

# A Study of Temperament of Senior Secondary School Students of Sirsa District in Haryana State



**Jai Parkash**

Principal,  
Deptt. of Education,  
J.C.D.P.G. College of Education,  
Sirsa, Haryana, India



**Sushma Rani Hooda**

Assistant Professor,  
Deptt. of Education,  
J.C.D.P.G. College of Education,  
Sirsa, Haryana, India.

## Abstract

Present study aim is to compare the temperament of Senior Secondary school male and female students of rural and urban areas in Sirsa district in Haryana State. For the present study a sample of 400 Senior Secondary School students was taken from 10 Government and 10 private Sr. Sec. schools from Urban and rural areas by random technique from Sirsa District and descriptive survey method were used. Results shows that the temperament of Male Govt. Senior Sec. School students & Urban area Govt. School students is more than female & rural area Pvt. Senior Sec. School students. It is finally concluded that the urban Govt. Pvt. Senior Sec. School students have more temperament than rural Govt. Pvt. Senior Sec. School students.

**Keywords:** Temperament, Senior Secondary School Students, Haryana, Urban, Rural

## Introduction

In psychology, temperament refers to those aspects of an individual's personality, such as introversion or extroversion that are often regarded as innate rather than learned. A great many classificatory schemes for temperament have been developed, none though, has achieved general consensus in academia. Historically, the concept temperament was part of the theory of the four humors, with their corresponding four temperaments. The concept played an important part in pre-modern psychology, and was explored by philosophers such as Immanuel Kant and Herman Lotze. David W. Keirsey also drew upon the early models of temperament when developing the Keirsey Temperament Sorter. More recently scientists seeking evidence of a biological basis of personality have further examined the relationship between temperament and character. Temperament is the combination of mental, physical and emotional traits of a person : natural predisposition. Temperament is one of the most important dimensions of personality. It is a composite of several individual traits. Temperament refers to the characteristic phenomena of an individual's nature including his susceptibility to emotional situations, his customary strength mood, and all the peculiarities of fluctuation and intensity of Mood, these being phenomena regarded as dependent on constitutional make up, and therefore largely hereditary in origin. (Allport, 1961). Temperament as the aspect of personality revealed in the tendency to experience mood changes in characteristic ways. It is the general level of Reactivity and Shergy (Hilgard and Atkinson, 1952). Temperament can be equated with the term behavioral style. Each refers to the how rather than the what (abilities or content) or the why (motivation) of behavior (Thomas and Chass, 1977). Temperament as an indicator of language achievement (Nodoushan, Salmani, 2011). Problematic Internet use (PIU) creates psychological, social, school and/or work difficulties in a person's life. This study examined the unique roles of four dimensions of temperament (effortful control, sensation seeking, anger/frustration, and shyness) on adolescent PIU, as well as the mediating role of deviant peer affiliation (DPA) on these pathways (Xian, Li, et al (2016). There are several possible processes or mechanisms that might be in play to explain the three aspects of authoritative parenting that were most consistently indirectly related to antisocial behavior through temperament. (Amanda Stoner, 2017). The role of youth anger in explaining links between parenting and early adolescent pro social and antisocial behavior. (Houlberg, B.J. et al . 2016)

## Types of Temperament

Temperament is determined through specific behavioural profiles, usually focusing on those that are both easily measurable and testable early in childhood. Commonly tested factors include irritability, activity, frequency of smiling, and an approach or avoidant posture to unfamiliar events. There is generally a low correlation between descriptions by teachers and behavioral observations by scientists of features used in determining temperament. Temperament is hypothesized to be associated with biological factors, but these have proven difficult to test directly.

There is also a second, person centered or typological approach to the organization of temperament dimensions. There are categories of people who share a similar configuration of characteristics. Recall that Thomas and Chess's three fold temperament typology distinguished between difficult, slow to warm and easy children.

### Under Controlled Child

Willful, Restless, Inattentive, Impulsive

### Over Controlled Child

Shy, Obedient, Self-Critical, Liked By Adults.

### Resilient Child

Self-Confident, Able To Concentrate, Self-Reliant and Open.

## Characteristics

### Activity

Activity refers to the child's physical energy. This trait can also refer to mental activity, such as deep thinking or reading activities which become more significant as the person matures.

### Regularity

Regularity also known as rhythm city, refers to the level of predictability in a child's biological functions.

