

Mother education: The effects on temperament of twins in Khadar zone

■ Reetu Devi* and Bimla Dhanda

Department of Human Development and Family Studies, C. C. S. Haryana Agricultural University, Hisar (Haryana) India
(Email : reetubhadu54@gmail.com)

ARTICLE INFO :

Received : 23.10.2019
Revised : 04.11.2019
Accepted : 20.11.2019

KEY WORDS :

Temperament, Mother education, Personality traits, Twins, Behaviour, Children, Emotions, Development

HOW TO CITE THIS ARTICLE :

Devi, Reetu and Dhanda, Bimla (2019). Mother education: The effects on temperament of twins in Khadar zone. *Adv. Res. J. Soc. Sci.*, **10** (2): 47-50, DOI: 10.15740/HAS/ARJSS/10.2/47-50. Copyright@2019:HindAgri-Horticultural Society

*Author for correspondence

ABSTRACT

Mothers have the potential to play the most important role of educator in a child's early life and as children get older they are still at the heart of their children's education. Temperament refers to our inborn personality traits, which are genetic in nature. The present study was conducted in four districts namely; Hisar Fatehabad, Rohtak and Jind of Haryana state with the purpose of availability of maximum numbers of twins in the required age group. Sample of 296 pairs of twins in the age group for the study. Temperament was taken as dependent variable and mother education was taken as independent variable. The Malhotra Temperament Schedule (MTS) developed by Malhotra and Malhotra (1988) was used to assess child's temperament. This schedule can be used on all child populations whether normal or abnormal, within an age range of 4-10 years of both sexes and of any socio-economic class. Malhotra Temperament Schedule consists of nine dimensions or variables of child's temperament and the operational terms of these dimensions are given as: Activity, rhythmicity approach or withdrawal, adaptability, threshold of responsiveness, intensity of reaction, quality of mood, distractibility, attention span and persistence. These nine dimensions were further grouped into five categories namely sociability, emotionality, energy, attentivity/distractibility and rhythmicity. To arrive at factor scores the means of the constituting temperament dimension are to be added. The Malhotra Temperament Schedule (MTS) schedule measured temperament variables on a 5 point rating scale and categorized by standardized method. Result revealed that Mother's education was non-significantly associated with all dimensions of temperament namely sociability ($\chi^2=0.18$), emotionality ($\chi^2=0.19$), energy ($\chi^2=2.52$), distractibility ($\chi^2=0.57$), rhythmicity ($\chi^2=5.97$) and total temperament ($\chi^2=0.25$).

INTRODUCTION

Mothers innately know what they need to give their children to help them learn in the way that is best for them. They can help teachers understand their children

better. Education includes learning how to react in life, how to evaluate situations, how to treat other people and how to love oneself and others.

Temperament is a recent and rapidly growing area in psychology as the role of temperament in influencing

developmental pathways and outcomes has now been recognised. Extreme difficult temperament is often viewed as a risk factor for later behaviour problems (Hill, 2012). Temperament refers to our inborn personality traits, which are genetic in nature. The different ways infants interact with and react to their environment and experiences are reflective of their temperament, or behavioural style.

All children have a temperament that will influence their emotions and how they adapt to change in their environments (Steinberg, 2014). Temperament defined as person emotional and behavioural modes of response to environmental events (Shaffer and Kipp, 2007).

Temperamental characteristics indicate how children with many stresses may do well, while some with little or no stress have difficulty. While some children are mild and joyful, others are irritable. Easy children are pleasant to care for and they may receive and give back plenty of affection and attention. The fussy, energetic and difficult child may cry and kick when given attention.

As development unfolds, the fussy and difficult child may create problem to the caregiver and may receive less nurturance and affection. Temperament comprised of individual differences in reactivity, self-regulation, activity and attention that manifest themselves early in life through strong genetic or neurobiological basis.

Syeda and Haider (2009) conducted that the differences between temperament of identical and fraternal twins due to their different environment, parents rearing practices and education do bring changes in their personalities. The temperament possibly shaped by the prenatal environment and provides an opportunity to study the behavioural differences between pairs. Twin studies proposed that individual differences in temperament dimensions appeared during early childhood and those genetically influenced. Tellegen and Waller (2008) reported significant shared environmental influence on measures of two extraversion-related traits, positive emotionality and social closeness.

Objectives:

To assess the effects of mother education on temperament among twins in Khadar zone.

