

The Influence of Temperament on Self-Esteem and Achievement Motivation among Day Scholars and Boarders

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ABSTRACT

The concept of temperament and its impact on self-esteem and achievement motivation among adolescents in boarding schools and those who are days- scholars are less explored . The current study was undertaken to study the influence of temperament on self-esteem and achievement motivation and among adolescents in boarding schools and those who are days- scholars. The study was conducted on 242 adolescent students, among them 119 boarders and 123 were day scholars. The sample of boarders and day scholar adolescent students were selected randomly from residential higher secondary school. The General Health Questionnaire-12 (GHQ-12) was used for screening tool and by the Self- esteem Scale, Achievement Motivation Scale and Early Adolescent Temperament Questionnaire (EATQ-R) were used for data collection. Statistical analysis of Pearson product moment correlation and independent sample t test and linear regression were used. The results indicate that temperament parameters such as surgency, negative affect and affiliativeness does not have any impact on self-esteem of adolescent students whether they are boarders or day scholars. But effortful control, which is a parameter of temperament, is efficient to predict self-esteem among day scholars. Both boarding and day scholar students show equal levels of surgency and affiliativeness. This study also found that temperament parameters such as effortful control, surgency and negative affect has an impact on self-esteem based on gender. Day scholar students shows high self-esteem than boarding students.

Keywords: *Temperament, Self-Esteem, Achievement Motivation, Boarding, Day Scholars*

Temperament is biologically rooted individual differences in reactivity and self-regulation in emotional, activation, and intentional processes (Rothbart et al .2000). Reactivity is known to be triggered by changes in internal and external stimulations, negative affect (Surgency) is the reactive aspect of temperament, while self-regulation is to modulate reactivity which is reflects in effortful control (EC). (Rothbart & Derry berry, 1981).

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Received: October 2, 2018; Revision Received: October 10, 2018; Accepted: October 18, 2018

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The phenotypic manifestation of temperament traits may change across time but the underlying biological concept remains constant. This constant dynamic and reciprocal interaction between self-regulation and reactivity is responsible for the instability of expression of temperament over time (Shiner and De young, 2011).

Furthermore the four broad temperamental factors emerged from Putnam, Ellis, and Rothbart's analysis of their adolescent-specific temperament model: effortful control, negative affectivity, surgency, and affiliation. This aspect is observed to be high in surgency, they tend to experience high-intensity pleasure, low levels of shyness, and low levels of fear.(Ellis et.al 2001).

On considering these aspect Snyder et al (2015) assessed that temperament is associated with important outcomes in adolescence, including academic and interpersonal functioning and psychopathology. Rothbart et al (1994) explored the idea of interaction in the infant distress-proneness and maternal behavior in the development of attachment its consideration, and the development of self-regulatory mechanisms, emphasizing development of conscience, aggression, and mastery motivation, is described. Emphasising the mechanisms of temperament and environment interaction, illustrating these processes through variable developmental pathways for risk of adolescent and adult psychopathology. Self-esteem in preadolescents and adolescents is associated with temperamental development. Self-esteem have supported its roots in interpersonal relationships. Strained relationships with peers associated with diminished self-esteem affect one's social competence but social support from close friends moderate this relationship, which then increases self-esteem (Fenzel2000). Socially anxious youth who exhibit shy behavior may also be at risk for poor social acceptance and self-esteem. Social anxiety involves a “marked and persistent fear of social or performance situations and embarrassment may occur” (Diagnostic and Statistical Manual of Mental Disorders, 4th ed., APA, 1994). This fear response may cause noticeable discomfort, avoidance of specific social situations, and interference with daily functioning. This is highly consistent with Asendorpf's (1990) conceptualization of shyness, which combines a high desire to interact socially with a pronounced tendency to avoid social interactions due to fear of negative evaluation.

