

A Study of Temperamental Difference among Day-Scholars and Boarding School Students

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ABSTRACT

Temperament is a predisposition to emotional development in adolescents'. The present study examined the difference between boarders and day scholar adolescents in terms of temperament. The changes in environment and support system varieties ones development that also include emotional development. The study sample consists of 125 boarders and 125-day scholar's adolescents from the residential higher secondary school of Chennai within the age range of 12- 18years. Purposive sampling was used. The data was collected using Early Adolescent Temperament Questionnaire (EATQ-R) along with students' demographical details. Statistical analysis was done using independent sample t test and correlation. The findings indicated significant difference between boarding and day scholars in temperament parameters such as effortful control, surgency, negative affect.

Keywords: *Temperament, Boarding, Day Scholars.*

Adolescence is an age where in temperament plays a role in adolescent attachment, pair bonding and sexual behaviour (Leave et.al 2005). This is a concept that reflects on the individual differences in the quality and intensity of emotional reaction (Rothbart, et .al, 2000). Adolescent is an age for the development of self-regulation, which is an important aspect in regulating the outcomes in relationship such as those with parents, peers and friends. (Julee & Jungmeen 2014). It is an age for the development of effortful control, which reflects on temperamental dimension of attention control and behavioral regulation (Ho, 2004). Adolescents are known to have heightened emotional responses though they have sophisticated awareness of emotions; the ability to exert control is regarded inadequate (Casey et.al. 2008). It is identified that adolescence attitudes significantly predicts pro-environmental behaviour and knowledge . (Meinhold & Malkus, 2005). Day-scholar means one who comes from home either in his own house or in his relative or friend house) to

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Received: January 1, 2018; Revision Received: March 9, 2018; Accepted: March 15, 2018

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college\school; whereas boarding school education is an intensive process where student stay at school and visit family members only holidays. (Cookson & Persell2008).

Dambudzo (2009) identified that day scholar tend to have healthier emotional and physical development. Studies show that when compared with day scholars, boarders demonstrating more psychological problems such as emotional instability, apprehension, resentment and depression due to the hostel environment. (Thurber, 1999).

The current study aims to understand temperament characteristics of boards and day scholars. The studies have shown that boarders tend to have good character building but tend to also have negative disposition (Iftikhar & Ajmal, 2015). The difference between day scholars and boarders has shown that in emotional maturity, overall adjustment and self-concept whereas autonomy is found to be more in hostlers (Kabra, 2016). The concept shows that difference in the environment can affect the temperamental aspects in adolescents.

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. The study identifies the difference between boarding school and day scholar adolescent students in terms of temperament. 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 (VII, IX & X grade), Students studying in English Medium Students having average academic performance in last year based on the institution documents. Exclusion criteria were students with other disabling medical condition based on General Health Questionnaire score one and also from school medical documents, students are not meeting the age criteria and students not willing to be part of the study.

Instruments

The study consisted of getting informed consent to follow ethical aspects associated with the study and basic socio-demographic data was also collected from each participant.

Informed consent form The informed consent form was prepared as per the guidelines given by the Institutional Ethics Committee, Sri Ramachandra Medical College, Chennai

Socio demographic sheet The socio demographic sheet has been designed specifically for the current study. The Performa was used to elicit personal information about the students and their parents.

Two measures were used in this study,

- 1. General Health Questionnaire -12(GHQ-12)**, (Goldberg, 1992); It is a measure of psychological morbidity, intended to detect psychiatric disorders in community settings and non-psychiatric settings. It is a screening tool. Its test retest reliability has been

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reported to be high (0.78 to 0.9) and inter rater and intra rater reliability have both been shown to be excellent (Cronbach alpha 0.9 to 0.95). High internal consistency has also been reported.

