CHAPTER III

RELATED LITERATURE
The concept of personality growth in relation to school climate is a challenging issue for investigation. It will suffice to equate it with the personality factors which are expressed through observable behaviour of an individual as interacted through the schooling programmes. In this sense a number of studies have been made on the relationship of Value-Orientations and personality factors causative for adjustment in school situation. Here a summary of some of such studies is presented.

1. P.E. Floyd; "Local Public School administration."

Administration cannot be carried on in a vacuum. School administration is defined as the selection, appointment, and assignment of the school's employed personnel and the court-coordination and leadership of all school associated personnel-employees, pupils, board members and members of the community in creating, executing and improving polices which make for sound and efficient education. Public school is a public agency; hence public school administration is a phase of public administration.

2. I. P. Desai; "Papers in the sociology of education in India."

School focuses mainly on the tranference of knowledge from one generation to another, the general development of intellectual ability and the preparation for adult occupational roles. It is formal agency of socialisation, training and instruction and means the children. It tends to emphasise universalism as against particularism. There are various types of schools run by different authorities and there is a marked contrast in the quality of education imparted by the primary and secondary schools run by local Boards and Government on the one hand and by the public school and the Convents on the other.

3. G. W. Allport; "A psychological interpretations."

According to G. W. Allport, "Personality is the dynamic organisation within the individual of these psycho-physical systems that determines his unique adjustment to his environment."
In the opinion of Allport, "Ordinarily attitude should be employed when the disposition is bound to an object or value, that is to say, when it is aroused by a well-defined class of stimuli and when the individual feels toward these stimuli a definite attraction or repulsion."

4. **Floyd Allport**: "Social Psychology."

Floyd Allport (1924) states that, "Personality may be considered as so many important dimensions in which people may be found to differ." This seems such too inclusive. For example, it includes physical dimension, which are only indirectly of importance for personality. Elsewhere he offers a more useful formulation, "Personality is the individual's characteristic reaction to social stimuli and the quality of his adaptations to the social features of his environment."

5. **M. W. Richardson**: "Determining patterns of friendship as revealed in socio-metric measurement."

A study of Richardson (1940) used observational data to determine patterns of friendship and found that friends, both female college students and adult women, tended to resemble one another in values as measured by the Allport-Vernon study of values.

6. **Philip E. Vernon**: "Personality tests and assessment."

According to Vernon personality develops from the interaction of the living organism with an environment that frustrates or encourages and conditions its impulses.

7. **R. B. Cattell**: "Personality: A systematic, theoretical and factual study."

Personality is that which permits a prediction of what a person will do in a given situation.

8. **Percival M. Symonds**: "The nature of conduct."

Symonds (1922) has defined personality as "the portrait or landscape of the organism working together in all its phases."
Murray concluded that personality is not a series of biographical facts but something more general and enduring i.e. inferred from the facts.

10. Morton Prince: "The unconscious (2nd Ed.)"

Prince defined personality as a construction of the biological and acquired dispositions.

11. H. E. Brodian: "The Primary values measured by the Allport-Vernon test, 'A study of Values'"

The study is on the values in which factor analysis has been attempted.

12. Gardner Murphy: "Personality, a Bio-social Approach to origins and structure"

The Bio-social approach of Murphy covers a new field in personality theory. Murphy emphasized the importance of studying "The full reciprocity of inner and outer events."

13. Mark A. May: "The adult in the community" "Foundations of experimental psychology"

May (1929) speaks of personality as "the social stimulus value of the individual."

14. Van Dyne, E. Virginia: "Personality traits and Friendship Formation in Adolescent Girls"

An investigation into the relationship between personality factors and friendship in a group of 42 females summer camp members was made by Van Dyne in 1940. The members were asked to indicate few persons whom they would like most as their best friends. It was found by correlation that girls selected those girls as their best friends who were similar to them in dominance and stability. But there was no similarity in relation to their emotional stability introversion and self-confidence.
15. G. Lindzey and J. A. Urdan: "Personality and social Choice"

Lindzey and Urdan in 1954 measured security, dominance, happiness and achievement through self ratings, questionnaires and Sentence Completion test and related it to various socio-metric measures included socio-metric status and clique structure. The authors found evidence for a realtion between social status and the variables of dominance and security.


Lewin, Murphy and Murray gave explicit attention to the field within which behaviour occurs. Explaining his basic formula B = f ( PE ) Lewin says "To understand predict psychological behaviour ( B ) one has to determine for every kind of psychological event the momentary whole situation that is, momentary structure and the state of Person ( P ) and the Psychological Environment ( E ).

