Original Research Article

Mother Education: The Effects on Temperament of Twins in Bagar Zone, India

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Abstract

Mother education is designed to help parents learn how to improve their skills in being the primary teacher for their children, and to help parents learn how to become full partners in the education of their children. 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. A sample of 296 pairs of twins in the age group for the study was chosen. 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. Result revealed that mother’s education was significantly associated with energy ($\chi^2=8.37^*$) and distractibility ($\chi^2=6.47^*$) dimensions of temperament but non-significant with sociability ($\chi^2=1.29$), emotionality ($\chi^2=2.86$), rhythmicity ($\chi^2=1.97$), and total temperament ($\chi^2=0.24$).

Keywords
Temperament, Mother education, Personality traits, Twins, Behaviour, Children

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Introduction

A mother is the female parent of a child. Mothers are women who inhabit or perform the role of bearing some relation to their children. 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 behavioral style. All children have a temperament that will influence their emotions and how they adapt to change in their environments (Steinberg, 2014).

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 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 et al., (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 behavioral differences
between pairs. Twin studies proposed that
individual differences in temperament
dimensions appeared during early childhood
and those genetically influenced. Tellegen et
al., (2008) reported significant shared
environmental influence on measures of two
extraversion-related traits, Positive
Emotionality and Social Closeness.

Twin Study suggest that individual differences
in temperament, as measured at one age or
another had different he pattern of changes
that marked by genetically influences.

**Objectives**

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

**Materials 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.

**Results and Discussion**

**Associations of temperament of twins with
mother education in Bagar zone**

It was revealed that mother’s education was
significantly associated with energy
($\chi^2=8.37^*$) and distractibility ($\chi^2=6.47^*$)
dimensions of temperament but non-
significant with sociability ($\chi^2=1.29$),
emotionality ($\chi^2=2.86$), rhythmicity ($\chi^2=1.97$),
and total temperament ($\chi^2=0.24$).

It was concluded that Family size was not
associated with temperament and its
dimensions in bagar zones. Julia et al., (2014) also found some that positive and better relationships between parents resulted in beneficial for children and avoid children’s behavioral problems (Table 1).

**Table 1** Associations of temperament of twins with mother’s education in Bagar zones

| Variables | Temperament Scores |
|-----------|---------------------|
|           | Sociability         |
|           | Bagar zone          |
| Mother’s Education | Low | High | Total | $\chi^2$ |
| Illiterate | 6    | 10   | 16    | 1.29   |
| Up to Matriculation | 20  | 28   | 48    |        |
| 12th and above | 12  | 28   | 40    |        |
| Total      | 38   | 66   | 104   |        |

| Emotionality |
|--------------|
| Mother’s Education | Low | High | Total | $\chi^2$ |
| Illiterate | 6    | 10   | 16    | 2.86   |
| Up to Matriculation | 20  | 28   | 48    |        |
| 12th and above | 16  | 24   | 40    |        |
| Total      | 42   | 62   | 104   |        |

| Energy |
|--------|
| Mother’s Education | Low | High | Total | $\chi^2$ |
| Illiterate | 9    | 7    | 16    | 8.37*   |
| Up to Matriculation | 14  | 34   | 48    |        |
| 12th and above | 7   | 33   | 40    |        |
| Total      | 30   | 74   | 104   |        |

| Distractibility |
|-----------------|
| Mother’s Education | Low | High | Total | $\chi^2$ |
| Illiterate | 8    | 8    | 16    | 6.47*   |
| Up to Matriculation | 9   | 39   | 48    |        |
| 12th and above | 9   | 31   | 40    |        |
| Total      | 26   | 78   | 104   |        |

| Rhythmicity |
|-------------|
| Mother’s Education | Low | High | Total | $\chi^2$ |
| Illiterate | 6    | 10   | 16    | 1.97    |
| Up to Matriculation | 11  | 47   | 48    |        |
| 12th and above | 12  | 28   | 40    |        |
| Total      | 29   | 75   | 100   |        |

| Total Temperament |
|-------------------|
| Mother’s Education | Low | High | Total | $\chi^2$ |
| Illiterate | 4    | 12   | 16    | 0.24    |
| Up to Matriculation | 13  | 35   | 48    |        |
| 12th and above | 9   | 31   | 40    |        |
| Total      | 26   | 78   | 104   |        |

*Significant at 5 % level of significance
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