CHAPTER V

SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH
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In the previous chapter, the data obtained in the research were analysed and interpreted whereas in the present chapter, the summary, conclusions, limitations of the study, educational implications and suggestions for further research would be discussed.

Kothari Commission (1964-66) while examining the functions and responsibilities of education system in our country enumerates a number of functional responsibilities among which development of a healthy personality and formation of a good character based upon a scientific outlook is of great significance.

After independence many attempts have been made to reshape and transform the nature, structure and content of education in India, so that it may reflect the aspirations of the people of this country.

Personality is a psychological concept having multi-dimensional facets, the combination of which makes every individual unique in his own right. Education would then become that moulding influence by which every individual blossoms himself into full bloom, his own uniqueness.
Many psychologists have examined the concept of personality from various points of view. There are definitions which explain personality from a biological and physiological point of view and there are others which explore it from a social and cultural point of view. Psychologically, "personality is all that a person is; it is the totality of his being and includes physical, mental, emotional, social and temperamental make up". The environment at home and school is the field in which the individual's personality gets formed, gets integrated and gets consolidated. The internal organization of psychological factors interacting with social factors outside, in the family, and in the school, is affected by a number of organismic and environmental factors.

Hurlock (1964) defines social maturity as an indication of willingness and ability to orient oneself in the various activities and customs of the group, to make appropriate contribution to the work, to adjust oneself to the inevitable limitations and restrictions.

School also influences the social behaviour of the child. His/her relationships gradually increase and a close working relationship is rarely established within
a classroom or school, but it is developed in the intermediate grades and continues to increase.

The attainment of social maturity to the level of competency is a long and continuous process going on from birth through adolescence to adulthood. However, the development of social maturity during childhood is mainly confined to physical and functional control of the body and environment.

Many psychologists of different disciplines like Freudians, Jungians and Adlerians, Social Psychologists and others have agreed upon the fact that the development of self concept of the individual in the starting point for the later development of the personality of the child.

The factors like intelligence, emotions, aspirations, motivations and other such factors contribute for the development of the personality of the child. How a specific personality emerges within a child is determined by the interaction of the individual within his environment. Researchers have shown that late maturing children tend to have more personality difficulties than early maturing children. They make more
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Inadequate self evaluations and have become more dependent or rebellions. Thus it would be evident that within the school climate the interrelatedness of social maturity and personality dimensions are significant if the system of education were to be meaningful for character formation as visualised by Kothari Commission.

The role of the teacher in this direction becomes very significant because it is by him that a student can be helped to foster a sound personality as also a high degree of maturity. The overt and covert behaviours of the teacher, his verbal and non-verbal patterns of communication, his supportive and encouraging mode of interaction go a long way in guiding and directing the psychological growth of every child.

Even though there are a number of studies which have analysed the traits and profiles of personality development among boys and girls, and also there are studies which have examined many socio-psychological factors affecting the personality development, there are not many studies which have analysed specific personality traits in relation to the levels of social maturity among school going children. This is significant because an insight into the relationship of these factors would
help teachers in planning educational programmes for the personality development of the children.

Finally, every child is a dynamic, growing living being, physically, emotionally, mentally and intellec-
tually. It interacts with different situations of the life. Every personality of the child is an expanding
phenomenon and it grows as it interacts. The essential environment for the development of the personality of
the child is provided by home, school and society.

The present investigation is undertaken with the following objectives of the study, namely:

1. To study the personality traits of elementary school children;

2. To compare the personality traits of boys and girls;

3. To examine the rural-urban variation in the personality traits of elementary school children.

4. To study the effect of social maturity on the personality traits of students.

With the above objectives, the problem undertaken for the present investigation may be stated as follows:
STATEMENT OF THE PROBLEM:

"A Study of the Effect of Social Maturity on Personality Traits of Elementary School Children".

REVIEW OF RELATED LITERATURE

The review has revealed that though there are a number of studies which have examined the factors of personality on the one hand (Manjunatha, 1981; Krishna, 1981; Singh, 1963; Sudha, 1977; Rao and Patil, 1969; Orpen Christopher, 1971; Mathew, 1971) and the dimensions of social maturity on the other (Nighawan and Brar, 1966; Japer Wesley, 1971; Cyrus Ellsworth Criswell, 1969; Adolph Silberman, 1969; Kumar, 1972; McElroy-Ashcraft, 1976; Arthur Kassoff, 1966; Rao Nalini, 1978) and the factors affecting them (Manus, 1948; Sudha, 1977; Tiwari, 1977; Tyagi, 1960; Jain, 1954; Singh, 1969; and Gupta, 1972). Some studies are also available on the relationship of social maturity and personality factors (Adam, 1976; Gough Harrison, 1966; Shosttani, 1976; Jerry, 1968; Vora, 1981).

