CHAPTER I

INTRODUCTION

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INTRODUCTION

1.1 Emergence of the Problem:

The child at birth is born with certain biological inheritance. But biological heredity alone is not enough to enable him to develop harmoniously throughout his life. He is, in fact essentially a social being. His whole life is a gift of society in which he has to learn speech, reading and writing and to behave with others in a socially desirable manner. From the moment of his birth he comes in contact with some persons and as he matures, the area of his social interaction increases. Social interaction develops the very essence of his personality and helps him to learn social ideals, attitude and patterns of behavior. It is through social interaction that a man makes himself well adjusted with his family, neighbours and other social groups so that he himself becomes a true social being in the real sense. When the individual is in the society and he interacts in it, there are chances of his being accepted as a leader; and there are equally chances for him to accept the role of a follower. There are sometimes some individuals who are neglected by the group, some are rejected and still, there are some who are neither rejected nor accepted by the group and they themselves keep aloof from the group and they live in the society as isolates.

It is clear that acceptance or rejection is related with the personality characteristics of the individual. Those individuals who are intelligent, creative and outspoken are widely accepted and those who are dull, lazy, lethargic and submissive generally they are neglected and rejected. This view is supported by many studies conducted in this field. Bonney (1943) observed that high sociometric status children were significantly superior to low sociometric status children on a number of behavior characteristics. Socially accepted children were characterized by their peers as being tidy, good looking, happy, friendly and cheerful. They were possessing socially admired qualities which contribute to social interaction. Bonney’s attempt encouraged many to conduct further studies in this area. Laughlin (1954) supported Bonney’s study. He correlated sociometric results using 21 classrooms at the 6th and 7th grade levels with the behavior descriptions of peers. Gronlund and Anderson (1957) also found in their studies on children that socially accepted children possess positive personality characteristics.
whereas socially neglected and rejected children possess negative personality characteristics.

It is obvious that socially accepted individuals are well adjusted. They have leadership qualities. They have amenable habits and can adjust in any social environment. This view is supported by the findings of Pathak (1975). She tested the hypothesis that socially accepted pupils have better adjustment patterns than socially unaccepted ones. She revealed that populars were superior to neglectees, isolates and rejectees in socio-school adjustment. Since the adjustment of neglectees, rejectees and isolates is poor but it never means they do not want to adjust rather they do not know how to adjust. Sometimes they try to adjust but lacking in socio-personal skills they fail to do so. They want to be recognized like other peers but when they experience failures again and again they get frustrated and withdraw themselves from social activities. Similar results have been shown in the findings of Goldman et als. (1980). They revealed that high liked students spent more time in positive interaction with peers whereas disliked students showed deviant behavior in classroom. Social acceptance reinforces interaction with other students whereas social rejection leads to tension, frustration and helplessness. The desire for recognition exists in every individual be them children belonging to any sociometric status. Some children are intelligent, sharp, quick and dynamic by birth whereas some are shy, submissive and withdrawn. Outspoken and bright children are easily mixed up in the group and they create an environment conducive to themselves. They get recognition and take initiatives to lead the group. But submissive children are shy and withdrawn and because of their shyness they restrict themselves to take initiatives. They hesitate to lead rather they like to follow. They wish that other should praise them for their abilities.

The findings of recent researchers in this area suggest that neglected and rejected students are at risk. They experience loneliness because of emotional difficulties. But the popular facilitate teaching learning process. In order to make neglectees, rejectees and isolates the productive members of society there is need to bring them into mainstream. For this continuous research in this area is necessary.
The present investigator is making efforts to investigate the personality patterns of those who are popular among the group, those who are neglected and rejected by the group and those who are isolates. This investigation aims at finding out the personality traits, which make them populars, neglectees, rejectees and isolates in the society.

There are so many devices available to assess the personality of an individual. Some of these are verbal tests and some are projective tests. Through researches, it has been found that verbal tests do not usually suit in measuring the personality of an individual. Projective tests are accepted as good measures for assessment of the personality, but the recent researchers like Malik (1984), Madhosh (1989), Bombi & Pinto (1994), McGhee & Duzuban (1994), Murayama (1994), Bauer & Kauser (1995), Weltman & Browne (2000), Murayama (2002) have proved that unstructured projective tests help in a better way to understand the personality than that of structured one. The present investigator is also in favour of using unstructured projective tests to assess the personality traits in order to get more reliable results.