### Initial Reaction

Initial reaction is also known as approach or withdrawal. This refers to how the child responds (whether positively or negatively) to new people or environments.

### Adaptability

Adaptability refers to how long it takes the child to adjust to change over time (as opposed to an initial reaction).

### Intensity

Intensity refers to the energy level of a positive or negative response.

### Mood

Mood refers to the child's general tendency towards a happy or unhappy demeanor.

### Distractibility

Distractibility refers to the child's tendency to be sidetracked by other things going on around them.

### Persistence and Attention Span

Persistence and attention span refer to the child's length of time a task and ability to stay with the task through frustrations: - Whether the child stays with an activity for a long period of time or loses interest quickly.

## Sensitivity

Sensitivity refers to how easily a child is disturbed by change in the environment. This is also called sensory threshold or threshold of responsiveness.

## Justification of the Study

Temperament is important because it helps in better understanding children of individual differences. By understanding temperament, caregivers can learn how to help children express their preference, desire and feelings approximately. Most importantly, adults can learn to anticipate issues before they occur and avoid frustrating themselves and the child by using approaches they do not match his/her temperament. The study of Temperament of senior Secondary school students in Sirsa District have never been taken earlier by any researcher in Sirsa District therefore I decided to study the Temperament of senior Secondary School student to adjust and interact in the school environment with other students and teachers. In temperament in the class room educator's awareness of their own and children's temperaments and the influence of these on their interactions can affect the climate of children's school experiences. Class room management based on awareness of children's and teacher temperaments leads to improved class room environments for all students.

## Statement of the Problem

A Study of Temperament of Senior Secondary School Students of Sirsa District in Haryana State

## Operational Definition Temperament

Temperament refers to the characteristic phenomena of an individual's nature including his susceptibility to emotional situations, his customary strength mood, and all the peculiarities of fluctuation and intensity of Mood, these being phenomena regarded as dependent on constitutional make up, and therefore largely hereditary in origin.

## Sr. Secondary Schools

These schools are those schools in which the students take admissions upto 12<sup>th</sup> Class in Government schools or private schools.

## Private Senior Secondary School Students

Those students who studies up to 12th class or its equivalent in the self management under taking schools.

## Government Senior Secondary School Students

Those students who studies up to 12th class or its equivalent in the Government Schools.

## Delimitations of the Study

1. The study was delimited to only 10 Government and 10 Private Senior Secondary Schools of Sirsa District.
2. The study was delimited to 400 students only.
3. Only one variable i.e. Dimensions of temperament scale was used.

## Objectives of the Study

1. To compare the temperament between Government and Private Senior Secondary School students.

# Asian Resonance

- To compare the temperament between male and female Government Senior Secondary School students.
- To compare the temperament between male and female Private Senior Secondary School students.
- To compare the temperament between rural and urban Government Senior Secondary School students.
- To compare the temperament between rural and urban Private Senior Secondary School students.

### Hypotheses of the Study

- There is no significant difference in the temperament between Government and Private Senior Secondary School Students.
- There is no significant difference in the temperament between male and female Government Senior Secondary School Students.
- There is no significant difference in the temperament between male and female Private Senior Secondary School Students.
- There is no significant difference in the temperament between rural and urban Government senior Secondary School Students.
- There is no significant difference in the temperament between rural and urban Private Senior Secondary School Students.

### Methodology Used in the Study

The selection of method mainly depends on nature of problem selected. So keeping in mind the problems, the normative survey method was selected.

### Population

All the Private and Government Senior Secondary School students of Sirsa District in Haryana State constitute the population.

### Sample

The investigator selected the 20 schools i.e. ten Government School and ten Private Schools. The 400 students is considered as sample. 20 Students are selected randomly from each school. The sample has 200 students from Govt. Senior Sec. School & 200 students from Pvt. Senior Sec. Schools & further classified into 100 male & 100 female students. These students has been taken from 50 rural and 50 urban area Senior secondary school students.

### Tool Used in The Study

For the present study, Students dimension of temperament scale, developed by Dr. N.K. Chandra and Miss. Sunanda Chanda, Department of Psychology, Delhi University, Delhi is used.

### Statistical Analysis

To fulfill the objectives of study Mean, S.D. and 't' test were used as statistical as statistical measures.

