

Temperament and Academic Achievement of Adolescents Belonging to different Sociometric Groups: A Review

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ABSTRACT

Temperament and academic achievement are two different terms but both affect each other. Education plays a key role in shaping, molding and reconstructing the society. It helps in overall development of society like behavior development, personality development and character development where as temperament is a phenomenological term in which the categorization of any individual is derived from the constellation of behavior at any age period. To find out different dimensions of temperaments and academic achievement of adolescents of different sociometric groups it is very important to know or study about already done research in the same field as it helps in the assessment of current state of research on a topic and also sharpen our research focus. This review paper helps for pursuing present research work. Some of the studies clearly depicts the temperament and academic achievement of adolescents of different sociometric groups and shows how temperament affects the academic achievement of students. While others show relation of temperament with personality, behavior, etc and academic achievement with stress, mental ability and behavior etc. With this review of paper the researcher wants to predict that how temperament and academic achievement affects different sociometric groups. It also describes the relation of temperament with stress, behavior, mental ability and personality.

Keywords:- *Temperament, academic achievement, sociometric, personality, behavior.*

Introduction

The main aim of this paper is to find different dimensions of temperament, academic achievement of adolescents with different temperaments, and to find different sociometric groups of adolescents. Adolescent with easy temperament are very regular in biological rhythms of sleeping, eating, studying and new events, adopt easily to change, manifest a positive mood, but the adolescent with different temperament shows the opposite pattern. Temperaments traits combine to produce unique behavior in adolescent who are sociable and

dominant tend to seek social status through sharing and working with others. Academic achievement of adolescents also depends upon their behavior. Behavior problem in school starts in elementary grades and associated with low academic achievement e.g.:- Adolescents who are highly aggressive in childhood are less likely to graduate from high school. Sociometric technique has great use in school situation. It helps us to create or locate the most social and also socially isolated adolescents who are rejected by the group. This knowledge helps us in assessing the effects of being neglected or rejected on the temperament and academic achievements and also provides remedial measures to the neglected and rejected and for arranging better group cohesive situations.

Temperament

Raghuthaman and Cherian (2003) studied “Temperament of Children and Adolescents Presenting with Unexplained Physical Symptoms” and found that children with somatoform disorder and dissociative (conversion) disorder had characteristic temperaments of low activity, low emotionality, low rhythmicity and low distractibility and also the children with somatoform disorder were less approachable than children with conversion disorder; otherwise, temperamentally there were no differences found between these two disorders. According to **Kumar and Mathew (2008)** in their study on temperamental traits and psychological problems of children with bronchial asthma it was found that the children in the study group had significantly more behavior problems, conduct symptoms, anxiety, depression and emotional problems compared to children in the control group. Children with asthma also received significantly low score on the temperament dimension of rhythmicity indicating that they were more irregular in their habits. No statistically significant differences were present in other temperament dimensions. **Latzman (2009)** studied “Interrelation among youth temperament, executive functions and externalizing behaviors”. The Information about temperament and behaviors was collected from their mothers. It was found that, as expected, high negative temperament and disinhibition were associated with both youth and their mothers report of externalizing behaviors, with similar cross-informant associations. The relationships between child temperament, teacher-child relationships, and teacher-child interaction’s was investigated by **Oven et.al (2009)** and it was noticed that teacher’s relationships and interactions with children are affected by child temperament; however other factors such as teacher temperament also affect the relationships. Other study was done by **Zhov (2010)** as relationship of temperament effortful control and anger/ frustration to the Chinese children’s academic achievement and social adjustment. Examining the potential mechanisms underlying the temperament achievement associations suggested that effortful control positively predicted social competence, and social competence positively predicted GPA. Further it was found that there are complex interplays among temperament, academic achievement, and social adjustment for children. **Iliceto et.al (2011)** studied the relationship between temperament, depression, anxiety,

and hopelessness in adolescent and noticed that there was a complex relationship in depression, anxiety and hopelessness partly mediated by temperament. Again **Shweta (2011)** investigated on role of temperament, parenting styles, parenting stress on social competence and subjective well being among children. The investigator found that temperament dimensions of approach/withdrawal, adaptability and quality of mood were found to be positively correlated with the children's global and domain specific life satisfaction including its sub-dimensions and positive effect, but showed negative correlations with negative effect. It was found that temperament dimension of intensity negatively correlated with children's global and domain specific life satisfaction including its sub-dimensions as well as positive effect, but showed positive correlations with negative effect. Study conducted by **Behjat et al, (2014)** on temperament and personality showed that there was a positive relationship between the learner's temperament and their language achievement.

Clark et al. (2015) evaluated the prospective relations between 5th grade temperament and 9th grade substance use in a longitudinal sample of Mexican-origin youth and reported that there was an interaction between temperament and parental monitoring such that monitoring is a protective factor for early substance use primarily for youth with temperamental tendencies associated with risk for substance use (e.g., low effortful control and aggression). A study on stress-sensitivity and reciprocal association between stressful events and adolescent temperament was also conducted by **Laceulle (2015)** and it was observed that SLEs and temperament traits are associated from childhood to adolescence and direction of effects different between temperament traits. SLEs were found to predict subsequent fear; SLEs were predicted by, but not predictive of, shyness and affiliation. It was also found that the cumulative sensitivity gene index; 5-HTTLPR and the preperinatal risk do not moderate the effect of SLEs on future temperament. According to **Gomez et.al (2016)** in their study on relationships between the constructs in Rothbart's temperament model and the revised-reinforcement sensitivity theory (r-RST). It was found that temperament negative affectivity was relatively highly associated with the RST constructs of the behavioral inhibition system (BIS) and fight-flight-freeze system (FFFS) and temperament extraversion/ urgency was relatively highly associated with the behavioral approach system (BAS) construct of reward responsiveness. Further it was also found that temperament effortful control showed no association with the RST constructs.

