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Association of temperament and self-esteem among middle and late adolescence

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Abstract

This research investigated relationship between temperament and Self Esteem among middle and late adolescents boys and Girls of Agra city in 2011. These boys and girls aged between 15 to 16 years (Middle adolescence) and 17 to 18 years (Late Adolescence) studying in co-educational and Non-Coeducational schools were sample of the study. Multistage stratified random sampling method was employed to conduct the study. This research was carried out in five stages. At first stage, Agra city was purposefully selected. At the second stage, 3 intermediate schools one of Agra city; namely St. Peter's college, St. Patricks Girls school and Chaudhary Biri Singh Inter College were randomly selected by chit lottery method. At the third stage, one section of 10th class and one section of 12th class were randomly selected from each selected intermediate school. At the fourth stage, from the selected section of co-educational school, class was divided into girls and boys and then 10 girls and 10 boys from 10th and 10 girls and 10 boys from 12th class were randomly selected. 20 boys were randomly selected from selected section of 10th and 12th from boys' school. 20 girls were randomly selected from selected section of 10th and 12th class from girls' school. Finally 60 male and 60 female adolescents were selected from 3 selected schools. A total of 120 adolescent boys and girls from 3 intermediate schools were the sample of the study. The tool used in the study was standardized tool named as 'Dimensions of Temperament Scale' by Chadha N.K. and Chandna S. constructed in 2005 (1). This tool has 15 Dimensions – Sociable, Ascendant, Secretive, Reflective, Impulsive, Placid, Acceptant, Responsible, Vigorous, Cooperative, Persistent, Warm, Aggressive, Tolerant & Tough minded. The second set of questionnaire was self-constructed Self-esteem tool which was divided into nine areas – Appearance, Competence, Intelligence, Social Popularity, Success, Unconditional worth, Self-love, Emotional Maturity and Acceptance of mistakes. Both the sets of questionnaire were close ended and five point rating scale was used for the responses. This research measured correlation between Temperament and Self Esteem among middle and late adolescents of Agra city which was found to be low positive correlation of 0.118.

Keywords: Self-esteem, Temperament, Adolescence.

1. Introduction

This research analyzed (n = 120) middle and late adolescent boys (60) and girls (60) of Agra aged between 15 to 16 years and 17 to 18 years for correlating self-esteem and temperament among them in 2011.

2. Material and Method

Researcher adopted Multi Stage Stratified Random Sampling technique for data collection. Standardized temperament scale (Chadha N.K. & Chandana S., 2005^[1]) and self-prepared Self Esteem scale was used in the study.

3. Conclusion

Females had scored 40% on temperament scale. Comparatively females had higher set of scores on temperament than males. Possibility of result was that females are more sensitive towards their behavioral characteristics. Result embarks that adolescent boys and girls who age 15 to 16 years had higher self-esteem level in comparison to adolescent boys and girls of late adolescence (17 to 18 years). It was evident from research that adolescents with low self-esteem rely on pleasing others for a sense of success as opposed to relying on their own achievements. Mean scores of Self-esteem (140, Medium) of Boys school had comparatively higher self-esteem level in comparison to co-educational school (131.6, Low) and Girls School

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(137.6, Medium). Statistical values of T- test 1.46 shows non-significant difference between total sample of male and female on temperament set. Mean scores at 0.05% of significant difference revealed that temperament was high in Boys' school and Girls School in comparison to co-educational school. Study result shows that there is a difference in choice and perception of adolescent boys and girls which depicted temperament and behavioral characteristics in them. School environment plays important role in it. Non – significant difference of 1.15 shows that temperament in late adolescence becomes stable and static. Significant difference at 0.05% between self-esteem of co-educational and non co-educational students show that school proves to be major influencing factor in development of bright personality. Low positive correlation (0.174) of low significance was found between self-esteem and temperament of adolescent girls. Significant correlation between self-esteem and temperament (0.0449) was not found between adolescent boys. Low positive correlation (0.121) of low significance was found between temperament and self-esteem of adolescent boys and girls studying in Non co-educational schools. Low positive correlation (0.154) was found between self-esteem and temperament of late adolescence. An interactive framework suggested that temperament may mediate how each individual perceives and experiences social demands and constraints thereby influencing the level of positive regard and success during development. This comprehensive study conducted in 2011 showed that less positive relationship (0.118) between self-esteem and temperament would not impact each other in the late adolescents.

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