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TEMPERAMENT AND LOCUS OF CONTROL AMONG ADOLESCENTS

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**ABSTRACT**

The present study had been conducted on a sample of 400 students from various Higher Secondary schools of Tuticorin district to find out the relationship between Temperament and Locus of Control among adolescent students. Random sampling technique has been used for this study. A self constructed Temperament Questionnaire developed by investigator was used. The tool contains a set of 40 statements with five alternatives against each statement. Modification of Locus of control scale developed by Nowicki and Strickland (1973) was used. The tool contains a set of 30 statements with two alternatives against each statement representing the two possible ways. YES or NO. The data collected was analyzed and interpreted to draw inference using appropriate statistical methods like mean, standard deviation, Chi Square test and t-test. The results of this study reveal that there is a significant difference between the gender, locality and type of the school in their temperament and locus of control. Chi Square test reveals that there is no significant association between parents Education and temperament of adolescents. The correlation analysis result shows that there is no significant relationship between temperament and locus of control among adolescents. This may be due to the fact that the adolescents who spend their time only in studies in order to score good marks in the examination, experience a lot of stress, tension, anxiety etc, and they develop a poor temperament. Moreover they attribute success in their life to external circumstances who plan well and distribute their timing to studies, and co-curricular activities etc, are in a better temperament. The present study is temperament and locus of control among adolescents. The investigator is of the opinion that the present study is one of the important aspects to know about the adolescents and how far this helps in their future career.

## Introduction

Temperament is an essential quality of the total personality. It is a disposition within the person to respond to emotional stimuli and situations and to express himself emotionally in a unique manner. Temperament is simply the emotional life of a person, but this emotional life is always conditioned by the person's unique affective disposition. People's motivation for achievement is complicated by their attribution or interpretation regarding the reason things turn out the way they do. The importance of the locus of control was mentioned in our interpretation that outcomes of our actions are the result of what we do mean internal control or the result of factors in the environment means external control. Research on this trait indicates that those with an internal orientation were raised by mothers who expected them to behave independently at an early age and who did not try to control every aspect of their off-springs behaviour. Locus of control is said to be very important, to change or modify one's behavior. David L. Rotter (1981) defines, "locus of the control as the degree to which people perceive that the events that happen to them are dependent on their own behavior as opposed to being the result of fate, luck, chance or powers beyond their personal control".

## Need and significance of the study

This world today consists as 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. The concentration diversion would also be the result if they are not trained properly. To flourish in the academic aspect, the children should prepare all efforts to study systematically. The external diversion should also be controlled to provide children conducive environment for their study. Locus of control is understood as the ability of an individual to control and manage his own behaviour, by some factors pertaining to his own inner-self, that is the internal factors like personal effort, ability etc. or the factors from external sources, i.e., the external factors like luck, chance and fate. Locus of control either internal or external plays a dominant role in making or molding a personality an assertive one or a submissive one. As a result, locus of control is considered to be an integral part of any individual.

Researchers have found that both temperament and locus of control play a greater 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 locus of control assists in changing or modifying their behaviour. The present study is temperament and locus of control among adolescents. The investigator is of the opinion that the present study is one of the important aspects to know about the adolescents and how far this helps in their future career.

The children who are studying in high school aim at maintaining their temperament and locus of control at any costs. Whenever possible, they try

to impress their peers with their status. This helps the students to bloom in their life.

### **Objectives of the study**

1. To find out the significant difference between the adolescents in their temperament with respect to gender, locality and type of the family.
2. To find out the significant difference between the adolescents in their locus of control with respect to gender, locality and type of the family.
3. To find out the significant difference among government, aided and unaided adolescents in their temperament.
4. To find out the significant difference among government, aided and unaided adolescents in their locus of control.
5. To find out the relationship between temperament and Locus of control among adolescents.

### **Hypotheses of the study**

1. There is no significant difference between the adolescents in their temperament with respect to gender, locality and type of the family.
2. There is no significant difference between the adolescents in their locus of control with respect to gender, locality and type of the family.
3. There is no significant difference among government, aided and unaided adolescents in their temperament.
4. There is no significant difference among government, aided and unaided adolescents in their locus of control.
5. There is no significant relationship between temperament and Locus of control among adolescents.

### **Review of related literature**

**Zoccali, (2008)**, conducted a study on “Temperament and character dimensions in opiate addicts: comparing subjects who completed inpatient treatment in therapeutic communities vs. incompleters”. To compare temperamental profiles of patients who completed inpatient treatment of drug dependence with those who failed to complete the program. One hundred forty four opiate addicts, all resident in therapeutic communities and screened to exclude Axis I disorders, were assessed using the temperament and character inventory (TCI). After one year, the TCI scores were compared between those who were still resident and those who had dropped out. Temperament and character features had an influence on motivation and on the adherence to treatment and community rules, as they modulate the maintenance of ongoing behaviours and the sensitivity to social rewards. Personality assessment with TCI in opiate addicts may be helpful in screening procedures to increase the efficiency of treatment and rehabilitative strategies.

**Peter Basker(2008)**, Conducted a study on Relationship between self-acceptance and Temperament of the teacher trainees. To find out whether there is any significant difference between male and female teacher

trainees in their self-acceptance. To find out whether there is any significant difference between government and private aided school teacher trainees in their self-acceptance. To find out whether there is any significant difference between male and female teacher trainees in their temperament. To find out whether there is any significant difference between government and private aided school teacher trainees in their temperament. There is significant difference between male and female teacher trainees in their temperament. Male teacher trainees have better temperaments than female teacher trainees. There is significant difference between trainees of government and private aided school in their temperament. Trainees of private schools have a higher level of temperament than trainees of Government schools.

