

Influence of Gender, School Location, and Temperament on Values of Secondary School Students in Cross River State, Nigeria

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GJHSS Classification – C (FOR)
130106,170103,170105

Abstract–The purpose of this study was to determine the influence of gender, school location and temperament on values (particularly Edward Spranger’s theoretical and religious values) of secondary school students in Cross River State of Nigeria. The study was a survey. The sample consisted of one thousand and eighty (1080) senior secondary school students, drawn from a population of 51,979 senior secondary school students from 18 out of 227 public schools. The instrument used for data collection was a questionnaire titled “Temperaments and Values Inventory” (TAVI). For the analysis of data, 3-way analysis of variance (ANOVA) was used. The major findings of the study were that (i) gender does not significantly influence values (theoretical and religious) of secondary school students; (ii) school location has significant influence on theoretical value with those in urban areas having higher theoretical value (knowledge) than their rural counterparts; and (iii) temperament influences values (theoretical and religious) of secondary students, with the melancholic and phlegmatic persons showing higher measures of values studied than the sanguines and choleric. It was recommended, among other things, that parents, teachers, counsellors and other youth handlers should seek to know the temperament and values of their children/clients for proper counselling.

I. INTRODUCTION AND LITERATURE REVIEW

The adolescents are found in our homes, schools, churches and in many social gatherings. The behaviour of these young people constitutes some great concern to many handlers of young people today. The behaviours of the adolescents are many and varied. Many people wonder what could be responsible for the various characteristic behaviours of the adolescents. Secondary school students, especially those in the senior classes, are mostly those aged 13–19 years. The adolescence period sometimes could be a turbulent one, for both boys and girls found in both rural and urban settlements. According to Jeslid, quoted in Chauchan (1981), adolescence refers to the period or span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically. By implication, the period is loaded with developmental complexes of the total individual. Isangedighi (1994) sees the period of adolescence as a time of growth spurt, caused by increased

self-awareness and development. Temperament is an inherited trait (Lahaye, 1984). According to Santrock (1999: 179), temperament is defined as “an individual’s behaviour style and characteristic way of responding”. Temperament is generally said to be an individual’s mode of responding emotionally and behaviourally, to environmental events that often include activity level, which is the pace or vigour of one’s activities. Other responses include irritability, which is how easily or intensely upset one could become over negative event. Soothability (the ease with which one calms after becoming upset), and sociability (response to social stimuli) are all important components of temperament (Shaffer, 1999). According to Lahaye (1984), temperament makes one outgoing (extroverted) or shy (introverted), sets broad guidelines for everyone’s behaviour pattern, and influences a person as long as he/she lives.

Lahaye (1984) and other proponents have identified or clearly marked out four basic temperaments, namely phlegmatic, melancholic, sanguine and choleric temperaments. The phlegmatic person is an introvert. She is calm, quiet, easy going and never-get-upset individual. She is dependable, effective and organized. She does not like to accept leadership, but when forced on her, she is a very good leader since she gets along with other people. A phlegmatic person is said to have high value system. However, the phlegmatic person is slow in making decisions, often moody and procrastinates a lot.

A person with melancholic temperament is an introvert. She is gifted in many areas. She is self-disciplined, self-sacrificing and analytical. She is quiet and has inclination to reflection, her thoughts being far reaching. She is neither penetrating nor satisfied with the superficial. A melancholic loves silence and solitude, and is inclined to introspection. She looks at life from a serious side. Occasionally, she is passive, slow and is not easily moved into quick action. The melancholic person is said to be reserved, and she reluctantly reveals her innermost thoughts. If this is done, it is to those she trusts. She does not easily find the right word to express and describe her sentiments. The person with melancholic temperament thinks slowly, and so she often stuffs, leaving her sentences incomplete, although she can work carefully and reliably. On the other hand, the melancholic person is a critic, negative, resentful and excessively sensitive in the face of even small humiliations. The melancholic person is revengeful, persecution-prone, touchy and unsociable.

