

## Temperament among Primary School Children

Dr. Artiben V. Panchal<sup>1\*</sup>

### ABSTRACT

The present study aimed to know the Temperament among primary school children. It also aimed to check Temperament with reference to gender and Standard. The Temperament Schedule (TS) by Dr. Savita Malhotra and Dr. Anil Malhotra (2011) was used. The sample constituted total 120 primary school children out of which 60 were from boys (30, 5<sup>th</sup> Standard and 30, 7<sup>th</sup> Standard) and 60 from girls (30 5<sup>th</sup> Standard and 30 7<sup>th</sup> Standard). The data was collected from Ahmedabad City. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that 1. There is no significant difference in the mean score of Temperament among the boys and girls primary school children, 2. The primary school children of 7<sup>th</sup> Standard group is having more Temperament than primary school children of 5<sup>th</sup> Standard group and 3. The boys of primary school children of 7<sup>th</sup> Standard group is having more Temperament than boys of primary school children of 5<sup>th</sup> Standard group.

**Keywords:** *Temperament, Boys and Girls, Primary school children of 5<sup>th</sup> Standard and 7<sup>th</sup> Standard*

It is believed that young children's experiences during the critical years (0-6) can have a considerable effect on children's developmental outcomes. Children's relationships with adults are a critical resource for children's social, emotional, and cognitive development, as well as their academic achievement in the preschool, elementary, and middle-school years (Burchinal et al., 2002; Birch & Ladd, 1997; Clifford et al., 1998; Pianta, 1999; Pianta & Walsh, 1996; Wentzel, 1998). Teachers are one of the most important adults in young children's lives since many preschoolers spend the majority of their weekdays in an early childhood program. In this regard, relationships with teachers are a crucial part of children's daily classroom experiences as well as a potential resource for enhancing developmental outcomes (Pianta, 1999). Teacher-child relationships can enhance children's development and support their learning experiences by providing children with social support and emotional security. Furthermore, when young children have close relationships with their teachers, they are better able to listen, concentrate, and learn. On the other hand, detached or conflicted relationships can impede children's motivation and learning (Pianta, 1999). Moreover, a preschool child's secure attachment relationship with his or her preschool teacher may partially compensate for an insecure relationship with his or her mother (Mitchell-Copeland, Denham, & DeMulder, 1997).

<sup>1</sup>Assistant Professor

\*Corresponding Author

Received: September 04, 2024; Revision Received: September 27, 2024; Accepted: September 30, 2024

## Temperament among Primary School Children

### *Role of Temperament in Social Skills and Adjustment*

- Differences in anger/irritability, positive emotion, and ability to regulate emotions are associated with social competence and adjustment.
- Children who are negative, impulsive, and unregulated tend to have poor peer relations and get in trouble with the law. They are difficult partners and roommates.
- Behaviorally inhibited children are more likely to experience anxiety, depression, and phobias.
- “Goodness of fit”: the degree to which an individual’s temperament is compatible with the demands and expectations of his or her social environment.

### *Type of Temperament according to Thomas and Chess’s are as under*

- **Easy babies:** 40% of infants; adjust easily to new situations, quickly establish routines, are generally cheerful and easy to calm.
- **Difficult babies:** 10% of infants; slow to adjust to new experiences, likely to react negatively and intensely to stimuli and events.
- **Slow-to-warm-up babies:** 15% of infants; somewhat difficult at first but become easier over time.

Dalia Nasvytiene and Tomas Lazdauskas (2021) had studied to systematize the diverse and rather controversial findings of empirical research on the relationship between the temperament and academic achievement of school children, as well as to determine the average effect size between these variables. We included 57 original studies of published and unpublished research conducted in 12 countries between 1985 and 2019, with cumulative sample size of 79,913 (varying from 6333 to 14,126 for links between particular temperament dimensions and specific domains of achievement). A random-effects and mixed-effects model was fitted to the data for the central tendency of the temperament–achievement relation and for analyzing moderators, respectively. The high heterogeneity of studies was tackled by selected specific moderators, namely, education level, transition status, family’s socio-economic level, and sources of report on achievement and temperament. The main findings of this meta-analysis affirmed the positive association of effortful control (EC) and inverse relationship of negative affectivity (NA) with a child’s academic performance, together with no apparent trend of surgency (SU) in this relationship; additionally, the sources of report significantly moderated the link between temperament and academic achievement.

### *Objective*

The objectives are:

- To Study Temperament of the boys and girls primary school children.
- To Study Temperament with regards to primary school children of 5<sup>th</sup> standard and 7<sup>th</sup> standard.
- To study the interactive effect of Temperament with regards to gender and standard.