**Methodology**

Survey method has been used for this study.

**Sampling Technique and Sample Size**

Random sampling technique has been used for this study and the sample size was 400. Data has been collected from Higher Secondary students from various schools of Tuticorin district

**Selection of Tool**

1. A self constructed Temperament Questionnaire developed by investigator was used in the present study.
2. Modification of Locus of control scale developed by Nowicki and Strickland (1973) was used.

**Analysis and Interpretation**

**t-table showing the significant difference between the adolescents in their temperament with respect to gender, locality and type of the family.**

Variable	Category	N	Mean	S.D	t	Level of Significance
Gender	Male	165	13.43	1.582	4.91	S
	Female	235	12.68	1.426		
Locality of the school	Rural	120	13.05	1.589	2.57	S
	Urban	280	13.28	1.490		
Type of the family	Joint	120	14.02	2.343	1.77	NS
	Nuclear	280	13.62	1.971		

**F table showing the difference among the Government, Aided and Unaided school students in their Temperament.**

Source of Variation	Sum of Squares	df	Variance value	F	Level of Significance
Between groups	57.941	2	23.19	12.569	S
Within groups	915.057	397	21.34		
Total	972.998	399			

Since F value is greater than 3.02, null hypothesis is rejected. Hence there is a significant difference among Government, Aided and unaided school students in their temperament.

Type of the school	N	Mean	Std. deviation
Government	158	23.51	4.26
Aided	207	17.90	11.92
Unaided	35	28.43	4.30
Total	400	23.50	8.24

**t-table showing the significant difference between the adolescents in their locus of control with respect to gender, locality and type of the family.**

Variable	Category	N	Mean	S.D	t	Level of Significance
Gender	Male	165	12.77	1.956	2.69	S
	Female	235	12.29	1.597		
Locality of the school	Rural	120	12.60	1.825	0.456	NS
	Urban	280	12.51	1.847		
Type of the family	Joint	120	15.81	2.586	0.562	NS
	Nuclear	280	15.66	2.357		

**F table showing the difference among the Government, Aided and Unaided school students in their Locus of Control.**

Source of Variation	Sum of Squares	df	Variance value	F	Level of Significance
Between groups	2.184	2	19.18	0.404	NS
Within groups	1071.806	397	17.42		
Total	1073.99	399			

Since F value is less than 3.02, null hypothesis is accepted. Hence there is no significant difference among Government, Aided and unaided school students in their locus of control.

**‘ $\gamma$ ’ table showing the Relationship between temperament and locus of control**

N	$\Sigma x$	$\Sigma y$	$\Sigma x^2$	$\Sigma y^2$	$\Sigma xy$	Calculated value of ‘ $\gamma$ ’	Table value at 5%	Remark
400	15920	13818	731554	553770	629516	0.061	0.113	NS

It is inferred from the above table that there is no significant relationship between temperament and locus of control among adolescents.

**Results and Discussion based on**

**i) Temperament**

The ‘t’-test reveals that there is significant difference between male and female of adolescents in their temperament. The study shows that the male temperament is better than that of female. The reason could be that the male students are exposed to different life situations and this knowledge helps them to tackle the problems efficiency.

The ‘t’-test reveals that there is significant difference between rural school students and urban school students in their temperament. The study shows that the urban school students are better than the rural school students in their temperament. The reason could be that urban schools provide a lot of opportunities to develop a better temperament. The rural school students face hard life situations, so they have more clarity with the responsibility in life, unable to get guidance from the parents

The ‘F’ test reveals that there is significant difference among the government, aided and unaided adolescents in their temperament. It could be inferred from the study that unaided school students are better in their temperament than aided and government. This may be because the atmosphere provided for the unaided school students is more conducive than government and aided students and also the opportunities and facilities are better for the unaided school students.

**ii) Locus of control**

The ‘t’-test reveals that there is significant difference between male and female of adolescents in their locus of control. The study shows that the male students are better than that of female. The reason could be that the male students are exposed to different life situations and this knowledge helps them to tackle the problems efficiency. Female students sometimes unable to face the critical circumstances.

### iii) Relationship between temperament and locus of control

The correlation analysis result shows that there is no significant relationship between temperament and locus of control among adolescents. This may be due to the fact that the adolescents who spend their time only in studies in order to score good marks in the examination, experience a lot of stress, tension, anxiety etc, and they develop a poor temperament. Moreover they attribute success in their life to external circumstances who plan well and distribute their timing to studies, and co-curricular activities etc, are in a better temperament.

### Conclusion

The recommendations given by the investigator may be very helpful for improving the temperament and locus of control among adolescents. This study will be more fruitful when suggestions given by the investigator are applied for further study and it will be of great help for those who want to study further in this field.

### RECOMMENDATIONS

1. Guidance and counseling programmes may be conducted in schools to make the students to be aware of their own emotions and how to manage them.
2. Seminars can be arranged to attribute responsibility to themselves and to their ability and efforts rather than to luck or the environment.
3. The parents as well as the educators should not put too much pressure on the students.
4. Students may be helped to develop their temperament through workshop or counseling.
5. Extracurricular activities programme like role-play and debate can be arranged to develop their temperament and locus of control among students.
6. Students may be helped to develop their locus o control through counselling.
7. Seminars can be arranged to attribute responsibility to themselves and to their ability and efforts rather than to luck or the environment, at least in regard to desirable outcome.
8. Self-booster sessions should be organized for the students.

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