

SELF-CONCEPT AND TEMPERAMENT OF HIGH SCHOOL STUDENTS

Research Papers

ABSTRACT

In this study the investigator has tried to find out the self-concept and temperament of high school students. The survey method was adopted by the investigator. The investigator has used the "Multidimensional Personality Inventory" by Manjurani Aggarwal (1985) to study the self-concept and temperament of high school students. The sample for the present study consists of 350 high school students from Tirunelveli Educational District in Tamilnadu. The findings reveal that there is a significant relationship between self-concept and temperament of high school students.

INTRODUCTION

Personality development refers "to the gradual development of characteristic emotional responses or temperament, a recognizable style of life, personal roles and role behaviours, a set of values and goals. In other words, 'personality development is the development of the organized pattern of behavior and attitude that makes a person distinctive'. Personality development occurs by the ongoing interaction of temperament, character and environment. In order to achieve success in life one should be personally effective, occupationally well adjusted, relatively happy, physically and emotionally fit. So the teaching learning process should give importance to the development of the individual's personality.

SIGNIFICANCE OF THE STUDY

Self-concept is perhaps the single most important attribute and the key to understanding the behaviour of an individual. The world today passes through both the best of times and the worst of times for adolescents. Adolescence is the transition period from childhood to adulthood. One can encounter stress and storm during this period due to physical, emotional, intellectual and social change. Concentration diversion would also be the result if they are not trained properly. To flourish in the academic aspect, the children should be prepared to study systematically. External diversion should also be controlled to provide children with a conducive environment for their study.

Researchers have found that both self-concept and temperament play a great role in the lives of adolescents. On the one hand temperament helps the adolescents to respond to emotional stimuli and situations and to express themselves emotionally in a unique manner and on the other hand self-concept assists in changing or

modifying their behavior. The investigator is of the opinion that the present study of self-concept and temperament of high school students will help in getting a better understanding of how self-concept play a role in personality development of the adolescents and how personality development will help in their future careers.

OBJECTIVE OF THE STUDY

To find out the relationship between self-concept and temperament among high school students.

HYPOTHESES

1. There is no significant difference among boys' and co-education high school students in self-concept.
2. There is no significant difference among boys' and co-education high school students in temperament.
3. There is no significant relationship between self-concept and temperament of high school students with respect to sex.

METHODOLOGY

Method

As the problem selected for the present study concerned with one of the current problems, the investigator adopted the survey method of research to study self-concept and temperament of high school students.

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The investigator used the "Multidimensional Personality Inventory" by Manjurani Aggarwal (1985) to study the self-concept and temperament of high school students, which is a standardized tool.

Population

Population is the aggregate or totality of individuals who are proposed to be covered under the name of study. The population for the present study consists of high school students in Tirunelveli Educational District, Tamilnadu.

Sample

The sample is a small part of a population selected for observation and analysis. John E. Conklin defines sample as a representative group of people chosen from a large population". The investigator has used the stratified sampling technique for selecting the sample population. The stratification has been done on the basis of sex, religion, native place, type of school, school, fathers' educational qualification, mothers' educational qualification and family monthly income. The sample size is 350 students from 10 schools in Tirunelveli Educational District.

Statistical techniques used

For analyzing the data in the present study, standard deviation, t-test, ANOVA, chi-square, product moment correlation were the statistical techniques used.

ANALYSIS AND INTERPRETATION OF DATA

Table 1
DIFFERENCE AMONG BOYS', GIRLS' AND CO-EDUCATION SCHOOL STUDENTS IN THEIR SELF-CONCEPT

Source of variation	Sum of squares	Degrees of freedom	Variance estimate
Between	427.06	2	213.53
Within	6994.38	347	20.16

5% level of significance for df 2,347 the critical value is 3.02)



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Statistical techniques used

For analyzing the data in the present study, mean, standard deviation, t-test, ANOVA, chi-square test, product moment correlation were the statistical techniques used.