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The person with sanguine temperament is an extrovert. She is outgoing, warm, friendly and fun-loving. She is a talkative, and loves social settings. She values tradition and security. She is impulsive and pushful; she is given to elation of spirit and is not easily worried or anxious. A sanguine person is carefree and eager to express herself before a group of people. In fact, she likes to be heard; she is unstable, egocentric and unproductive; and she exaggerates a lot. A person with choleric temperament is an extrovert. She is hot-tempered, quick, active, strong-willed, independent, productive and bossy. She can make decisions easily for herself and other people. A choleric person thrives well in activities. She is domineering and externally focused; and she values traditions. The choleric person is cold, unemotional, angry, cruel and often very sarcastic. According to Whitmont (1972), introverts generally have their predominant sense of reality derived from their inner world of thoughts, intuitions, emotions and sensations; while extroverts are individuals concerned with material objects, environment and peoples. Value, the dependent variable in this study, is an important concept in human life. Value means different things to different people. Value is an important aspect of developmental psychology. According to Mckinney, Fitzgerald, and Strommen (1982), value could refer to "matters of importance". Therefore value could serve as a guide in the direction of an individual's behaviour. Hodgetts (1980) sees value as something that has worth or is of importance to an individual, and it helps to shape human behaviour. An individual's philosophy is found upon values, which are basic convictions about what is and is not real importance in life (Hjelle & Ziegler, 1981). Hodgett (1980) sees Edward Spranger's classification of values as the most complete. Spranger, a European psychologist, has outlined six major types of values. These are theoretical, economic, social, religious, aesthetic and political values. For this study, only theoretical and religious values are considered, while research into influence of gender, school location and temperament on other value types is on-going. A person with theoretical value, as presented by Edward Spranger, and cited in Joshua (2005), has discovery of truth as overriding interest. He looks for identities and differences; and this is a common characteristic during the adolescence stage of development, particularly for those living in the urban cities who are being exposed to electronic and printed media. The person with economic value is concerned with what is useful, self-preservation, production of goods and services, as well as accumulation of wealth. The person is thoroughly practical, and conforms to the business environment for generation of money either through honest or dishonest means. The person with social value has love for people. He is kind, sympathetic and unselfish. He regards love as the only suitable form of human relationship, his interest being close to those with religious value. For the person with religious value, what is vital is unity. He seeks to relate with his creator; has self-denial; and always loves meditation. He likes to work among those who attend same church services or those with same religious beliefs. The person with

political value is interested in power, while one with aesthetic value is interested in form and harmony in the environment.

Lahaye (1984) posits that people with melancholic temperament always look for facts, statistics and details. Therefore, they have higher theoretical value than people with the other temperament types (phlegmatics, sanguines and choleric). People with sanguine and choleric temperaments are extroverts who care less about details, the sanguine temperament being the least in possessing theoretical value. The same author studied adults and their bible study habits and found that the phlegmatics and melancholics concentrate more in their religious activities of bible studies and prayers than the people with sanguine and choleric temperaments. Therefore, for the author, the people who have phlegmatic and melancholic temperaments have higher religious values than those with sanguine and choleric temperaments. Empirical works in relationship between temperaments and values, and how this relationship is moderated by gender and geographical location are rare and hard to come by. That is the gap that this study seeks to fill.

II. STATEMENT OF THE PROBLEM

In contemporary times, the behaviours of adolescents have been of great concern to parents, teachers, counsellors, pastors and other handlers of youths in the society. The adolescents, whether males or females, found in the rural or urban areas, seem to have one thing in common, which is misbehaviours that seem to put a great gap between them and the adults. Due to the various misbehaviours of adolescents presently, there seems to be eroding of values among the young people. Certain posers, therefore, become pertinent: Are values held or exhibited by the youths dictated by their temperament types? How do gender and geographical location affect the values exhibited by young people? Is there any interactive effect of these variables on the value system of youths? There are no readily available answers to these posers, especially in Cross River State of Nigeria. Therefore this study was

III. PURPOSE OF THE STUDY

The purpose of this study was to determine the individual and interactive effects of gender, school location and temperament types on values (theoretical and religious) of secondary school students in Cross River State of Nigeria.

IV. RESEARCH QUESTION

Only one research question was formulated to guide the study. This was:

How do gender, school location and temperament type influence the values (theoretical and religious) of secondary school students in Cross River State, Nigeria individually and interactively?

V. HYPOTHESIS

Only one hypothesis was formulated and tested in the study. This was

Gender, school location and temperament type do not significantly influence the measure of values (theoretical and religious) of secondary school students in Cross River State, Nigeria.

VI. METHODOLOGY

The research design for this study was a survey. It is a type of design that allows for studying the opinions, beliefs, behaviours and attitudes of a sample, and drawing inferences and generalizations to the population. The research area was Cross River State, which is one of the thirty six (36) States that make up the Federal Republic of Nigeria. It is situated in the South-South geo-political Zone of Nigeria. Cross River State is in the tropical belt and has many natural resources and tourist sites, some of which are "Tinapa" business resort, Agbokim water falls, the seven streams waterfalls, Portea Resort, National wild Life Park, Canopy Walkway and the 'Cable Car' located in Obudu Cattle Ranch, and other attractive and interesting sites.