Temperament and academic achievement

Hendawi et al. (2010) examined a study "The Predictive Relationship between Temperament, School Adjustment, and Academic Achievement: A 2-year Longitudinal Study of children AT-Risk." The results for the concurrent relationships showed significantly relationships between the children's temperaments and their school adjustment, negative emotionality significantly correlated with and predicted school adjustment.

Children's temperament was also found to have a significant relationship with academic achievement, persistence and activity level had significant correlations with academic achievement. **Rudasil et al. (2010)** in their study on temperamental attention and activity, classroom emotional support, and academic achievement in third grade shows that children's temperament and classroom emotional support work together to promote or inhibit children's academic achievement. According to **Curby et al. (2011)** in their study on role of classroom quality in ameliorating the academic and school risks associated with difficult temperament. First grade classroom environments quality were observed and it was rated with three domains i.e., emotional support, classroom Organization and instructional support and found that high-quality classroom environments may ameliorate the academic and social risks associated with having a difficult temperament. **Mullota et al. (2011)** conducted study on "Associations of Student Temperament and Educational competence with Academic Achievement: The Role of Teacher Age and Teacher and student Gender". Finding shows that boys received systematically lower mother tongue grades but higher mathematics grades than girls; Teacher gender had no effect on school grades, while teacher age had an effect only on mother tongue.

Related study was also conducted by **Aezum et.al. (2013)** as comparative evaluation of scientific temper and academic achievement among adolescent students (J&K) A significant difference was found between scientific attitude and academic achievement in boys and girls as well as in Urban and rural localities. It was also found that boys were more efficient than girls and students from urban areas were more efficient than rural. **Collins et.al. (2017)** investigated on the role of temperament intervention in kindergarten children's standardized academic achievement and found a significant effect of children's participation in the INSIGHTS into children's Temperament program on children's academic achievement.

Temperament and sociometric

A study was conducted by **Choudhary (2017)** on temperament of different sociometric groups of adolescent of different localities with the help of Sociometric Questionnaire by Dr. A. N. Sharma and Dimensions of Temperament Scale (DTS) by Dr. N.K. Chadha and Ms. Sunandha Chandhana. The study reported that there was a significant difference of mean score on fifteen different dimension of temperament and total score of temperament between different sociometric groups.

Review on Academic achievement and sociometric

According to **Annu (2014)** in her study "A comparative study of academic achievement of popular, neglected and rejected students studying in X class" it was found that the popular students depicts higher academic

achievement than neglected and rejected counterparts and that neglected students depicts higher achievement than rejected counterparts. A study was investigated by **Devi (2014)** on academic achievement of X Class students belonging to different Sociometric Groups” and the results revealed that popular students depict higher academic achievement than rejected and isolated students. Results further revealed that neglected, rejected and isolated students were found to be alike in academic achievement. Rejected students were also found to have higher academic achievement level. **Sambyal (2014)** conducted a Study on academic achievement of rejected and isolated students and investigated that isolated students have higher level of academic achievement than rejected counterparts. Significant difference was also found between rejected and isolated students. **Ozturk et.al (2016)** showed a significant positive correlation between sociometric status and academic motivation levels of students. The academic motivation was higher than that of peers, non speakers and students with peer acceptance in sociometric status. It was also found that the level of academic motivation of female students who received peer acceptance was higher than that of male students.

Conclusion: - Many of the human behaviours are based on social interactions. A person is able to show this kind of behaviour only after coming into contact with other members of society. One develops a pattern of behaviour as a part of his nature when he receives praise or condemnation, approval or disapproval from others in response to his behaviour. A child shows that type of behaviour towards his mother, which helps him/ her for fulfillment of its needs and in response mother also shows her natural reaction towards that behaviour of her child. It shows that much behaviour of the mother and the child are based on social interaction. Similarly, in other fields of society, too, behaviour is based on social interaction like behaviour between students and teachers, leader and audience, workers and employers. Social interaction is possible between one individual and another individual and group. Social interaction occurs in various forms, like compromise, co-operation, conflict, communication, accommodation, competition and assimilation. Some factors like direction or suggestion, sympathy, imitation, projection, identification, displacement, objectification, inhibition, facilitation and social conformity are involved in social interaction. Adolescents of different sociometric groups have different temperaments as well as it also effects their academic achievement. Sociometric technique is a method to determine the degree to which individuals are accepted in a group or to discover the relationships that exist among these individuals. Temperament effects on the personality development of adolescents as it is the period of storm and stress. The study of temperament and academic achievement of different sociometric groups help in knowing the different behaviours of adolescent in different situations and it also effects on their personality development.

Educational Implications:-

1. More work can be done on different samples and different categories can be made on different age group of students.
2. The problem can be further expanded by collecting data from entire Jammu and Kashmir area.
3. The same type of research can be conducted in other areas also.
4. Another study may be conducted on a large sample.

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