17. Donald E. Super: "Appraising Vocational Fitness"

Writing on personality Super aptly remarked that "the field of personality is one of the most popular challenging, important and confused in contemporary psychology".

18. E. R. Guthrie: "Personality in terms of associative learning"

Guthrie (1944) has defined personality as "those habits and habit systems of social importance that are stable and resistant change."

19. F. J. Kempf: "Autonomous Functions and Personality"

Kempf (1919) has defined personality as "the habitual mode of adjustment which the organism effects between its own egocentric drives and the exigencies of the environment."
20. J. B. Watson: "Psychology from the stand point of the behaviourist (2nd Ed.)"

Watson (1924) says, "Personality includes not only (character-conventional) reactions, but also the more individual personal adjustment and capacities as well as their life history. Popularly speaking, we would say that a liar and a profligate had no character, but he may have an exceedingly interesting personality".

21. Tyndale Biscoe: "Tyndale Biscoe of Kashmir - An autobiography"

Tyndale Biscoe was able to overcome the prejudice of parents against their sons being taught to swim, fees were doubled each year for those who persisted in their prejudice. In Tyndale Biscoe's school students breathe the atmosphere of their own life and conduct. His target was to make men. Men with bodies, minds and spirits. C.K.S schools stand not for brain training but for heart changing. Their motto is quality but not quantity.

22. Leslie Forest: "Early years at school"

Forest says, "Hold childhood in reverence, and do not be in hurry to judge it for good or ill. Childhood is the main period for forming good or bad habits among children. The child's personality is a product of slow and natural growth."

23. Carl G. Jung: "The integration of personality"

Individuation is a psychological process that makes of a human being an individual - a unique, indivisible unit or "whole man". It has become obvious that the "whole" must needs include besides consciousness, the field of unconscious events and must constitute a sum total embrace both. The unconscious seems to have a personality that has never been awake or conscious either of a continuity in itself or of life lived. The achievements of personality means nothing less than the best possible development of all that lies in a particular, single being. Personality is the highest realisation of the in-born distinctive of the particular living being. Personality is an act of greatest courage in the
in the face of life and seems unconditional affirmation of all that constitutes
the individual the most successful adaptation to the universal condition of
human existence, with the greatest possible personal decision.

24. Mikhail P-rovafyen: "Public Education in U.S.S.R"

The democratic principles of education are as under:-

State supported education system, equal opportunities for all
people, equality of sex, unified school system, school and other educational and
training institutions are completely separated from the church and broad contacts
between school and public. Education gives a definite colouring context and
guidance to a man's entire life permeating his character and way of thinking.
Soviet general schools provide an opportunity to uncover and develop children's
individual aptitudes and abilities.


The managing committee of women's welfare trust, Kashmir, has
for sometime past, felt the necessity of introducing of moral instructions, at least
in the higher classes of their schools, so as to stem the tide of indiscipline,
communal disharmony and the present state of "fashionable" ways of life, signs of
which, unfortunately or all too apparent in present day society in different parts
of the country.

Education"

Education has always been accorded an honoured place in Indian
Society. Many national leaders likewise made important contributions to national
education before independence and the Government of India accordingly resolves to
promote the development of Education in the country in accordance with certain
principles like Free and Compulsory education, Status, emoluments and education of
teachers, development of languages equalization of educational opportunities etc.
Personal integrity, leadership and the conscious of obligations towards ones fellow citizens and the state of qualities and habits that are either be fostered in well run schools and colleges or frustrated, distorted, destroyed in badly conducted ones. One of the objects of this book is to hold the reader to formulate for himself the answer to the questions: what teaching and training of this kind is being given (a) in India's schools and universities as a whole and (b) in the Birla educational Trust Institutions.

Irwin G. Sarasoin: "Contemporary research in personality"

Cyril M. Franks wrote a paper on conditioning and personality: A study of Normal and Neurotic subjects. In this study the Normals give significantly less CR than the neurotics for both acquisition and extinction trials (one tailed t-test $P \leq .0025$ for the eyeblink acquisition trials) when the normals are compared with the neurotics as a combined group, there are no significant differences in the number of CR's produced.

Martha T. Mednick and Sarneff M. Mednick: "Research in Personality"

The educators have compiled the papers on research areas of experimental nature on personality, three modes of personality, personality types and cross cultural and case history examples. These researches are contributions of Cronbach, Allport, Gordon W. Seymourlevine, S. A. Mednick, Wertheim, J.A. Taylor, Atkinson, Arthur Couch and Herbert Barry, Margaret K. Bacon and Irwin L. Child. The work on cross-cultural survey of some sex differences in socialization, on personality variables, achievement motives, T. A. T. Application motivational theory where the subjects of discussion in this volume.