Free expression drawing and paintings have been selected as a measure of personality assessment because in the words of Burgers & Hartman (1993) – "Drawings encourage the retrieval of experience in the meteoric, visual and auditory recall". Stein (2000) advocates the use of drawing as a means of assessing children’s development.

In the present study the investigator has administered free-expression drawings and paintings test to investigate into the personality patterns of populars, neglectees, rejectees and isolates and Raven's Progressive Matrices to measure the intelligence and thereby interpret the relationship of all the personality variables of different sociometric groups in terms of intelligence.

1.2 Rationale of the Present Study:

The primary task of the school is not only to help pupils to learn skills and assimilate information effectively and economically but also to ensure the physical, mental, emotional, moral and social development of the students. Since man is a social animal, he depends on society for his nurture, equipment and development. His development depends on social interaction. It is impossible to imagine of harmonious development of the child without proper socialization. So,
the prime task of the teacher is to encourage social interaction among students. For the improvement of social relations in the classroom the teacher ought to have an understanding of the mechanisms that operate in social interaction.

It is also an undeniable fact that effective teaching in schools is done in groups and in classes, and learning takes place within the settings of student-student relationships (Jennings, 1959). These relationships are crucially important for a variety of reasons. They significantly affect student's academic, social and emotional growth. Therefore, the teacher must know the type of relationship existing among students besides knowing the child's personality and subject matter in order to teach them effectively. The teacher should also know how to direct group forces so that they work for learning instead of against it in order to vitalize the teaching/learning process. He must have the knowledge of the process of interaction among students. If the teacher is well equipped with the basic knowledge of group dynamics, he can provide better guidance for adjustment. He would be able to improve the emotional and social climate of the class (Blair, Jones & Simpson, 1968).

The interest in group dynamics has acquired tremendous importance in the recent years in the developing countries. Ours is also a developing country; new approaches are being introduced to study group relationships. Although in our country family do provide sense of security, cooperation and affection in the present era of disintegration yet the child can not be solely dependent on family for his socialization as he spends his much time with the teachers and his classmates. So, it becomes the responsibility of the teacher to know how adolescents form groups in general and other mechanisms operating in group situation.

Since, most learning in the schools takes place in social situation, mental health of the group is an important factor in the learning process. If there are rivalry, conflicts, fear or anxiety in the group learning will be disturbed. The teacher with the knowledge of group positions can improve the social and emotional climate of the group. He can improve intra group relations to maintain the mental health of the individual members. It has democratic values also. When children are grouped on the basis of adequate information about the individuals in the class, they can develop qualities of leadership, cooperation, responsibility and
democratic living. While working in the group, the children may discover that
learning is no just wisdom to be accepted passively as it emanates from the
teachers and that valuable learning can take place when individuals join forces as
members of a group. In group situations children discover that people working
together can usually accomplish more than one person alone. In groups they can
plan some of their learning experiences grow in self-direction and learn to evaluate
their progress.

Thus, in every society we find all types of persons. But in a classroom
situation where populars facilitate the teaching learning process, isolates do not
contribute; the rejectees and neglectees hinder the teaching-learning process. This
situation becomes a challenge for the teachers that how he organizes them and
how best he uses their abilities and capabilities (Malik, 1978). The teacher must
understand that the patterns of friendship or preferences vary from activity to
activity. The teacher must detect the isolates and help them to adjust with the
group. He must also see that groups are not formed on the basis of caste, creed and

It is seen that acceptance, rejection and isolation is associated with
personality characteristics of the individual. Populars, who are accepted as the
leaders have good personality traits and they are capable of expressing themselves
in a better manner than that of the other individuals. The individuals who are
neglected by the people might be having some shortcomings in their personalities
as they are not liked by many people and only few persons like them. Similarly
rejectees too will be suffering from serious lacunas in their personalities that they
are disliked and rejected by a mob and hardly any person likes them and wants to
have friendship with them. Isolates who form the secluded group of society may
possess positive as well as negative personality characteristics. It is mostly seen
that some individuals keep themselves aloof because of superiority complex as
they feel themselves as superior to others. There may be some other reasons for a
person of being an isolate. However, nothing can be said exactly unless and until
the personality of the different sociometric groups is assessed in an objective
manner.