### Analysis and Interpretation of Data

Analysis of data is most important and crucial step in educational research from which the results can be out streamed. Analysis of data means studying the organized material in order to discover inherent facts, data are meaningless heap of material without analysis and interpretation, after collecting data the investigator has to analysis these data, as it is difficult to explain the raw data without proper analysis data are studied from as many angles as possible to explore the new facts.

### Hypothesis No. 1

There is no significant difference in the temperament between Government and private Senior Secondary School Students.

**Table 1.1**  
**Significance of Difference in the Temperament between Government and Private senior Secondary School Students**

S. N.	Variable	N	M	S.D.	df	't' value	level of Significance
1	Temperament of Govt. Senior Secondary School Students	200	127.36	10.92	398	4.39	Significant difference at both level of significance i.e. .05 & .01
2	Temperament of Private senior Secondary School students	200	121.12	9.21			

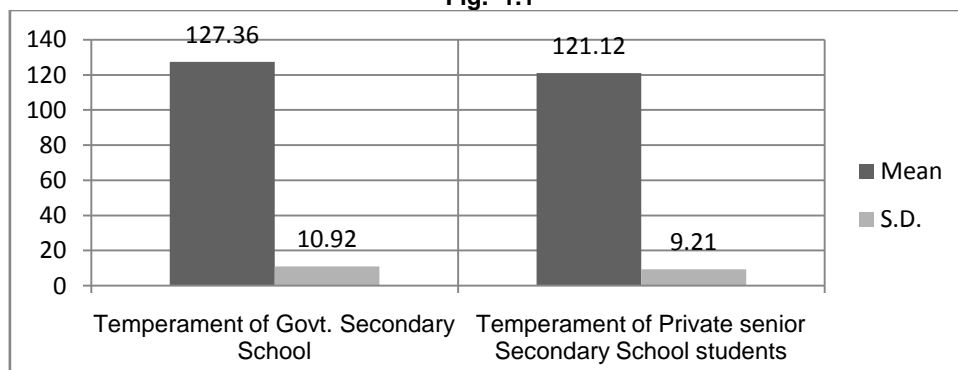
df = 198, .05 = 1.97, .01 = 2.60

### Interpretation

It is analyzed from table 1.1 that the mean and S.D. of students of Government Sr. Sec. schools is 127.36 and 10.92. The mean and S.D. of students

of Private Sr. Sec. schools is 121.12 and 9.21. The t value is 4.39 which is significant at .05 level and .01 level. Thus, the hypothesis 1 is rejected.

**Fig. 1.1**



**Hypothesis No. 2**

There is no significant difference in the temperament between male and female Government Senior Secondary School Students.

**Table 1.2**  
**Significant of Difference in Temperament between Male and Female Government Senior Secondary School Students**

S. N.	Variable	N	M	S.D.	df	't' value	level of Significance
1	Temperament of Male Govt. Senior Secondary School students	100	130.34	11.31	198	3.45	Significant difference at both level of significance i.e. .05 & .01
2	Temperament of Female Govt. Senior Secondary School students	100	121.12	9.21			

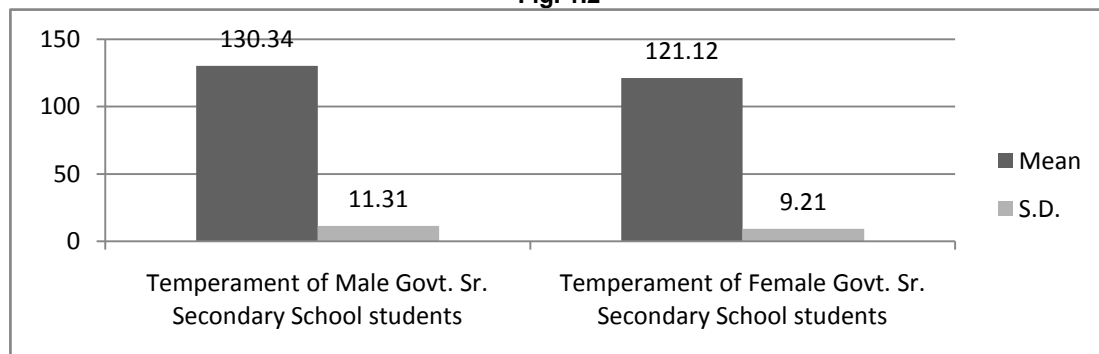
df = 198, .05 = 1.97, .01 = 2.60

**Interpretation**

It is analyzed from table 1.2 that the mean and S.D. of male students of Government Sr. Sec. schools is 130.34 and 11.31. The mean and S.D. of

female students of Government schools is 121.12 and 9.21. The t value is 3.45 which is significant at .05 level and .01 level. Thus, the hypothesis 2 is rejected.