- 2. Early Adolescent Temperament Questionnaire (EATQ-R)** (Ellis, L. K., & Rothbart, M.K. 2001);Early Adolescent Temperament Questionnaire (EATQ-R) measures aspects of reactive and regulative temperament in children and adolescents. The revised questionnaire assessed 11 aspects of temperament related to self-regulation in adolescents, which comprised four subscales: Effortful control, Surgency, Negative Affect and Affiliativeness. Internal consistency estimates (Cronbach's coefficient alpha) ranging from 0.65 to 0.82 for the 11 temperament scales, .80 for the aggression scale, and 0.69 for the depressive mood scale. Retest stability was high and correlation with parallel scales averaged 0.05 indicating scale validity.

Procedure

The School was contacted with regard to the appropriate time to converse with the students and establish rapport. Informed consent form was distributed among participants were consent was obtained from both institution and parents. The following session was scheduled where the students were screened with GHQ-12. Then the students were administered with Early Adolescent Temperament Questionnaire. The administration was done in groups and the session was for 45 minutes.

RESULTS

The demographics of the population in the study shows there were 119 boarding students. Among them 60 (50.4%) were boys and 59 (49.5%) were girls, out of that 17 boys (28.3%) and 18 girls (30.5%) were studying in 10th standard, 19 boys (31.6%) and, 21 girls (31.5%) were studying in 9th standard and 24 boys (40.0 %) and 20 girls (33.8%) were studying in eighth standard. By religion, 28 (46.6%), 30(50.0 %), 2 (3.35) boys were Christians Hindu and Muslim respectively and 29 (49.1%), 27(45.7%), 3(5.0%) girls were Christians, Hindu and Muslim respectively. Sample consisted of 123-day scholars. Among them 62 (50.4%) were boys and 61 (49.5%) were girls, of that 21 boys (16.9%) and 22 (35.4%) girls were studying in 10th standard, 21(16.1%) boys 20 (32.2%) girls were studying in 9th standard and 20(16.1%) boys and 20 (32.2%) girls were studying in 8th standard. Religion of the students were different, among day scholar boys, 25(41.6%),31 (50%), 6(9.6%) were Christians, Hindu and Muslim respectively and 24(39.3%), 35(57.3%) and 2 (3.2 %) day scholar girls were Christians, Hindu and Muslim by religion respectively.

Table No.1.1: Shows the Mean, SD and t value of effortful control with respect to group

	Group	N	Mean	SD	T value	p value
Effortful control	Boarding	119	8.915	0.953	-6.662*	0.001
	Day Scholar	123	9.804	1.111		

*Significant at $p < 0.05$

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Table No. 1.2: Shows the Mean, SD and t value of surgency with respect to group

	Group	N	Mean	SD	T	p value
Surgency	Boarding	119	9.529	1.071	0.849	0.397
	Day Scholar	123	9.402	1.243		

Table 1.1 shows Mean, SD and t value of effortful control with respect to group. It shows that there is a significant difference between Boarding and Day Scholar students in terms of effortful control. This indicates significant difference among boarding and day Scholar terms of effortful control. Whereas there was no difference in surgency between boarding school and day scholar (Table 1.2), indicating that both groups have equal level of surgency.

Table No. 1.3: Shows the Mean, SD and t value of negative affect with respect to group

	Group	N	Mean	SD	t	p value
Negative Affect	Boarding	119	9.921	1.356	7.350*	0.001
	Day Scholar	123	8.730	1.158		

*Significant at $p < 0.05$

Table No. 1.4: Shows the Mean, SD and t value of affiliativeness with respect to group

	Group	N	Mean	SD	t	p value
Affliativeness	Boarding	119	10.962	7.508	1.560	0.120
	Day Scholar	123	9.889	1.312		

The finding also showed significant difference between Boarding and Day Scholar in terms of negative affect (Table 1.3). From the mean, we can see that boarding students tend to experience high levels of negative affect than Day Scholar students. Table 1.4 shows Mean, SD and t value of affiliativeness with respect to group. This indicates that no significance was noted between boarding school and day scholar in terms of affiliativeness. It indicates that both groups have equal level of affiliativeness.