To assess the personality traits of the individuals many tests are available.
Some of these tests are in questionnaire form; some of them are in inventory form.
However, some tests are in non-verbal in nature. All these tests have one or the other limitations. Questionnaires may consist of questions on intimate and confidential subject matter or the questions involving certain controversial issues and the respondents may not like to respond in writing to these questions. Sometimes the respondent may modify his earlier original responses to the questions when he/she finds that his responses to latter questions are contradicting the previous one. Hence, true picture of his personality is not obtained.

In personality inventories also the subjects may distort their answers for specific purposes. The information collected sometimes fails to give any relevant diagnostic information regarding the problems of the individual. The major problem with inventory is that despite the best efforts on the part of the constructor of inventory to have subjects attend only to the content of the item, the psychological environment within which the test is administered can greatly affect the results. In non-verbal tests also, misunderstanding of the problems presented affect the results.

For the avoidance of the limitations of all these techniques, the help of Free-Expression drawing painting technique may be helpful. This particular technique enables the child to draw or paint what he wants, and thus he is in a position to express his innermost feelings with the help of brush and colour. It was so presumed that this technique would possibly eliminate the drawbacks of verbal (written and spoken) tests. And, at the same time allows the adolescent boys to express themselves without any fear or complexes.

Boesch (1985) expresses his views in the words – “Drawing is an activity, through which children can discover the cultural dimensions beyond the self, explore and develop them, and reflect them subjectively”. He argues that systematic study of children’s drawing can provide insight on the paths they are taking towards mastery of the environment as well as on their perception of relationships between the self and the persons and objects in the environment. Therefore, the investigation is planned to investigate the personality patterns of the adolescent boys in the age group 12 to 19 years with the help of their free expression drawings and paintings.

Intelligence as a variable has also been taken up for investigation since it is very closely related with personality patterns. Czechlik & Rost (1995)
investigated the relation between intelligence and 5 sociometric types: populars, rejected, neglected, controversial and average in a primary school population. They found that intelligence and popularity were positively correlated and intelligence and rejection were negatively correlated.

Thus, the interpretation of personality variables of students differentiated on the basis of sociometric analysis will provide interesting results when interpreted in the light of their relationships with intelligence. This can be of the great help to the practical teacher who is keen to adjust his teaching in accordance with the personality patterns of the students of different sociometric formations and intelligence. The investigator is of the view that very few studies have been conducted to assess personality patterns through free-expression drawings and paintings. The researcher therefore, feels that there is scope for further study in this field. This justifies the selection of problem of present study. This study is a humble attempt by the investigator to work out the personality traits of different sociometric groups among adolescents as depicted through free-expression drawings and paintings.

1.3 Objectives of the Study:

The present study has the following objectives:

1. To study the personality patterns of different sociometric groups of adolescents namely populars, neglectees, rejectees and isolates as depicted through free-expression drawings and paintings.

2. To make the comparison between the characteristics of sociometric star (popular), neglectee, rejectee and isolate adolescent boys.

3. To find out differences if any, in the personality patterns of the populars (stars), neglectees, rejectees and isolates.

4. To locate the essential minimum of the painting components, to be examined for the purpose of prediction of personality patterns.

5. To find out if any relationship exists between these components or group of components and personality patterns.
1.4 Hypotheses:

Following null hypotheses have been formulated for the study:

1. There will be no difference on the personality patterns of different sociometric groups as measured through free-expression drawings and paintings.

2. There will be no significant difference between the personality patterns of populars and neglectees.

3. No significant difference will be found between the personality patterns of populars and rejectees.

4. There will be no significant difference between the personality patterns of populars and isolates.

5. There will be no significant difference between the personality patterns of neglectees and rejectees.

6. No significant difference will be found between the personality patterns of neglectees and isolates.

7. There will be no significant difference between the personality patterns of rejectees and isolates.

8. The personality patterns of populars will not be more acceptable socially than the personality patterns of other groups, i.e. neglectees, rejectees and isolates.

9. There will not be any correlation between the free-expression drawing and painting components and personality patterns.

1.5 Statement of the Problem:

“A Study of personality patterns of different sociometric groups among adolescents as measured through free-expression drawings and paintings”.

1.6 Definition of the Terms Used:

**Personality:**

The term personality is very difficult to define. It cannot be defined in clear and definite terms because the human personality is so complex a phenomenon that it can be interpreted in many ways. Since the meaning and definition of any term is arbitrary, there is no clear-cut meaning and definition of
the term personality. Different psychologists have defined personality in their own terms.