The population of the study was 51,979 senior secondary school students made up of 27,497 males and 24,482 females in 227 secondary schools organized under three (3) Education Zones of Calabar, Ikom and Ogoja. Only the students of the senior secondary classes were used for their maturity in understanding the questionnaire items. The sample consisted of one thousand and eighty (1080) students drawn using stratified random sampling technique from the three (3) Education Zones. In each zone, six (6) schools were randomly selected, making a total of eighteen (18) schools. In each school, thirty (30) male and thirty (30) female students were randomly selected, giving a total of sixty (60) students per school, and 1080 students were gotten from the eighteen (18) schools.

The instrument used for data collection in the study was a questionnaire constructed by the researchers and validated

by experts in Educational Measurement and Evaluation in the Faculty of Education, University of Calabar, Calabar, Nigeria. The instrument was titled "Temperaments and Values Inventory" (TAVI), and had three (3) sections of 'Personal Data', 'Temperaments' (with 40 items), and 'Values' (with 8 items) to measure two value types selected for the study. Total items on the questionnaire were forty-eight (48). The reliability estimates (Cronbach alphas) for the section on temperaments was 0.83, and that for the section on values was 0.86. These were considered high enough to warrant the use of the instrument for the study. Copies of the questionnaire were administered by the researchers personally, with the help of research assistants and class teachers in the sampled schools. A total of one thousand and sixty (1060) usable copies of the questionnaire were retrieved from respondents, and used for the study. For data analysis, three-way analysis of variance (3-way ANOVA) was applied on the data.

VII. DATA ANALYSIS AND RESULTS

One hypothesis was formulated and tested in this study and is re-stated here:

"Gender, school location and temperament type do not significantly influence the measure of values (theoretical and religious) of secondary school students in Cross River State, Nigeria".

The independent variables in this hypothesis are three, namely, gender (with 2 categories), school location (with 2 categories) and temperament type (with 4 categories). The dependent variable in this hypothesis is values of secondary school students, and there were two (2) different types (theoretical and religious) focused in the study. The statistical analysis technique to test this hypothesis was 3-way analysis of variance (3-way ANOVA). The hypothesis was tested on each of the two value types under study. The results of the analyses are presented in Tables 1 and 2.

Table 1
Result of 3-way analysis of variance of the influence of students' gender, school location and temperament type on their theoretical value

Variable	Group	N	Mean	SD		
Gender	Males	540	16.16	2.74		
	Females	520	16.42	2.70		
School Location	Urban	530	16.57	2.57		
	Rural	530	16.00	2.84		
Temperament Type	Phlegmatics	332	16.48	2.68		
	Melancholics	311	16.53	2.68		
	Sanguines	176	16.09	2.61		
	Cholerics	241	15.84	2.88		
Source of variation		Sum of squares	df	Mean Square	F-ratio	Sig
Corrected model		289.49	15	19.30	2.66*	.001
Intercept		259451.64	1	259451.64	35747.11*	.000
Gender		10.06	1	10.06	1.39	.239
School location		55.96	1	55.96	7.71*	.006

Temperament type	84.48	3	28.16	3.88*	.009
	27.24	1	27.24	3.75	.053
Gender by location					
Gender by temperament	29.61	3	9.87	1.36	.254
Location by temperament	42.20	3	14.07	1.94	.122
Gender by location by temperament	10.12	3	3.37	0.47	.707
	7577.33	1044	7.26		
Residual					
Total	289042.000	1060			
Corrected Total	7866.82	1059			

* $p < .05$; Critical $F_{15,1044} = 1.65$; $F_{3,1044} = 2.61$; $F_{1,1044} = 3.85$; $R^2 = .040$

The results presented in Table 1 indicate that the F-ratios for school location ($F = 7.71$; $p < .05$) and temperament type ($F = 3.88$; $p < .05$) are significant at .05 level. Thus, the null hypothesis is rejected for these two independent variables. The null hypothesis is not rejected for gender because the associated F-ratio ($F = 1.39$; $p > .05$) is not significant. The interpretation is that each of school location and temperament type has a significant influence on students' measure of theoretical value, while gender has no such significant influence. Given the group mean values presented in Table 1, it implies that the measure of theoretical value of students in urban areas ($X = 16.57$) is significantly higher than that of students in urban areas ($X = 16.00$). The table also shows that among the temperament

types, the melancholics have the highest measure of theoretical value ($X = 16.53$), closely followed by the phlegmatics ($X = 16.48$). The group with the least measure of theoretical value is that of the choleric ($X = 15.84$), closely followed by that of the sanguines ($X = 16.09$).