## **METHODOLOGY**

### *Hypothesis*

- There will be no significant difference in the mean score of Temperament among the boys and girls primary school children.
- There will be no significant difference in the mean score of Temperament among the primary school children of 5<sup>th</sup> standard and 7<sup>th</sup> standard.

## Temperament among Primary School Children

- There will be no significant difference in the interactive effect of the mean scores of Temperament with regards to the gender and standard.

### *Sample*

The sample constituted total 120 primary school children out of which 60 were from boys (30, 5<sup>th</sup> Standard and 30, 7<sup>th</sup> Standard) and 60 from girls (30, 5<sup>th</sup> Standard and 30, 7<sup>th</sup> Standard). The data was collected from Ahmedabad City.

### *Research Design*

A total sample of 120 primary school children equally distributed between gender and standard from Ahmedabad City selected for the research study.

### *Showing the table of Sample Distribution*

Standard	Gender		Total
	Boys	Girls	
5 <sup>th</sup> Standard	30	30	60
7 <sup>th</sup> Standard	30	30	60
<b>Total</b>	60	60	120

### *Variable*

#### **Independent Variable**

- **Gender:** Boys and Girls Primary School Children.
- **Standard:** Primary School Children of 5<sup>th</sup> Standard and 7<sup>th</sup> Standard.

**Dependent Variable:** Temperament Score.

### *Tools*

The Temperament Schedule (TS) by Dr. Savita Malhotra and Dr. Anil Malhotra (2011). The 45 items (5 items each) to be rated on a 5 point scale. Two extreme scores of 1 and 5 were provided with the definitions with midpoint at 3. Score less than 3 were in the negative direction and greater than 3 on the positive direction for the intensity and the frequency of behaviour measure each item e.g. low score on activity meant a less active child and vice versa, each scores on each of the variable were computed. The test re-test coefficient of about 0.90 and validity is 0.82.

### *Procedure*

The permission was granted from various primary school for data collection in Ahmedabad city after the establishment of rapport, personal information and the 'Moral Value Scale (MVS)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

**RESULT AND DISCUSSION**

*Table: 1 The Table showing sum of variance mean ‘F’ value and level of significance of gender and Standard.*

Sum of Variance	Df	Mean	F-value	Sign. Level
SS <sub>A</sub>	1	2314.41	0.46	N.S.
SS <sub>B</sub>	1	39060.21	7.73	0.01**
SS <sub>A*B</sub>	1	21306.68	4.22	0.05*
SS <sub>Error</sub>	116	586054.63	—	—
SS <sub>Total</sub>	119	648735.93	—	—

\*0.05=3.92, \*\*0.01=6.84, N.S.= Not Significant

A = Gender,

B = Standard

A<sub>1</sub> = Boys

B<sub>1</sub> = 5<sup>th</sup> Standard

A<sub>2</sub> = Girls

B<sub>2</sub> = 7<sup>th</sup> Standard

*Table: 2 The Table showing the Mean Score of Temperament of boys and girls.*

	A (Gender)		‘F’ value	Sign.
	A <sub>1</sub> (Boys)	A <sub>2</sub> (Girls)		
M	180.67	171.88	0.46	N.S.
N	60	60		

The above table no.2 shows the mean score of Temperament among boys and girls. The mean score of boys primary school children group is 180.67 and girls primary school children group is 171.88. The ‘F’ value is 0.46, which was found to be not-significant level at 0.05. Therefore, the hypothesis no.1 that, “There is no significant difference in the mean score of Temperament among the boys and girls primary school children” is accepted.

*Table: 3 The Table showing the Mean Score of Temperament of Standard.*

	B (Standard)		‘F’ value	Sign.
	B <sub>1</sub> (5 <sup>th</sup> Standard)	B <sub>2</sub> (7 <sup>th</sup> Standard)		
M	158.23	194.32	7.73	0.01
N	60	60		

The above table no.2 shows the mean score of Temperament of standard. The mean score of primary school children of 5<sup>th</sup> Standard group is 158.23 and primary school children of 7<sup>th</sup> Standard group is 194.32. The ‘F’ value is 7.73 is significant at 0.01 level. This means that the two group interaction effect under study differ significantly in relation to Temperament and standard. It should be remembered here that, according to scoring pattern, higher score indicates higher Temperament. Thus, from the result it could be said that, the primary school children of 7<sup>th</sup> Standard group is having more Temperament than primary school children of 5<sup>th</sup> Standard group. Therefore, the hypothesis no.2 that, “There is no significant difference in the mean score of Temperament among the primary school children of 5<sup>th</sup> standard and 7<sup>th</sup> standard” is rejected.