Eysneck (1970) defines it - “Personality is the relatively stable organization of a person’s motivational dispositions arising from the interactions between biological drives and social and physical environment.” This definition conceives personality to be an organization, which acquires the characteristics of stability and not fickleness. The constituents of this organization are person’s motivational temperaments and he develops a temperament with the interaction of his biological drives in social and physical environment. The other definition expresses totality view in personality. Sherman (1979) in his book, Personality: Inquiry and Application’ has defined personality as - “The characteristic pattern of behaviors, cognitions and emotions which may be experienced by the individual and/or manifest to others.” According to this view, the general characterization or pattern of an individual’s total behavior is his personality. Thus, a man’s personality is the total picture of his organized behavior, especially, as it can be characterized by his fellowmen in a consistent way.

Some psychologists view personality to be an adjustment. They claim personality to be an individual’s characteristic pattern of behavior. Fredenburg (1971) in his book, The Psychology of Personality and Adjustment tries to summarize the various definition of personality in a single definition, which runs as, “Personality is a stable system of complex characteristics by which the life pattern of the individual may be identified”. One of the notable psychologists, Allport (1961) gave a very comprehensive definition of personality, which included all aspects of an individual’s personality. He defines – “Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment.” There are many terms used in this definition, which need explanation. Dynamic means personality is undergoing a constant change but is still organized. It constitutes two types of systems psycho (mental) and physical and these two systems interact with internal and external environment. The word ‘determine’ in this definition lays emphasis that it is the psychophysical system that activates the organism for action. The unique adjustment of the individual to his environment means that each individual employs different methods of adjustment resulting in unique adjustment.
Thus, we see that different approaches have been made to define personality but there is no agreement on a single definition of personality. Though there is diversity of views yet all psychologists agree on certain common basic characteristics. One basic fact is that personality is unique. No two individuals, even the identical twins have alike personality. The second basic fact regarding personality is that it is the product of its own functioning. What we do today depends on our accumulated experiences of the past. The experiences are accumulated day after day and shape our personality by continuous interaction with our external environment. The third common characteristic of most definitions is that they stress the need to understand the meaning of individual differences. Personality is what makes individual unique. It is only through the study of personality that the relevant differences among individuals can be made clear.

**Personality Patterns:**

Personality patterns refer to man's behavioral characteristics. These behavioral characteristics are scaleable and can be measured and scaled quantitatively. Personality patterns are not directly observable but they are manifested in a number of activities and verbal expression. Personality patterns are not static in nature. These are flexible in childhood. They become stable with the maturity of the person in age but some variability is always there. There are certain personality features, which are universal in nature such as height and weight.

Personality patterns are higher order habits, which recurs in behavior frequently. Some psychologists define personality patterns as a mental set. Personality patterns are also frame of reference. Personality of an individual is an organized whole of beliefs, emotions etc, about the environment. In this reference, personality patterns are organized frames of reference. In the present study personality patterns are restricted to the following:

<table>
<thead>
<tr>
<th>Emotions</th>
<th>Open and Seclusive</th>
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<tbody>
<tr>
<td>Imagination</td>
<td>Combinative and Creative</td>
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<tr>
<td>Intellect</td>
<td>Practical and Speculative</td>
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<tr>
<td>Activity</td>
<td>Dynamic and Controlled</td>
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Sociometric Study:

The term ‘Sociometry’ is defined as the measurement of the social relationships that exist among the members of a group. Sociometric techniques attempt to describe attraction or repulsions between group members by asking them to indicate whom they would select or reject in various situations. (Jennings, 1959). Such techniques are used in various educational situations to study social adjustment, group dynamics, learning, motivation, discipline, and other problem areas that involve social situations.

The origin and development of sociometry are inextricably linked with educational research. Sociometry as a school of thought was started by the work of Moreno (1934). He gained its greatest impetus through his original development of new methods of exploration and analysis useful to social scientist in any field and these techniques have been applied to great variety of organizations. Moreno (1953) defines sociometry as – “Sociometry deals with the mathematical study of psychological properties of population, experimental technique and the results obtained by the application of quantitative method”. According to this definition sociometry is concerned with the social structure of groups and not with such aspects as the measurement of attitudes, interests and personal qualities of the individuals who compose them.