Approach and avoidance temperaments represent the foundation of several basic dimensions espoused in the trait adjective, affective disposition, and motivational system approaches to personality. Approach and avoidance temperaments were shown to be systematically linked to achievement goals for both nomothetic and idiographic (Elliot & Thrash 2002). Hence the role of motivational system with that of achievement can be viewed in consideration of Achievement motivation. According to Atkinson (1964), who defined achievement motivation is a combination of two personality variables: tendency approach success and tendency to avoid failure. It consists of three elements: the stimulation of personal capabilities, constant efforts with drive and the attainment of sense of satisfaction.

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The current study aims to address as to how the factors of temperament, self-esteem and motivation play a vital role of difference in comparison of day scholars and boarding school children. After family, the school and teachers play a vital role in molding healthy personalities or promoting the well-being of children. The adolescent spends a major part of his wakeful hours in school and thus the school could be considered an ideal setting for an organized intervention on the well-being to a large adolescent population. There are many studies on self-esteem, achievement motivation and temperament in adolescence. Most of the studies have dealt with general school settings. However, there aren't many studies on the variation of self-esteem, achievement motivation and temperament among adolescents in boarding schools and those who are days- scholars.

METHODOLOGY

Sample

The present study has been conducted among boarding and day scholars student in Tamil Nadu. Sample of 250 adolescence students have been selected for the present study. There were few drop outs from the study making sample size to be 242, with 119 students as boarders and 123 students as day scholars. The children were screened with General Health Questionnaire (GHQ-12) before admitting to the study. The inclusion criteria of the study were Students are in the age range of 13 to 18 years, Students studying in English Medium Students having average academic performance in last year based on the institution documents. Students with other disabling medical condition based on General Health Questionnaire score and also from school medical documents were not considered for the study. The study was on vulnerary basis.

Instruments

As per the ethical consideration of the Institutional Ethics Committee, Sri Ramachandra Institute of Higher Education Medical College, Chennai. The socio demographics of the study requirements were taken from both parent and student.

One screening tool and three measure were used for the study.

1. General Health Questionnaire -12 (GHQ-12), (Goldberg, 1978):

It is a measure of psychological morbidity, intended to detect psychiatric disorders in community settings and non-psychiatric settings. The screening tool has shown high inter rater and intra rater reliability, with high internal consistency.

2. Early Adolescent Temperament Questionnaire (EATQ-R) (Ellis, L. K., & Rothbart, M.K. 2001):

The scale measures aspects of reactive and regulative temperament in children and adolescents. Assessing aspects of temperament related to self-regulation in adolescents, consisting of sun scales: Effortful control, Surgency, Negative Affect and Affiliativeness. Internal consistency estimates ranges from 0.65 to 0.82 for temperament scales, 0.80 for the aggression scale, and 0.69 for the depressive mood scale. The scale shows high test retest stability with good scale validity

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3. Rosenberg's Self Esteem Scale (Rosenberg, M 1965):

The Rosenberg Self-Esteem Scale, a widely used self-report instrument for evaluating individual self-esteem, was investigated using item response theory. The scale consists of 10 items. The items are related to overall feelings of self-worth or self-acceptance. The scale generally has high reliability; test-retest correlations are typically in range of 0.82 to 0.88 and Cronbach's alpha for various sample are in the range of 0.77 to 0.88 (Blascovich and Tomaka 1993 and Rosenberg 1986) studies have demonstrated both unit-dimensional and a two-factor (self-confidence and self-deprecation) structure to the scale.

4. The Achievement Motivation Scale (Ray, 1990):

The Achievement Motivation Scale consists of 14 statements in question form demanding information for each in any of the three options such as yes, undecided and no. It is one of the quickest test for achievement motivation that is widely used. The reliability co-efficient for the questionnaire was determined by Cronbach Alpha method and was found to be 0.80, which denotes that it is highly significant. The validity of the questionnaire was found to be 0.75 indicating good validity.

