students. To achieve the objective of the study 56 students were fill up the scientific temperament inventory. Result of their study revealed that the condition of scientific temperament among higher secondary students was not up to the mark. There was significant difference between rural and urban higher secondary students and there was no significant difference between male and female higher secondary students.

Ato E, Fernandez Vilar MA and Galian MD (2020) studied the relation between temperament and school adjustment in spanish children: a person-centered approach. The aim of their study was to examine from a person-centered approach the impact of temperament on academic achievement and sociometric status in a sample of 6–7-year-old Spanish children. To measure children’s temperament in early childhood, parents were given TMCQ (Temperament in Middle Childhood Questionnaire), while sociometric status and academic achievement were requested for children’s teachers. Using latent profile analysis (LPA) four temperament profiles were found by them. Children belonged to the “Negative/Undercontrolled” profile showed a higher probability of academic failure and were more rejected, and children included in the profile “Sociable/High regulated” showed higher academic scores and a lower probability of being rejected by their peers.

Sterling (2016) investigated the correlation between temperament, technology preference and proficiency in middle school students. Her study examined the relationship between middle school students’ personality type and their academic performance in the technology courses in which they participated. It also explored the differences in technology use by personality. Most participants identified games as a favorite pastime. However, there were some noted temperamental differences. Students with the analytical personality reported the most varied use of computers, and rated their technology skills significantly higher on the

self-perception scales and performed at a higher proficiency level than their peers. Her study also investigated the effectiveness of the two computer courses offered at the schools in the study. Students who completed the Computer Literacy course during the school year performed significantly higher than those who took the Explorations Technology course, both courses, or no technology course at all. However, those with the analytical temperament performed better in the Explorations Technology course. Results suggested that the personality can predict technology use in students. Findings were consistent with similar research in the computing industry.

Bargah and Srivastava (2014) compared the temperament and work culture of higher secondary school teachers. The working style of teachers provides a direction to the condition of the school. If the working style has an effective setup, the result of the school will also be impressive. The temperament of teachers and their work culture may play a great role in providing excellence. An attempt has been made by them to know about the relationship between these two variables. Their study was conducted on teachers of Durg district. 327 higher secondary school teachers were selected by random from govt. and private schools of urban and rural areas. The obtained data were treated statistically to know relationship by employing Product Moment Co-efficient of Correlation. The value of r was $+0.045$ which is found not significant at $.001$ level of significance. Their finding revealed that there exist no significant relationship between the temperament and work culture of higher secondary school teachers.

Maheswari and Singh (2014) conducted a study on self-concept among rural girl students. The major findings were, more than half of the respondents had high physical, educational and moral self-concept. Nearly half of the respondents had above average social, temperamental and intellectual self-concept.

Mullola, et.al (2011) examined associations of teacher-perceived student temperament and educational competence with school achievement, and how these associations were modified by students' gender and teachers' gender and age. Participants were 1063 Finnish ninth-graders (534 boys) and their 29 Mother Language teachers (all female) and 43 Mathematics teachers (17 male) from a population-based sample. All temperament and educational competence traits were associated with both grades, but more clearly with Mathematics. Boys received systematically lower Mother Language grades but higher Mathematics grades than girls. Teacher gender had no effect on school grades, while teacher age had an effect only on Mother Language.

Sharma and Mittal (2002) compared the self-concept and self-esteem of blind students studying in integrated and special school settings. The results of their study showed that, the boys and girls from integrated school setting did not differ significantly from their counterparts in special school settings on global self-concept. Blind boys and girl student in two setting also did not differ significantly with their counterparts on total self-concept. On physical, educational, moral and intellectual dimensions of self-concept also no significant differences were found. However on social and temperamental dimensions of self-concept the two groups differed significantly. Boys and girls in the two groups were compared separately and the result showed that while boys from the two settings differed significantly on social and temperamental dimensions of self-concept, the girls were not found to be significantly different on any of the dimensions of self-concept. On self-esteem, no significant differences were found between two groups of blind students. Boys and girls in the two settings were also found to be not significantly different on this variable.

The review of the above studies gave direction of pursuing this research to frame objectives and hypotheses, to design the study and to finalise the statistical techniques. So the investigator has taken up this present study for investigation.

NEED OF THE STUDY

Some students are easy to mingle with other students. Some students are conventional, quiet, and approach most new experiences in a positive way. Other students are more difficult, not able to manage their emotional experiences and expression with ease. When a child's personality doesn't quite fit for other family members or other students it can be a challenge for everyone. Temperament is an innate quality of the child, one with which he is born. It is somewhat modified in the early stage of life by his experiences and interactions with other people, with his environment and by his health. By the time a child has reached the school, his/her temperament is well defined and quite apparent to those who know him. It is not something that is likely to change much in the future. These innate characteristics have nothing to do with parenting skills. Nevertheless, the behavioural adjustment of school students depends a lot upon the interaction between his temperament and his/her parents, and how others respond to him - how comfortably he fits in with his environment and with the people around him.