There are not many studies which have attempted to examine the effect of social maturity on the development of personality of primary school going children. The present investigation is an attempt to examine the effect of some specific dimensions of social maturity on the eight personality traits studied.
OPERATIONAL DEFINITIONS OF THE TERMS

In the present investigation, two concepts need to be explained operationally namely, personality traits and social maturity.

Personality Traits

A set of personality traits would provide a descriptive characterization of an individual which would typify the pattern of behaviour of a person under different conditions. Personality being unique in its nature, the trait manifestation is also unique and it differs from individual to individual. However, as Allport and Odbert (1936) points out that though there are innumerable objectives describing the individual behaviour, it is possible to arrive at a set of traits which may more or less describe an individual. Persons like Gordon and others have made an attempt in this direction and in our Indian context Satyamurthy (1964) Sudha (1977) have examined a set of eight traits on the lines of Gordon's personality profile and Inventory (1953), which would be suitable for the study of personality of an individual. This scale includes eight personality traits namely 1) Ascendancy, (2) Responsibility, (3) Emotional Stability, (4) Sociability, (5) Vigour, (6) Original Thinking, (7) Cautiousness and (8) Personal Relations.
Social Maturity:

The second concept that needs to be operationally defined is the concept of social maturity. Social maturity is a behavioural concept which indicates the extent to which an individual is capable of successfully encounter his/her social environment in such a way that he/she would be capable of operating at the optimum level of efficiency, success and profoundly based upon his/her age and other demographic factors. The social maturity provides an index regarding the growth of the person, socially which gets reflected in his/her interaction with persons and situations in the society. It also gives a picture about the optimum level of coordination of an individual's psychological and social abilities which renders the individual capable of meeting challenges.

This has been studied in terms of the ten components namely, (1) Social Dependency, (2) Isolation, (3) Non-communication, (4) Non-cooperation, (5) Inhibition which are negative in their nature, a high manifestation of which indicate a high degree of social immaturity, and (6) Social Autonomy, (7) Gregariousness, (8) Communication, (9) Co-operation, and (10) Enrichment, which are positive in their nature, a high manifestation of which indicate a high degree of social maturity.
In the present study, personality traits of students were considered as the dependent variable. This was measured in terms of the eight personality traits.

The following factors were considered as the independent variables for the study:

1. Sex
2. Standard
3. Type of school
4. Community
5. Social Maturity.

**Sex:** In this study both boys and girls were included.

**Standard:** Students studying in V, VI, and VIII standards of higher primary schools were included.

**Type of Schools:** Students studying in Government and private schools were included.

**Community:** Students studying in urban and rural schools were also included. The students drawn from Bangalore city schools were considered as urban students, whereas the students drawn from other than Bangalore city schools were considered as rural students.
HYPOTHESES

The following hypotheses were formulated to determine the effect of the independent variables on the personality traits of students.

Major Hypotheses:

1. There is no significant difference in each of the personality traits of rural and urban students.

2. There is no significant difference in each of the personality traits of boys and girls.

3. There is no significant difference in each of the personality traits of students studying in different standards.

4. There is no significant difference in each of the personality traits of students studying in Government and private schools.

5. There is no significant difference in each of the personality traits of students with high and low levels of different dimensions of social maturity.

The above hypotheses were further divided into ten minor hypotheses in terms of ten dimensions of social maturity.

Under each of the above major hypothesis, eight sub-hypotheses were formulated and tested in terms of the eight personality traits.
SAMPLING

The method used for drawing the sample was stratified random sampling technique. The population from which the sample in the present study was drawn consisted of all the students studying in V, VI and VII standards of primary schools of Tumkur district and Bangalore city. Ten schools were selected from urban and rural areas. The sample consisted of 150 boys and 150 girls respectively. The total sample being 300 students. The basis of stratification at the school level being community viz., urban and rural, and also the type of schools, namely, Government and private institutions and at the student level it was sex and standard.

Tools Used

1. Personality scale
2. Social Maturity Scale.

(1) Personality Scale: A personality scale developed by Sudha (1977) on the lines of Guttman (1977) was used. This scale measures eight traits namely, (1) Ascendancy, (2) Responsibility, (3) Emotional Stability, (4) Social-bility, (5) Vigour, (6) Original Thinking, (7) Cautionousness, and (8) Personal Relations. Each trait has
six items. The items have been reported to be discriminating as indicated by the obtained t-values for the upper and lower 25 per cent of the sample. The indices of reproducibility showed that the scale is a quasi-scale in the sense used by Guttman measuring unidimensional traits.