Procedure

The Schools was contacted for the participation in the study. Once consent was obtained from the school, by informing them about the rationale and need for the study. The later date was set for the appropriate time to converse with the students and establish rapport. Informed consent was obtained from both institution and parents. The participation was voluntary basis hence, they could withdraw from study at any time. Following this session was scheduled where the students were screened for their participation. Then the students were administered with the evaluation measure, lasting 45 minutes for the session.

The data was analyzed using linear regression to study the influence of temperament on the self-esteem and achievement motivation of adolescent students who are day scholars and boarders. To obtain the significance difference in temperament, self-esteem and achievement motivation between boarding school and days-scholar adolescent student's t-test was used. To obtain the significant relationship between temperament, self-esteem and achievement motivation among boarding school and days-scholar adolescent students correlation was used.

RESULTS

The demographics of the previous study were discussed in the previous study (Jilsy & Rajan 2018), in comparison there were few dropouts with a total of 242 students, 119 boarders (60 boys and 59 girls) and 123 day scholars (62 boys and 61 girls). The description in figure 1 indicates close homogeneity of demographic with normed in the representative sample

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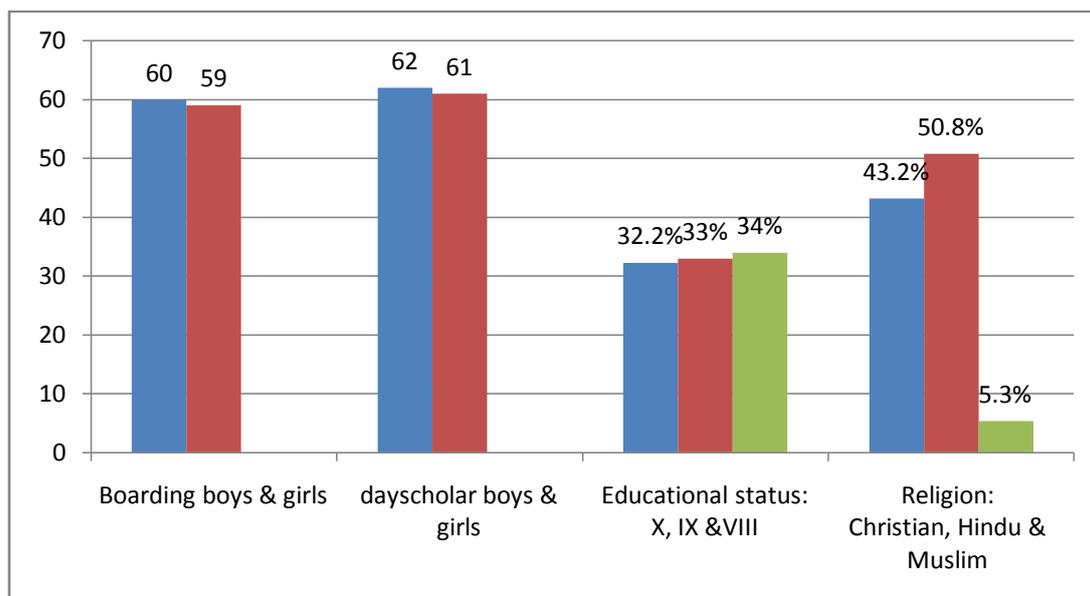


Figure 1 Shows the demographic details of the study population.

The impact of temperament and its consequent dimensions on self-esteem for day scholars and boarders is indicated in Table 1. The findings show that in day scholars, effortful control is significant at $P < 0.05$ level, further it shows that surgency does not have any impact on self-esteem based on whether they are day scholars and boarders. The outcome also indicated that negative affect does not have any impact on self-esteem based on whether they are day scholars and boarders. Affiliativeness showed that it does not have any impact on self-esteem for day scholars and boarders.