*Table: 4 The Table showing the interactive effect of the Mean Score of Temperament of gender and standard.*

			A		‘F’ value	Sign.
			A <sub>1</sub>	A <sub>2</sub>		
M	B	B <sub>1</sub>	149.30	167.17	4.22	0.05
		B <sub>2</sub>	212.03	176.60		
N			60	60		

## Temperament among Primary School Children

The above table shows the interactive effect of the Temperament of the gender and standard. The result was found to be significant from table no.4 shows that 'F' value 4.22 is not significant at 0.05 level. The mean score is 149.30 for the boys of primary school children of 5<sup>th</sup> Standard, the mean score is 212.03 for the boys of primary school children of 7<sup>th</sup> Standard, the mean score is 167.17 for the girls of primary school children of 5<sup>th</sup> Standard, the mean score is 176.60 for the girls of primary school children of 7<sup>th</sup> Standard. This means that the two-group interaction effect under study differ significantly in relation to Temperament and gender and standard. It should be remembered here that, according to scoring pattern, higher score indicates higher Temperament. Thus, from the result it could be said that, the boys of primary school children of 7<sup>th</sup> Standard group is having more Temperament than boys of primary school children of 5<sup>th</sup> Standard group. Therefore, the hypothesis no.3 that, "There is no significant difference in the interactive effect of the mean scores of Temperament with regards to the gender and standard" is rejected.

### CONCLUSION

- There is no significant difference in the mean score of Temperament among the boys and girls primary school children.
- The primary school children of 7<sup>th</sup> Standard group is having more Temperament than primary school children of 5<sup>th</sup> Standard group.
- The boys of primary school children of 7<sup>th</sup> Standard group is having more Temperament than boys of primary school children of 5<sup>th</sup> Standard group.

### REFERENCES

- Angela, Duckworth and Kelly, Allred, (2012). "Studied of Temperament in the Classroom". Human Capital and Economic Opportunity: A Global Working Group. (<https://www.researchgate.net/publication/254420349>).
- Ashleigh Collins, Erin O'Connor & Sandee McClowry (2017). The Role of a Temperament Intervention in Kindergarten Children's Standardized Academic Achievement, *Journal of Education and Training Studies*, Vol. 5, No. 2; ISSN 2324-805X E-ISSN 2324-8068.
- Diana, Smart and Ann, Sanson (2005). "A comparison of children's temperament and adjustment across 20 years". Australian Institute of Family Studies. Family Matters No.72.
- Dalia Nasvytiene and Tomas Lazdauskas (2021). Temperament and Academic Achievement in Children: A Meta-Analysis, *European Journal of Investigation in Health Psychology and Education*: 11, 736–757. <https://doi.org/10.3390/ejihpe11030053>.
- Ester Ato, Maria Angeles Fernandez-Vilar and Maria Dolores Galian (2020). Relation Between Temperament and School Adjustment in Spanish Children: A Person-Centered Approach, Original Research Article, *Front. Psychol.*, <https://doi.org/10.3389/fpsyg.2020.00250>.
- Kagan, Jerome. "Temperament". *Encyclopedia of Early Childhood Development*. Encyclopedia of Early Childhood Development. Retrieved 17 March 2018.
- Meral Oren, (2009). "The Relationships between Child Temperament, Teacher-Child Relationships, and Teacher-Child Interactions". *International Education Studies*. Vol. 2, No. 4
- Maha Al-Hendawi, (2010). "The Predictive Relationship between Temperament, School Adjustment, and Academic Achievement: A 2-year Longitudinal Study of Children At-risk". Published Ph.D. Thesis, Virginia Commonwealth University.
- Steiner, Rudolf (1909). "The Four Temperaments: Lecture in Berlin". Retrieved 2009-04-21.

## Temperament among Primary School Children

Sibel Yoleri (2016). "Teacher-child Relationships in Preschool Period: The Roles of Child Temperament and Language Skills". *International Electronic Journal of Elementary Education*, 9(1), 210-224.

Yeh Yu-Chu and Me Li Lee (2008). "Age, Emotion, Regulation Strategies, Temperament, Creative Drama and Preschool Creativity". *The Journal of Creative Behavior*, Vol. 2, No.2 2008.

### ***Acknowledgment***

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### ***Conflict of Interest***

The author(s) declared no conflict of interest.

***How to cite this article:*** Panchal, A.V. (2024). Temperament among Primary School Children. *International Journal of Indian Psychology*, 12(3), 3257-3262. DIP:18.01.315.20241203, DOI:10.25215/1203.315