**Fig. 1.2**



**Hypothesis No. 3**

There is no significant difference in the temperament between male and female Private Senior Secondary School Students.

**Table 1.3**  
**Significant of difference in temperament between Male and female Pvt. Senior Sec. School Students.**

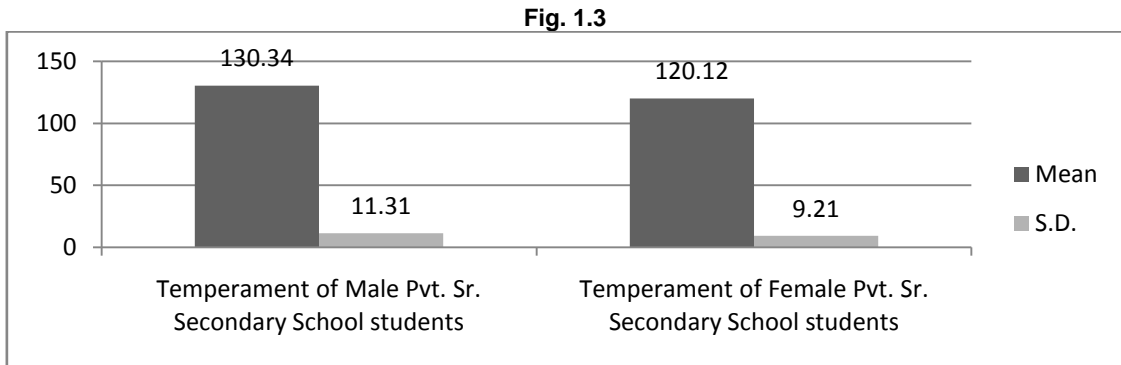
S. N.	Variable	N	M	S.D.	df	't' value	level of Significance
1	Temperament of Male Pvt. Senior secondary school students	100	130.34	11.31	198	3.45	Significant difference at both level of significance i.e. .05 & .01
2	Temperament of Female Pvt. Senior secondary school students	100	120.12	9.21			

df = 98, .05 = 1.97, .01 = 2.60

**Interpretation**

It is analyzed from table 4.3 that the mean and S.D. of male students of Private Sr. Sec. schools is 130.34 and 11.31. The mean and S.D. of female

students of Government Sr. Sec.schools is 120.12 and 9.21. The t value is 3.45 which is significant at .05 level and .01 level. Thus, the hypothesis 3 is rejected.



**Hypothesis No. 4**

There is no significant difference in the temperament between rural and urban Government Senior Secondary School Students.

**Table 1.4**  
Significant of difference in temperament between urban and rural Govt. Senior Sec. School students

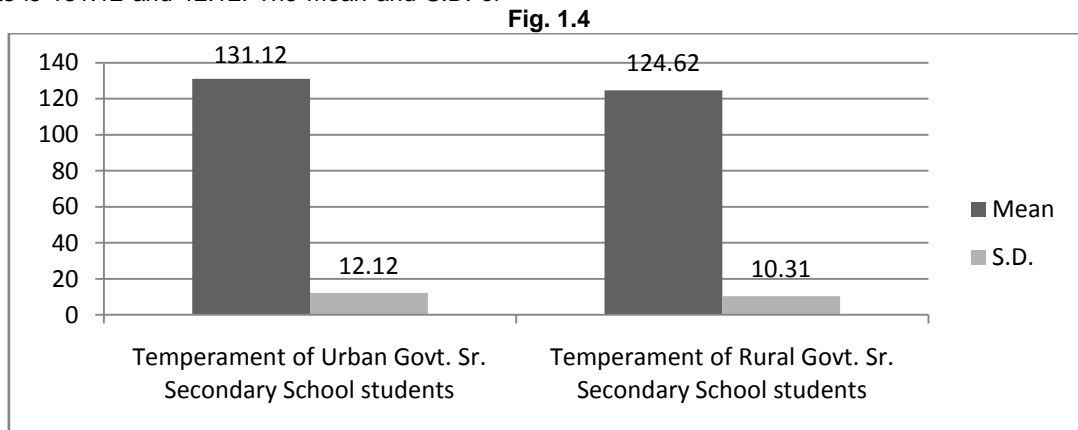
S. N.	Variable	N	M	S.D.	Df	't' value	level of Significance
1	Temperament of Urban Govt. Senior Secondary School students	100	131.12	12.12	198	2.90	Significant difference at both level of significance i.e. .05 & .01
2	Temperament of Rural Govt. Senior Secondary School students	100	124.62	10.31			