The scale consisted of forty eight items. Among the 48 items prepared, there were negative as well as positive items.

Reliability: The split half co-efficient of reliability for the eight personality traits were found to range between 0.40 to 0.73 (n=1800) and 0.40 to 0.65 (n=190).

Validity: It was also validated against the RSSB personality inventory and indices obtained ranged from 0.22 to 0.42 (n=210) in respect of eight traits and were found to be significant. Hence, the tool was deemed to be valid and reliable.

(2) Social Maturity Scale

A Social Maturity Scale developed by Dr. B.G. Sudha and Satyanarayana (1983) at the Department of Education, Bangalore University, Bangalore, was used to measure the level of social maturity of the students. It
provides scores on ten dimensions of social maturity, out of which five are positive and five are negative. The negative dimensions are social dependency, Isolation, Non-communication, Non-cooperation and Inhibition. The positive dimensions are Social Autonomy, Gregariousness, Communication, Co-operation and Enrichment.

There are ten items on each dimension. The items are arranged in such a way that the first five items cover the negative dimensions of social maturity and the sixth to tenth items cover the positive dimensions of social maturity, respectively. This arrangement is followed to cover the ten items for each dimension. The scale is a self-reporting one, against each of the statement of which are provided three modes of responses, namely, "A" for "Always", "S" for "Sometimes", and "N" for "Never". The student has to respond to each of the statement by encircling any one of the modes which most appropriately describes him/her.

Validity:

The items were scrutinised by experts in Sociology, Psychology, and Education and they were suitably modified before their inclusion into the final format. The items were screened in respect of their content,
Statistical Analysis Used for Analysis of Data:

The collected data were tabulated for the purpose of analysis. The t-test was used for testing the hypothesis for significance of mean difference in personality trait scores of various groups of students.

The present study suffers from certain limitations:

LIMITATIONS OF THE STUDY

1. The study is limited to the elementary school sample.

2. It is limited to the students studying in Kannada medium only.

3. The sample is limited to Bangalore and Tumkur districts only.

FINDINGS AND CONCLUSIONS

The main purpose of the present study was to examine the personality traits of V, VI and VII standard students in relation to their sex, community, standard, type of schools and social maturity. The effect of social maturity on personality traits was measured in terms of its ten dimensions. The personality traits also were examined for their difference in respect of eight dimensions.
The analysis has revealed that the rural children were found to be more responsible and original in their thinking than urban children, whereas the urban children were more autonomous than rural children. This has the support of many earlier research findings (Mangus, 1948; Sudha, 1977; Tiwari, 1977).

Boys were found to be high in their Ascendency, Sociability and Original Thinking than girls. There was no sex difference in respect of other personality traits. Many studies have reported a similar trend (Tyagi, 1960; Jain, 1954; Gupta, 1972; Singh, 1969; Tapasak, Rehee and Roodin, 1979).

Among the three standards of students compared, it was found that fifth standard students had a higher degree of Sociability and Original Thinking than the sixth standard students. They were also found to be higher in their Sociability when compared to that of seventh standard students. The seventh standard students were found to be high in their Ascendency than the sixth standard students. The sixth standard students were found to have a higher degree of Emotional Stability and Vigour than the fifth standard students. However, the seventh standard students were found to be high in their Emotional Stability and Vigour than the fifth standard students. There was no difference in respect of other traits.
The analysis of the effect of the type of schools on the personality traits has indicated that whereas the students studying in the private schools were found to be better in their Original Thinking than the students studying in Government schools. The students studying in Government schools were better in their Social bility than the students studying in private schools. The analysis of the effect of ten dimensions of social maturity on eight personality traits has highlighted some very interesting patterns about the effect of social maturity on personality.

In the case of Ascendancy, it was found that the groups of students with a high degree of Isolation and Non-communication on the one hand and the high group of Gregariousness and Communication were found to be high in their Ascendendency than the low groups. This would indicate that both the groups of students were manifesting a high degree of Ascendancy. In other words, Ascendancy might have been the characteristic trait of students who are Social Isolates or Gregarious as also Communicative and Non-communicative.