ANALYSIS AND INTERPRETATION OF THE DATA

Table 1

DIFFERENCE AMONG BOYS', GIRLS' AND CO-EDUCATION SCHOOL STUDENTS IN THEIR SELF-CONCEPT

Nature of school	Source of variation	Sum of squares	Degrees of freedom	Variance estimate	'F' value	Re mark
Boys' Girls'	Between	427.06	2	213.53	10.59	S
Co-education	Within	6994.38	347	20.16	10.59	

At 5% level of significance for df 2,347 the table value of 'F' is 3.02)

The above table shows that the calculated 'F' value is greater than the table value for 2,347 degrees of freedom at 5% level of significance. Hence, the null hypothesis is rejected. Thus the result shows that there is significant difference among boys', girls' and co-education school students in their self-concept.

Table 2

DIFFERENCE AMONG BOYS', GIRLS' AND CO-EDUCATION SCHOOL STUDENTS IN THEIR TEMPERAMENT

Nature of school	Source of variation	Sum of squares	Degrees of freedom	Variance estimate	'F' value	Re mark
Boys' Girls'	Between	429.81	2	214.91		S
Co-education	Within	7805.56	347	22.49	9.55	

(At 5% level of significance for df 2,347 the table value of 'F' is 3.02)

The above table shows that the calculated 'F' value is greater than the table value at 5% level of significance. Hence, the null hypothesis is rejected. Thus the result shows that there is significant difference among boys', girls', co-education school students in their temperament.

Table 3

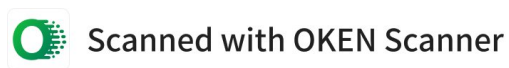
RELATIONSHIP BETWEEN SELF-CONCEPT AND TEMPERAMENT OF HIGH SCHOOL STUDENTS WITH RESPECT TO SEX

Sex	N	Σx	Σy	Σx^2	Σy^2	Σxy	Calculated value of 'r'	Table value at 5%	Remark
Boys	193	8744	7778	399972	318000	352974	0.141	0.138	S
Girls	157	7176	6040	351582	235770	276542	0.135	0.138	NS

It is inferred from the above table that there is significant relationship between self-concept and temperament of high school boys and there is no significant relationship between self-concept and temperament of high school girls.

FINDINGS

1. There is significant difference among boys', girls', and co-education school students in their self-concept.
2. There is significant difference among boys', girls', and co-education school students in their temperament.



3. There is significant relationship between self-concept and temperament of high school boys.
4. There is no significant relationship between self-concept and temperament of high school girls.

INTERPRETATIONS

1. The 'F' test reveals that there is no significant difference among the students of different nature of schools in their self-concept. It is observed from the study that boys' school students have more self-concept compared to girls' and co-education school students. This may be due to the fact that boys enjoy more freedom than girls and co-education school students. They are free from inferiority complex, and they also have better peer group friends.
2. The 'F' test reveals that there is significant difference among the students of different nature of schools in their temperament. It is observed from the study that boys' school students have better temperament compared with girls' and co-education school students. This may be due to the fact that boys enjoy more freedom than girl students. They are free from any complex and anxiety and also they have loyal peer groups and friends.
3. The correlation analysis result shows that there is significant relationship between self-concept and temperament of high school boys. This may be due to the fact that by nature, boys are free and are exposed to the world. Hence they have a good temperament and also they attribute success in their life to their own efforts and ability. They have internal self-concept too.

RECOMMENDATIONS

1. Guidance and counseling programmes may be conducted in schools to make the students be aware of their own emotions and how to manage them.
2. Seminars and workshops could be organized for teachers, parents and students on self-concept and temperament.
3. Extra curricular activities programme like role-play and debate can be arranged to develop the self-concept and temperament of students.
4. In order to improve the personality of the students, seminars on time management and anger management can be conducted.

REFERENCE

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DICTIONARY

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"Dream, Dream, Dream
Dreams transform into thoughts and thoughts
result in action."

- A.P.J. Abdul Kalam

"Learning gives creativity
Creativity leads to thinking
Thinking provides knowledge Knowledge makes
you great."

- A.P.J. Abdul Kalam

"Don't take rest after your first victory
if you fail in second, more lips are waiting
that your first victory was just luck."

- A.P.J. Abdul Kalam

"If you want to shine like a sun. First become
sun."

- A.P.J. Abdul Kalam