Table No. 1.5 Shows the relationship between temperament among boarding students.

	Effortful control	Surgency	Negative Affect
Effortful control	1	0.095	-0.008
Surgency		1	0.190*
Negative Affect			1

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

Table No. 1.6 Shows the Relationships between temperaments among day scholar's students.

	Effortful control	Surgency	Negative Affect
Effortful control	1	-0.047	-0.018
Surgency		1	0.412**
Negative Affect			1

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

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Table 1.5 shows that there is relationship between Surgency and negative affectivity among boarding students. When the Surgency increases negative affectivity will also increase. From the table 1.6 we can see that there is significant relationship between surgency and negative affectivity. When the Surgency increases negative affectivity also increases.

DISCUSSION

The findings of the study looked in to the aspects of temperament in relation to day-scholars and boarding school students. The study indicated that day scholars have greater effortful control. This may be due to the availability of resources than boarding students. The present study could not find out any difference in terms of surgency among boarding and day scholars students. It indicates that both groups have equal level of surgency. High intensity pleasure, fear and shyness are the features of surgency. These features are almost similar in all who belongs to the adolescent age group irrespective of whether they are staying in boarding or not. It can be concluded that both boarding students and day scholar students have equal levels of high intensity pleasure, fear and shyness. There was no literature that supports or contraindicates the findings.

In the case of negative affect boarding students tend to experience high levels of negative affect than Day Scholar students. Boarding students lack parental care and support in a huge amount and a greater for loneliness. This can lead them to more aggressive behaviors and negative thoughts. However, there is no difference between boarding school and day scholar adolescent students in terms of affiliativeness. It indicates that both groups have equal level of affiliativeness. To be connected with the people and to affiliate is a basic need as a social being irrespective of our family or group setting. Thus, concluding that students who are day scholars or staying in boarding have equal level of affiliativeness.

Some of the temperament parameters shows significant difference between boarding and day scholar students and this findings are supported by the study Iftikhar&Ajmal (2015) where students who living in hostels face many psychosocial problems with adjustment, students and the hostel authorities, personal helplessness especially with regard to lack of understandings, distress and changes in routines especially eating and sleeping patterns and many other issues.

This may be in supportive of the findings of the temperament characteristics in the study population. Research suggests that when compared with day scholars the hostel students exhibit more compassion, altruistic behaviour and emotional stability. According to Mimort (2012) the reason being hostel atmosphere provides more occasions for socialization among students and other hostel inmates. Students who lives in boarding are capable of take care of themselves and learn to protect themselves enabling them to be more independent than day scholars (Khozaei et al., 2010). Boarding students also have the opportunity to develop and maintain relationships with others. They develop communication skills that help relate with others and improve management and leadership qualities. This also can be an indicatives factor that may be an influential in explaining the outcome of the current study.

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In conclusion the results shows that there is a significant difference between boarding and day scholars in temperament parameters such as effortful control, surgency, negative affect but there is no difference found in terms of affiliativeness. The level of effortful control increase especially in the area of attention , inhibitory control and activation level , negative affectivity will decreases or vice versa. When the Surgency increases, negative affectivity will also increases or vice versa. The data were collected only from a few institutions therefore; the results of the study could not be generalized and as the questionnaire is administered as a group and also the participants may intend to socially desirable answers impact the result of the study. Based on the findings, one can work out ways to reduce stress and negative emotional states among boarding students by teachers. Findings can be used to formulate and revise plans for the better performance of the students especially those who lives in boarding. Study can be redesign and can include more samples from different parts of the state. Further studies can be done by including more variables which may have an influence on the current variables of the study.

Acknowledgments

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

Conflict of Interests: The author declared no conflict of interests.

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How to cite this article: Jilsy P & Rajan E J (2018). A Study of Temperamental Difference among Day-Scholars and Boarding School Students. *International Journal of Indian Psychology*, Vol. 6, (1), DIP: 18.01.066/20180601, DOI: 10.25215/0601.066