In the case of personality trait of Responsibility, it was found that nine dimensions out of ten of the social maturity were affecting the Responsibility trait.
The students with high Social Isolation and a high degree of Gregariousness were found to be high in their Responsibility trait. Likewise, students with high Social Dependency and with high Social Autonomy were also found to be higher in their Responsibility trait. In the case of Co-operation and Enrichment, it was found both the groups of students who were high on Co-operation as also those who were low on Non-cooperation were found to be highly responsible. In the same manner, students who were high on Enrichment and also the students who were low on Inhibition were found to be highly responsible. Students with high Communication were high in their Responsibility.

Six dimensions of social maturity were found to affect the personality trait of Emotional Stability. The students with low Inhibition and with high Enrichment were found to be more emotionally stable. Students who were high on the maturity dimensions of Gregariousness, Communication and Co-operation were found to be more Emotionally stable than the low groups of students. Students with a high level of Social Dependency were found to be high in their Emotional Stability also.
Regarding the Sociability trait, it was found that five dimensions of social maturity were affecting it differentially. The group of students who were high on Non-cooperation, Isolation, Non-Communication and Inhibition were high in Sociability than the other groups. The group with high Non-cooperation was also found to be high in Sociability.

The effect of social maturity dimension on the personality trait of Vigour was found to be positive because the students with high Gregariousness, Communication, Cooperation and Enrichment were high in their Vigour than the low group. Students with high Social Dependency and low Social Autonomy were also found to be high in their vigour.

The students with low Social Dependency and Non-Communication and High Inhibition were better in their original Thinking than their counterparts.

The trait of Cautiousness was found to be high among students who were high on their social maturity dimensions of Isolation, Gregariousness, Non-Communication, Communication, Enrichment and also students with low Inhibition and Social Dependency. In other words, the extreme groups of students on social
maturity dimensions of Isolation-Gregariousness, Non-communication-Communication were found to be comparatively more cautious. The Enrichment dimension of social maturity was found to be positively affecting the personality trait of Cautiousness.

Students who were high on the Non-Cooperation dimension of social maturity have reported a high degree of Personal Relations than the other groups.

Thus it could be seen that though the findings of the present research are not conclusive, they have provided some insight into the probable direction of the effect of social maturity dimensions on the personality factors.

EDUCATIONAL IMPLICATIONS:

The main interest of the present investigation was the personality traits of elementary school children in relation to a few factors like standard, sex, community, type of schools and social maturity.

One of the important aims of education is the development of personality of the children. Researches have shown that the development of personality is affected by a number of cognitive and non-cognitive
aspects and any educational system which has the aim of the development of personality has to take cognizance of these factors. The present study has shown that the development of the personality of children at the elementary level, is affected by such factors as the rural-urban community, sex, standard, type of school and a few dimensions of social maturity. The dimensions of social maturity and the personality traits studied, are so interrelated that certain dimensions of maturity affect differentially the personality traits. Both the maturity dimensions, and trait manifestation are mutually supportive in the sense they are contributing towards the total growth of the individual. A high degree of manifestation of certain personality characteristic is a sign of social maturity as also the attainment of certain maturity level in the social dimension is a characteristic of a well developed integrated personality.

There is a need to develop programmes both curricular and co-curricular by which the students are encouraged to mature socially, so that their personality development may be harmonious and integrated. The school system has to devise programmes in order to help the children to develop an awareness about
themselves so that they can acquire a capacity of self-introspection, self-criticism, and self-renewal. This could be possible only when the teachers working in the schools are able to perceive their roles in a more comprehensive way than mere instructors in the classroom.

This could be possible only when the teacher training programmes could include certain dimensions of personal development programmes in order to help the prospective teachers to be more responsive and sensitive to the developmental needs of the children.

Social maturity itself is an important psychological phenomenon, by virtue of which an individual becomes more and more competent to handle himself and his surroundings in a more profound way. Unfortunately, today this is being left to the chance factor as there are no deliberate and well organised programmes in this direction.

It would be possible to reorganise the learning experiences of the children and also to provide necessary feedback for the children to see their own reflections during their social interaction with others and thus modify their own behaviour in the light of the feedback data. The teachers must help the children
in this process of development and therefore the immediate necessity appears to be a restructuring of the school programmes in order to make schools really a laboratory for personal growth and maturity.

**SUGGESTIONS FOR FURTHER RESEARCH**

In the light of the limitations, the following suggestions are offered for further research.

1. The study may be conducted with the high school samples.

2. The study may also be undertaken to cover both English and Kannada media.

3. The research may be redesigned in order to examine the combined effects of the dimensions of social maturity on personality factors by developing factorial designs.

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