Table 1 represent the impact of temperamental factors on self-esteem for day scholars and boarders

Variable	Group	Mean	Adjusted R square	Beta	Sig
Effortful control	Boarding	8.915	0.019	0.167	0.070
	Day Scholar	9.804	0.233	0.489	0.000*
Surgency	Boarding	9.529	0.008	0.090	0.330
	Day Scholar	9.402	0.003	-0.051	0.578
Negative Affect	Boarding	9.921	0.006	0.079	0.391
	Day Scholar	8.730	0.004	0.062	0.498
Affiliativeness	Boarding	10.962	0.003	0.003	0.978
	Day Scholar	9.889	0.004	-0.109	0.229

*Significant at $p < 0.05$

The analysis also indicated that among day scholars (Table 2), effortful control has an impact on achievement motivation. Surgency is high among boarding students, and their fear and

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shyness can be act as the barrier for their achievements. Findings show that significant impact of negative affectivity on achievement motivation among boarding students and in the case of day scholar, there is no impact of negative affectivity on achievement motivation. The results shows that there is no significant impact of affiliativeness among boarding students and day scholar students.

Table 2 Represent the impact of Temperamental Factors on Achievement Motivation for day scholars and boarders

Variable	Group	Mean	Adjusted R square	Beta	Sig
Effortful control	Boarding	8.915	0.007	0.083	0.372
	Day Scholar	9.804	0.309	0.561	0.000*
Surgency	Boarding	9.529	0.151	0.398	0.000*
	Day Scholar	9.402	-0.008	0.001	0.989
Negative Affect	Boarding	9.921	0.075	0.288	0.001*
	Day Scholar	8.730	0.002	0.102	0.260
Affiliativeness	Boarding	10.962	0.001	0.032	0.733
	Day Scholar	9.889	0.005	0.070	0.440

*Significant at $p < 0.05$

The study also attempted to understand the relationship between achievement motivation and temperament and its consequent domains. It was noted that there is a significant relationship between temperament, self –esteem and achievement motivation among boarding students (Table 3). There was also a positive relationship between self-esteem and achievement motivation in day scholar students (Table 4). The results shows that there is a positive correlation between self-esteem and effortful control and achievement motivation and effortful control.

Table 3 Shows relationship between temperament, self–esteem and achievement motivation among adolescent students who are staying in boarding

Variable	Self –Esteem	Achievement Motivation	Effortful control	Surgency	Negative Affect
Achievement Motivation	.099				
Effortful control	.167	.083			
Surgency	.090	.398**	.095		
Negative Affect	-.462*	-.288**	-.008	.190*	
Affiliativeness	.003	.032	-.067	.074	-.059

* Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed)

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Table 4 Represents relationship between temperament, self-esteem and achievement motivation among adolescent students who are day scholars

Variable	Self Esteem	Achievement Motivation	Effortful control	Surgency	Negative Affect
Achievement Motivation	.780**				
Effortful control	.489**	.561**			
Surgency	-.051	.001	-.047		
Negative Affect	.062	.102	-.018	.421**	
Affiliativeness	-.109	.070	.220*	.347**	.007

* Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed)

When analyzing achievement motivation and self-esteem in the groups (Table 5) it indicated that there is no significant difference between boarding school and day scholar adolescent students in terms of achievement motivation. Day scholar students have higher self-esteem than that of boarding students.

Table 5 Shows Mean, SD and t value of self-esteem and Achievement motivation with respect to group

Variable	Group	N	Mean	SD	t	p value
Self –Esteem	Boarding	119	18.437	2.367	-7.313*	0.002
	Day Scholar	123	21.463	3.867		
Achievement Motivation	Boarding	119	32.504	3.151	-0.479	0.632
	Day Scholar	123	32.731	4.152		

*Significant at $p < 0.05$

DISCUSSION

The study examines the influence of temperament on self-esteem and achievement motivation among boarders and day scholar students. Findings show that effortful control in day scholars can be a predictor of strong self-esteem than compared to that of boarding students. This is probably due to day scholar students have more capacity to perform an action and have strong tendency to avoid it when needed. Ellis & Rothbart (2001) that early adolescents with high self-esteem show higher levels of effortful control. Their evaluation show that temperament parameters such as surgency, negative affectivity and affiliativeness do not have any impact on self-esteem. Thus supportive of the findings of Robins et al (2010) study which indicates that considerable amount of the variance in self-esteem cannot be explained by temperament. Though there can be many other factors, which predict self-esteem than temperament. Research findings of Luthra & Rothbart (2013) indicates that adolescence is the period of high impulsivity and lot of both physiological and psychological changes and they experience different kinds of stress during this period.