On the interaction effects of the three independent variables, it is seen in the table that the F-ratios for the three possible 2-way interactions (3.75 for gender by school location, 1.36 for gender by temperament type and 1.94 for school location by temperament type) are not significant at .05 level. The null hypothesis (of no significant interaction effects) was not rejected. The result of hypothesis testing on religious value type follows in Table 2.

Table 2
Result of 3-way analysis of variance of the influence of students' gender, school location and temperament type on their religious value

Variable	Group	N	Mean	SD	
Gender	Males	540	15.54	3.17	
	Females	520	15.68	3.22	
School Location	Urban	530	16.00	3.10	
	Rural	530	15.22	3.25	
Temperament type	Phlegmatics	332	15.84	3.08	
	melancholics	311	15.81	3.21	
	Sanguines	176	15.26	3.17	
	Choleric	241	15.61	3.32	
Source of variation	Sum of squares	df	Mean Square	F-ratio	Sig.
Corrected model	438.47	15	29.23	2.94*	.000
Intercept	238090.43	1	238090.43	23943.96*	.000
Gender	1.94	1	1.94	0.20	.659
School location	147.03	1	147.03	14.79*	.000
Temperament type	81.42	3	27.14	2.73*	.043
Gender by Location	1.34	1	1.34	0.14	.714
Gender by Temperament	79.56	3	26.52	2.67*	.047
Location by Temperament	45.58	3	15.20	1.53	.206
Gender by location by temperament	78.64	3	26.21	2.64*	.049
Residual	10381.17	1044	9.94		
Total	269187.00	1060			

Corrected Total 10819.64 1059

* $p < .05$; Critical $F_{15,1044} = 1.65$; $F_{3,1044} = 2.61$; $F_{1,1044} = 3.85$; $R^2 = .041$

The results presented in Table 2 indicate that while the F-ratio for gender (0.20) is not significant at .05 level, the F-ratios for school location (14.79) and temperament type (2.73) are significant at .05 level. With these results, the null hypothesis (of no significant influence) is not rejected for gender, but is rejected for school location and temperament type. The interpretation is that while gender has no significant influence on the measure of the students' religious value, there is a significant influence of each of school location and temperament type on the measure of students' religious value. The group means in Table 2 indicate that the measures of male students' religious value (with $X = 15.54$) and that of female students (with $X = 15.68$) are not significantly different. Also, the measure of religious value of urban dwellers (with $X = 16.00$) is significantly higher than that of rural dwellers (with $X = 15.22$). Table 2 also shows that among the temperament types, the group with the highest measure of religious value is the phlegmatics (with $X = 15.84$), closely followed by the melancholics (with $X = 15.81$, and the choleric (with $X = 15.61$). The sanguines (with $X = 15.26$) are the ones with the least measure of religious value.

On the interaction effects of the three independent variables, the results in Table 2 indicate that while F-ratios for gender

by school location (0.14) and school location by temperament type (1.53) are not significant at .05 level, the F-ratio for gender and temperament type (2.67) is significant at .05 level. Thus, the null hypothesis is not rejected on the two 2-way interactions (gender by location and location by temperament), but is rejected on the gender by temperament type interaction. This implies that while the effects of the interactions of gender and school location, and school location and temperament type on students' religious value are not significant, the effect of the interaction of gender and temperament type on the measure of students' religious value is significant. The pattern of this significant influence of gender by temperament type is explored further in the plot of cell means in Fig 1. For the plot, the cell means were as follows: for males, phlegmatics had 15.85 (N = 164), melancholics had 15.44 (N = 161), sanguines had 15.08 (N = 92), and choleric had 15.63 (N = 123); and for females, phlegmatics had 15.83 (N = 168), melancholics had 16.21 (N = 150), sanguines had 15.56 (N = 84), and choleric had 14.88 (N = 118).