df = 98, .05 = 1.97 , .01 = 2.60

**Interpretation**

It is analyzed from table 1.4 that the mean and S.D. of urban Government Sr. Sec. school students is 131.12 and 12.12. The mean and S.D. of

students of Private Sr. Sec. schools is 124.62 and 10.31. The t value is 2.90 which is significant at .05 level and .01 level. Thus, the hypothesis 4 is rejected.



**Hypothesis No. 5**

There is no significant difference in the temperament between rural and urban Private Senior Secondary School Students.

**Table 1.5**  
Significant of difference in temperament between urban and rural Govt. Senior Sec. School students

S. N.	Variable	N	M	S.D.	df	't' value	level of Significance
1	Temperament of Urban Govt. Senior Secondary School students	50	124.67	12.14	98	2.94	Significant difference at both level of significance i.e. .05 & .01
2	Temperament of Rural Govt. Senior Secondary School students	50	118.31	9.31			

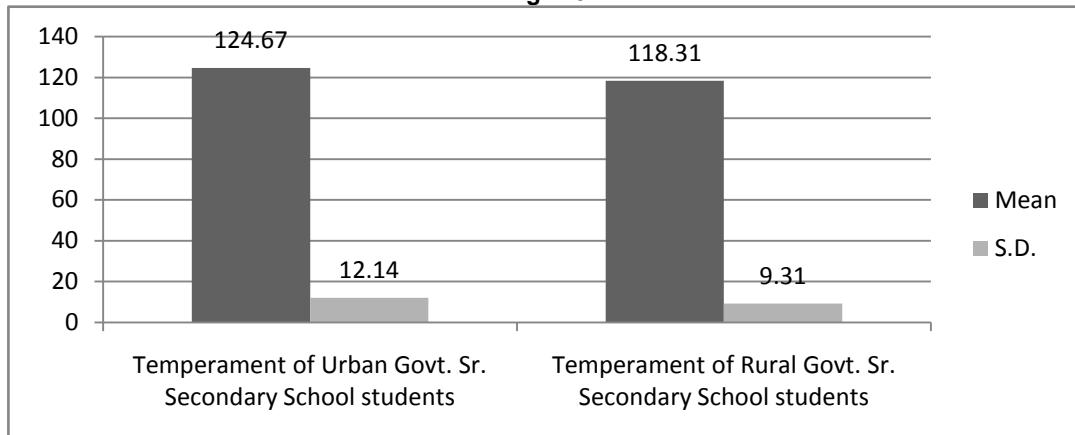
df = 98, .05 = 1.98, .01 = 2.63

124.67 and 12.14. The mean and S.D. of students of Private Sr. Sec. schools is 118.31 and 9.31. The t value is 2.94 which is significant at .05 level and .01 level. Thus, the hypothesis 5 is rejected.

**Interpretation**

It is analyzed from table 1.5 that the mean and S.D. of urban Private Sr. Sec. school students is

**Fig. 1.5**



**Major Findings**

**In Hypothesis No. 1**

There exists significant difference between temperament of Government & Pvt. Senior Sec. School students because the calculated 't' value is more than standard table value. Therefore hypothesis No. 1 is rejected. The mean value temperament of Govt. Senior Sec. School students is more than temperament of Pvt. Senior Sec. School students regarding temperament. It is finally concluded that the Govt. Senior Sec. School students have more temperament than Pvt. Senior Sec. School students.

**In Hypothesis No. 2**

There exists significant difference between temperament of Male & female Govt. Senior Sec. School students because the calculated 't' value is more than standard table value. Therefore, hypothesis No. 2 is rejected. The mean value of temperament of Male Govt. Senior Sec. School students is more than temperament of female Govt. Senior Sec. School students regarding temperament. It is finally concluded that the Male Govt. Senior Sec. School students have more temperament than female Govt. Senior Sec. School students.