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Achievement motivation was noted to have an impact on effortful control in day scholars furthermore, compared to day scholars get more pressure from their surroundings regarding their study and other activities and very limited time and hostlers get more time to work than that of day scholars. Surgency and negative affectivity is a predictor of achievement motivation in boarding students. surgency is high among boarding students, and their fear and shyness can be act as the barrier for their achievements. Affiliativeness does not have any influence on achievement motivation. Affiliativeness indicates the need to connect with others and it is not necessary that it would predict one's achievement motivation.

On establishing relationship between variables it was established that self-esteem tends to decrease as negative affect increases. As negative affects and thoughts increases, people tend to perceive and evaluate things more negatively. This kind of pessimistic views can automatically decrease the positive aspect such as self-esteem. This finding is supported by the findings of Sowislo (2013). Their findings indicate that the vulnerability effect of low self-esteem on depression might operate through both interpersonal and intrapersonal psychological pathways. When the negative affect increases achievement motivation decrease and vice versa The link between the broad temperament construct of negative affectivity (NA) and problems associated with anxiety and depression is now well-established, the mechanisms through which this link operate are not well understood. This study also finds out that there is a positive relationship between self-esteem and achievement motivation in day scholar students. The finding of Barnabas et.al (2013) which shows that "self-esteem is positively related to achievement motivation" supports these findings among university undergraduates. Self-esteem is an important component to almost everything people do especially young ones. The results also show that positive correlation between self-esteem and effortful control among day scholars. This was also seen in the with the finding of Richard (2010) Early adolescents with high self-esteem tended to be high in Effortful Control but did not differ from their low self-esteem peers in negative affectivity.

Study outcome also showed that there is no significant difference between boarding school and day scholar adolescent students in terms of achievement motivation. However, there is a significant difference in self-esteem among boarding school and day scholar adolescents. Day scholar students have higher self-esteem than that of boarding students. This finding is supported by the findings of Gatumu (2010) indicates that students' feelings of worth may be influenced by the environment which includes what the parent/guardian has at home as in the society.

Hence in conclusion it can be said that Temperament parameters such as surgency, negative affect and affiliativeness has no any impact on self-esteem of adolescent students whether they are boarders or day scholars. The effortful control, which is a parameter of temperament is efficient to predict self-esteem among day scholars. Effortful control can influence achievement motivation among day scholars whereas, surgency and negative affect can determine boarding student's achievement motivation. The study also showed when negative affect increases, self-esteem and achievement motivation tend to decrease among boarding

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students. In the case of day scholar students, as self-esteem increases, achievement motivation also increases. Achievement motivation is equal among boarding and day scholar students. Findings can be used to implement programs, which promote self-esteem among boarding students in order to improve their achievements. Study results will be helpful for identifying negative affect and self-esteem among boarding students. Longitudinal study can be done in order to identify the role of study variables on the wellbeing and success of the students.

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Acknowledgments

The authors profoundly appreciate all the people who have successfully contributed to ensuring this paper is in place. Their contributions are acknowledged however their names cannot be able to be mentioned.

Conflict of Interest

There is no conflict of interest.

How to cite this article: Rajan, E. J & Jilsy, P (2018). The Influence of Temperament on Self-Esteem and Achievement Motivation among Day Scholars and Boarders. *International Journal of Indian Psychology*, 6(4), 127-136. DIP:18.01.015/20180604, DOI:10.25215/0604.015