Chaplin (1940) defines sociometry in terms of sociometrices, as “procedure that attempts to measure informal friendship constellation and seems to get at the latest cultural patterns of group of people. Moreno (1953) used the term sociometry in broader sense while Chaplin used this term in a very narrow field but it cannot be denied that Moreno and his followers contributed a lot for developing effective instruments and techniques for its study and for providing a considerable amount of useful material about the structure and development of social groups.

Thus, through the systematic use of sociometry, it is promised that man could build a psychological structure of society which would function at the actual plane of his own social insight and spontaneity and sociometry in this direction, as a movement, is developing rapidly.

Numerous sociometric techniques are used to measure social interaction within the groups, but Sociogram, Sociometrices, Guess Who Technique and
Social Distance Scale are most frequently used in educational research. Sociometric techniques include the questions like – (1) Name three friends from your class with whom you would like to go on picnic, (2) Name the students of your class with whom you would like to reside in the hostel, (3) Name the student of your class with whom you would not like to do any activity and many other questions of these types may be asked.

4. Sociometric Groups:

Sociometric groups are the groups, which are formed on the basis of interpersonal relationships of students in the class. These are identified by administering a sociometric questionnaire on the students. Different sociometric groups include, populars, above average, average, below average, neglectees, rejectees, and isolates. Following sociometric groups have been taken for study.

(a) Popular (Star): A popular or star is one who secures 15 or more choices from his fellows in 3 social situations.

(b) Neglectee: A neglectee is one who secures one to three choices in 3 social situations.

(c) Rejectee: Rejectee is one who secures 3 or more rejections in 3 social situations.

(d) Isolate: An isolate is one who secures zero acceptance and zero rejection. It means he is neither accepted and nor rejected by his fellows in 3 social situations.

Adolescence:

According to International Encyclopedia of Education (1994) – “Adolescence may be defined as the period within the life span when most of a person’s biological, psychological and social characteristics are changing from what is considered childlike to what is considered adult”.

It is a period in life span during which boys and girls move from childhood to adulthood mentally, emotionally, socially and physically. It is a period of transition from childhood to adulthood which implies many developmental changes. It may be long or short, depending upon the practices employed by families and larger social groups.
The adolescent because of his ambiguous status frequently find himself involved in emotional conflicts with younger children in family, parents, teachers and other members of the community. They are particularly sensitive with respect to the opinions of their peers and generally value the judgements of their age mates more highly than those of adults. During adolescence an extreme sensitivity is also exhibited with regard to personal defects, blemishes, or sex characteristics that deviate greatly from the norm. Many adolescents give the impression that they feel insecure. Although adolescence presents numerous problems for young people, there is no reason why under favourable conditions these cannot be handled without undue stress or crisis. Teachers are in a favourable position to help adolescents resolve their worries, and plan courses of action that will provide for the satisfaction of their needs.

Adolescent Boys:

Adolescent boys in this study refer to the boys in the age range of 12 to 19 years.

Free Expression Drawings and Paintings

**Free** : Free means not bound by restrictions or regulations.

**Expression** : (i) communication of thought, opinion etc.

(ii) Outward indication or manifestations of some feelings, conditions, quality etc.

**Free-Expression** : Free expression means communication of thoughts, opinions, feelings or conditions etc. not bound by any restriction or regulation.

**Drawing** : The art of representing something on sheet or paper usually by pen or pencil.

**Painting** : The art of representing something on drawing sheet, cloth or canvas usually by paint brush.

1.7 Delimitations of the Study:

The present study has following delimitations:

1. The area of the study is restricted to only one state, i.e., Uttar Pradesh.
2. The sample comprises of adolescent boys in the age range of 12 to 19 years studying in IX and X classes.
3. With regards to sociometric categorization and no. of cases in each category, the study is restricted to the following:

(i) Populars : 100  
(ii) Neglectees : 100  
(iii) Rejectees : 100  
(iv) Isolates : 100

4. With regard to drawing-painting and drawing-painting material, the study is restricted to the following:

(i) No. of drawing-painting from each case : 10  
(ii) Size of the drawing sheet : 10"x10"  
(iii) Colours : Red, blue, yellow, white, black and other different mixed colours.  
(iv) Brushes : Round Sable Hair No. 1, 3 & 6.