**In Hypothesis No. 3**

There exists significant difference between temperament of male & female Pvt. Senior Sec. School students because the calculated 't' value is more than standard table value. Therefore hypothesis No. 3 is rejected. The mean value of temperament of Male Pvt. Senior Sec. School students is more than temperament of female Pvt. Senior Sec. School students regarding temperament. It is finally concluded that the Male Pvt. Senior Sec. School students have more temperament than female Pvt. Senior Sec. School students.

**In Hypothesis No. 4**

There exists significant difference between temperament of rural & urban Govt. Senior Sec. School students because the calculated 't' value is more than standard table value. Therefore, hypothesis

No. 4 is rejected. The mean value of urban Govt. Senior Sec. School students regarding temperament is more than rural Government Sec. School students.

**In Hypothesis No. 5**

There exists significant difference between temperament of urban & male Pvt. Senior Sec. School students because the calculated 't' value is more than standard table value. Therefore, hypothesis No. 5 is rejected. The mean value of urban Pvt. Senior Sec. School students is more than rural Pvt. Senior Sec. School students regarding temperament. It is finally concluded that the urban Govt. Pvt. Senior Sec. School students have more temperament than rural Govt. Pvt. Senior Sec. School students.

**Conclusion**

In this study the major findings were stated that the temperament of Male Govt. Senior Sec. School students & Urban area Govt. School students have more than female & rural area Pvt. Senior Sec. School students. The reasons behind the more temperament among male & urban area Govt. Senior Sec. School students were noted down & they were motivated to improve their temperament to adjust in the environment. they were also suggested that the more temperament is injurious to health & creates problems in the day to day activities of life. The female, rural area Pvt. Senior Sec. School students were also motivate to make it more reduction in the temperament for sustainable & happy life. We are interested in what cause people to think, feel, respond explode and in general act the way do. Temperament obviously has a lot to do with such, but temperament is not all the answer. Temperament may help to explain why the differences in people: their tastes, creative capabilities, their strengths and weaknesses, why some attractive to others, why others are in conflict-- but , temperament does not hold all the answers

**Suggestion for Further Research**

1. In this study the sample size was of 400 students in which 200 from Govt. & 200 from Pvt. Senior

Sec. School students. It is suggested to increase the sample size for further study.

2. In this study, only one variable, i.e. temperament scale was used. It is suggested to use stress, anxiety, depression scale for further studies.
3. In this study sample was restricted of Sirsa district, it is suggested to select the sample from other districts for further study.
4. In this the statistical techniques used were Mean, S.D. & 't' test but it is suggested to use ANOVA & Correlation techniques for further study.

#### References

- Allport, G.W. (1961). *Pattern and Growth in Personality*. New York : Holt, Rinehart Wintson Inc.
- Amanda Stoner (2017) *A Longitudinal Examination of Indirect Effects involving Parenting, Temperament, and Antisocial Behavior in Adolescence* Department of Psychology , Ph.D thesis , Department of Psychology BROCK UNIVERSITY
- Burke, Marshall B., and Kyle Emerick. (2015.) "Adaptation to climate change: Evidence from US". *Am. Econ. J. Econ. Policy*.
- Hilgard & Atkinson, (1975). *Introduction to Psychology*. 6<sup>th</sup> edition, Oxford and IBH Publishing Co.
- Houltberg, B.J. et al. (2016). *The role of youth anger in explaining links between parenting and early adolescent prosocial and antisocial behavior*. *Journal of Early Adolescence*, 36(3), 297-318.
- Kagan, J. (2008). *The biological contributions to temperaments and emotions*. *European Journal of Development Science*, 2, 38-51.
- Kagan, J., & Snidman, N. (2007). *The long shadow of temperament*. Cambridge, MA: Harvard University Press.
- Nodoushan, Salmani (2012) *Temperament as an indicator of language achievement*. *International Journal of Language Studies (IJLS)*, Vol. 5(4), (pp. 33-52. St. Catharines, Ontario.
- Thomas, A., & Chess, S. (1986). *The New York Longitudinal Study: From infancy to early adult life*. In R. Plomin and J. Dunn (Eds.). *The study of temperament: Changes, continuities, and challenges*. Hillsdale, NJ: Lawrence Erlbaum.
- Xian, li. et al (2016) *Temperament and adolescent problematic Internet use*. *Journal Computers in Human Behavior* Volume 60 Issue C, July 2016 Pages 342-350
- Zhang, Y. (2014). *The role of personality on second language acquisition*. *Asian Social Science*, 4(5), 58-59.