MATERIAL AND METHODS

The present study was conducted in four districts namely; Hisar Fatehabad, Rohtak and Jind of Haryana state with the purpose of availability of maximum numbers of twins in the required age group of 4 -10 years identified under UGC project of the department. A sample of 296 pairs of twins in the age group of 6 – 10 years will be taken. The dimensions of temperament will be assessed individually. A variable is the set of value that forms a classification. A value is anything which can be predicted. There were two types of variables in the study *i.e.* independent and dependent variable. Temperament was taken as dependent and mother education was taken as independent variable. The Malhotra Temperament Schedule (MTS) developed by Malhotra and Malhotra (1988) was used to assess child's temperament.

OBSERVATIONS AND ANALYSIS

The results obtained from the present investigation as well as relevant discussion have been summarized under following heads :

Associations of temperament of twins with mother's education in Khadar zone:

Mother's education was non-significantly associated with all dimensions of temperament namely sociability ($\chi^2=0.18$), emotionality ($\chi^2=0.19$), energy ($\chi^2=2.52$), distractibility ($\chi^2=0.57$), rhythmicity ($\chi^2=5.97$) and total temperament ($\chi^2=0.25$).

Conclusion:

Mothers have the potential to play the most important role of educator in a child's early life. Mothers will most often be the first to notice if there is a change in their child's humor after a day at school. If a child becomes more withdrawn, this can be because there is something happening at school that has made them go into protective mode. Mothers are at the heart of sensing both the good and the challenging aspects of their children's education. It was concluded that the educational level of mothers was significantly associated with energy and distractibility dimensions of temperament of their twins. The result was also supported by Birch and Anzman (2010) reported that highly educated parents with higher income might be more knowledgeable and concerned about physical activity and behaviour.

Mother education: The effects on temperament of twins in Khadar zone

Table 1: Associations of temperament of twins with mother's education in Khadar zone				
Variables	Temperament scores			χ^2
	Khadar zone			
	Sociability			
Mother's education	Low	High	Total	
Illiterate	17	37	54	0.18
Upto matriculation	51	98	149	
12 th and above	30	63	93	
Total	98	198	296	
Emotionality				
Mother's education				
Illiterate	13	41	54	0.19
Upto matriculation	36	113	149	
12 th and above	24	69	93	
Total	73	223	296	
Energy				
Mother's education				
Illiterate	21	33	54	2.52
Upto matriculation	51	98	149	
12 th and above	25	68	93	
Total	97	199	296	
Distractibility				
Mother's education				
Illiterate	16	38	54	0.57
Upto matriculation	37	112	149	
12 th and above	26	67	93	
Total	79	217	296	
Rhythmicity				
Mother's education				
Illiterate	7	47	54	5.97
Upto matriculation	41	108	149	
12 th and above	17	76	93	
Total	65	231	296	
Temperament				
Mother's education				
Illiterate	14	40	54	0.25
Upto matriculation	34	115	149	
12 th and above	23	70	93	
Total	71	225	296	

* indicate significance of value at P=0.05

REFERENCES

- Hill, J. (2012). Biological, psychological and social processes in the conduct disorders. *J. Child Psychol. & Psychiatry*, **43**: 133-165.
- Malhotra, S. and Malhotra, A. (1988). *Malhotras temperament schedule* (M.T.S.). National Psychological Publishing Corporation, Kacheri Ghat, Agra (U.P.) India.
- Shaffer, R. and Kipp S. (2007). Mothers' appraisal of goodness of fit and children's social development. *International J. Behavioural Development*. <http://jbd.sagepub.com>.
- Steinberg, L. (2014). *The 10 basic principles of good parenting*. New York, NY: Simon and Schuster Paperbacks.
- Syeda, K.F. and Haider, Hussain S. (2009). Study of personality difference among identical twins and fraternal twin in Pakistan. *J. Res. Scient. Personal.*, **46** (2): 101-114.
- Tellegen, A. and Waller, N.G. (2008). Exploring personality through test construction: Development of the multidimensional personality questionnaire. In: Boyle, G.J., Matthews, G., Saklofske, D.H., Editors. *Handbook of personality theory and testing*: Vol. **II**. Personality measurement and assessment. Sage; Thousand Oaks, CA. 261-292.

★ ★ ★ ★ ★ 10th Year of Excellence ★ ★ ★ ★ ★