Temperament is important because it helps parents and teachers better understand student's individual differences. By understanding temperament, parents and teachers can learn how to help the students express their preferences, desires, and feelings appropriately.

RESEARCH DESIGN

The investigator adopted the survey method to study the personal wise analysis of temperamental self concept of senior secondary students.

POPULATION AND SAMPLE

The population for the present study consists of the senior secondary students among Tirunelveli, Tuticorin and Kanyakumari districts. The sample for the present study comprises thousand ninety five XI and XII standard students of Tirunelveli (390), Tuticorin (377) and Kanyakumari (328) districts in Private, Government and Aided schools. The sample has been

collected by using 'Simple Random Sampling Technique'. The investigator collected the data from male, female, Tamil medium and English medium students.

OBJECTIVES OF THE STUDY

1. To find out the level of temperamental self-concept of senior secondary students.
2. To find out whether there is any significant difference in the temperamental self-concept of senior secondary students with regard to personal variables such as gender, class, group, medium of instruction.

HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female senior secondary students in temperamental self-concept.
2. There is no significant difference between the classes of XI and XII students in temperamental self-concept.
3. There is no significant difference between science and arts group of senior secondary students in temperamental self-concept.
4. There is no significant difference between Tamil and English medium senior secondary students in temperamental self-concept.

TOOL USED

Self-concept questionnaire was developed by the Investigator (2013). It consists of 50 items with five dimensions namely physical, social, temperamental, educational and intellectual self-concept. Each item is provided with five alternatives namely always, usually, sometimes, usually not and never. Responses were obtained on the test booklet itself. There was no time limit to fill up the questionnaire.

ANALYSIS OF THE DATA

The investigator used the Mean, Standard Deviation and t-test for analysing the data. The collected data have been analysed and the results are given in the following tables.

Table 1: Level of temperamental self-concept of senior secondary students

| Dimension of self-concept | Self-concept | | | | | |
|---------------------------|--------------|------|----------|------|------|------|
| | Low | | Moderate | | High | |
| | N | % | N | % | N | % |
| Temperamental | 259 | 23.7 | 544 | 49.7 | 292 | 26.7 |

Table 2: Difference between gender, class, group and medium of instruction of senior secondary students in temperamental self-concept

| Personal variables | Categories | N | Mean | S.D | Calculated 't' value | Remarks |
|-----------------------|------------|-----|-------|-------|----------------------|---------|
| Gender | Male | 471 | 51.21 | 10.67 | 3.45 | S |
| | Female | 624 | 49.08 | 9.36 | | |
| Class | XI | 597 | 49.99 | 9.42 | 0.03 | NS |
| | XII | 498 | 50.01 | 10.66 | | |
| Group | Science | 896 | 50.05 | 9.90 | 0.34 | NS |
| | Arts | 199 | 49.77 | 10.43 | | |
| Medium of instruction | Tamil | 669 | 49.83 | 9.77 | 0.70 | NS |
| | English | 426 | 50.27 | 10.34 | | |

S-significant, NS-not significant

Table 1 reveals that the fifty percent of the senior secondary students have *moderate* level of self-concept in the dimension of temperament. Table 2 reveals that the significant difference is found between male and female senior secondary students in their temperamental self-concept. The male students have better temperamental self-concept than the female students. There is no significant difference is found between XI and XII studying students in their temperamental self-concept. There is no significant difference is found between science and arts group senior secondary students in their temperamental self-concept. There is no significant difference is found among the senior secondary students studying in Tamil and English medium in their temperamental self-concept.

RESULTS AND DISCUSSION

The male students have better temperamental self-concept than the female students. The reason may be due to the fact that the male students have strong emotional state. They

don't show their feelings in front of others. They have steady mind. The parents should develop healthy self-concept to the female children also. Parents should praise their children. The female children are emotionally weak than the male. So the parents should give advice to them and train them to develop positive temperamental self-concept. Apart from the school curriculum teachers must emphasize on the total development of the personality of students by which they can have better self-concept and can face the challenges of life boldly. Group counseling techniques can be used to produce favourable positive self image, skill development and self-enhancement among the students. Motivation sessions and personality development lectures can be organized to enhance motivation of students.

CONCLUSION

Parents and Teachers should have good understanding and good communication about their children and their skills. They should analyze and observe the learning skills of their children. They should allow their children to find their interest and likes. Children naturally have grasping ability and observing power. So, they should allow children to explore every resources and platforms from where they can develop themselves.

Teachers and parents play vital role in holistic development of the child. Parents are the first mentor of the child and the teacher is the second. Both have an immense contribution and responsibility in shaping child's personality. A good parent-teacher relationship leads a student to be positive towards temperament self-concept.

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