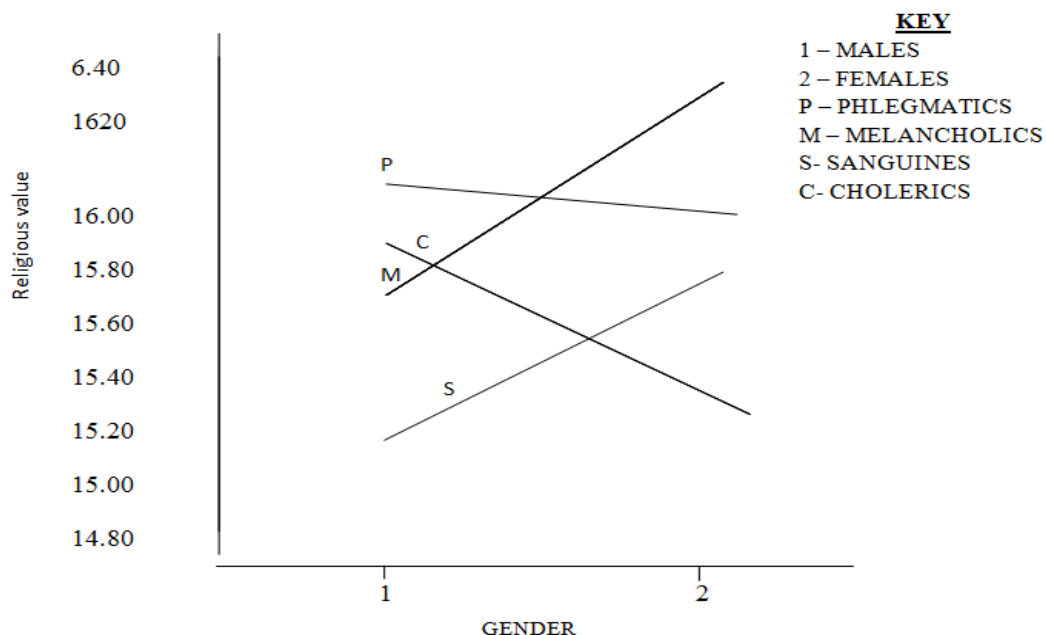


FIG. 1 Plot of cell means showing influence of gender by temperament type interaction on students' religious value

VIII. DISCUSSION OF FINDINGS

The findings of this study show that all human beings do have some measures of values, particularly theoretical value

(knowledge) and religious value studied. The major finding of this study was that gender had no significant influence on values (theoretical and religious), although the female melancholics showed higher religious value than their male

counterparts. It was found that the students residing in the urban areas had higher theoretical value (knowledge) than their rural counterparts. This finding is not surprising since urban dwellers are more exposed to both print and electronic media than their rural counterparts.

It was also discovered in this research that the youths with melancholic temperament (introverts) have the highest theoretical value, closely followed by phlegmatics (also introverts), compared to the choleric and sanguines. The choleric were found to have the least measure of theoretical value. The result of this study also interestingly highlighted the fact that human beings (blacks and whites) are not too different as per geographical location and temperaments (inherited traits). This assertion is made because the result agrees with Lahaye's (1984) report who presented people with melancholic temperament as being critical and analytical in their thinking or cognitive ability. In addition, the melancholics and phlegmatics were found to be deep thinkers as was shown in their ability to concentrate on bible studies and prayers (religious value). On the other hand, Lahaye as well as this finding, agree that the people with sanguine and choleric temperaments care less about details.

IX. CONCLUSION

Arising from the findings of this study, it is hereby concluded that gender does not have significant influence on values (theoretical and religious) of secondary school students. The students living in the urban areas have higher theoretical value (knowledge) on issues surrounding them than their counterparts residing in the rural areas. People with melancholics and phlegmatics temperaments show higher theoretical value (knowledge) and religious value than those with sanguine and choleric temperaments. On the whole, it is concluded that a person's temperament and geographical location do affect his/her values.

X. RECOMMENDATIONS

Based on the findings and conclusion of this study, the following recommendations were made:

- 1) Youth handlers including parents should seek to understand the temperament and values of the young people as this knowledge will enhance their work in giving proper counselling to their clients.
- 2) The social and youth development sectors of the different tiers of government should plan enlightenment programmes on various issues for the rural dwellers, particularly the youths in schools.
- 3) The government should help the rural dwellers, particularly students to imbibe the reading culture by providing well equipped libraries in schools to increase their theoretical value (knowledge).
- 4) The church leaders and workers should be trained through seminars and workshops on temperaments and values, and the factors associated with these. This will help them to meet the various needs of members of their congregations, particularly the adolescents.

- 5) Temperament and values should be included as units in formal secondary school subjects such as social studies, civic education and citizenship education to be taught to students at that level.
- 6) More professional guidance counsellors should be employed in secondary schools located in both the rural and urban areas and given free hand to really counsel students, both individually and in groups.

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