CHAPTER II

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In the previous chapter, the significance, importance and the need for the study were discussed and the problem were stated. In the present chapter, a few background studies related to the present investigation are discussed.

The purpose of the present investigation was to study the effect of social maturity on personality traits of children studying in a few primary schools.

The main objective of reviewing the related literature was to get an insight into the conceptual framework on the particular area. In this chapter, a few studies which are related to the present investigation are discussed.

Many scholars have examined the dimensions of personality in relation to a number of factors such as sex, age, family background, scholastic achievement, social and emotional maturity and so on. Some of the studies on personality are presented here.
Studies related to Personality:

Manjunatha (1981) undertook a study into the relationship between some specific personality traits and success in the elective subjects. His sample was 350 boys and girls of IX standard from different elective groups and from three types of schools.

He considered four traits in this investigation. They were (1) vigour, (2) original thinking, (3) cautiousness and (4) personal relations. To measure the four personality traits R. S. S. B. personality inventory (Rangachar-Sathyamurthy-Selection Battery) was used in Kannada version. For achievement the marks obtained in elective subjects in mid-terminal examination were taken. Co-efficient correlation between traits and elective subjects were computed by Pearson's Product Moment formula with the help of scattered diagrams. Success ratio of Taylor-Russell was also used to arrive at the possible relationship between the trait and elective subjects. Important findings were: (1) vigour has found to have a positive and moderate co-efficient of correlation with the electives Humanities, Home Science, Agriculture and Technical; (2) Original thinking had a high degree of correlation with Science; (3) The co-efficient correlation between original thinking
and music was negligible, but negative; (4) cautiousness was found to have appreciable and moderate positive correlation with Science, Humanities, Commerce, Home Sciences and Technical; (5) Personal Relation was found to have a negative but low correlation with science and positive correlation with Humanities; (6) The presence of personal relation trait was found to help better achievement in Commerce.

Krishna (1981) conducted a comparative study of personality characteristics of delinquent and normal children. The tool used was the Hindi version of Cattell's Early School Personality Questionnaire (ESPO). $A_1$ was adopted by Lal (1968) and $A_2$ was adopted by the author (1971) which measures 16 bipolar factors children's personality designated as source traits were administered to 200 normal and 100 delinquent boys matched on the variables of age, educational grades, socio-economic status, residential background. The main findings of this study can be briefly summed up as follows:

1) Highly significant differences have been obtained between the normal and the delinquent groups of children in all the thirteen factors of the EPSQ. The delinquent children have obtained superior mean
mean scores of the normal group were higher on factors A, B, C, and I. At the same time, the delinquent children were also found to be less sociable as compared to normal ones.

Singh (1963) selected 64 post-graduate students and classified them into four personality groups on the basis of their scores on a Hindi and Punjabi version of MPI, to study the relationship of conformity behaviour with the extraversion and the neuroticism dimensions of personality. The results indicated that students differing only in terms of neuroticism differ in their conformity behaviour. High neurotic students show significantly greater conformity than the low neurotic students. Same is true of the high extroverts and low extroverts though the difference is very minor.

Sudha (1977) conducted a study aimed at exploring the problems faced by the girls of the age group 10 to 16 years, by analysing the intensity of problems in ten areas in relation to personality traits of ascendancy, responsibility, emotional stability, sociability, vigour, original thinking, cautiousness and personal relations. The sample studied was 1400 girls from classes V to XI standard from 120 institutions. The sample was selected on the basis of stratified proportionate random sampling.
technique. Four tools were developed and used in the study.

The general trend noticed regarding the personality traits was that lower the personality traits higher was the intensity of the problems except in the case of personality traits of responsibility and cautiousness.

Rao and Patil (1969) undertook an investigation between the personality traits – extroversion and introversion and the choice of friends among high school boys. The investigation revealed that the personality traits of extroverts-introverts has no influence over the choice of friendship and moderate extroverts are more likely to prefer other moderate extroverts as their friends. Though this is not true of the other four categories, namely, pure extroverts, ambiverts, moderate introverts and pure introverts.

Orpen Christopher (1971) undertook a study between extroversion and tough mindedness in a tough minded culture. The researcher was interested to study whether the relationship between prejudice and personality is largely a junction of the prevailing norms explicitly sanctioned as "prejudiced ideas" or whether
it would help for other attitude personality relationships such as tough mindedness and extroversion. The study was conducted on 90 African speaking school children from urban class homes. The study revealed a lack of relationship between attitudes and personality trends as holding of attitudes on the tender tough minded dimension was due to accommodation to cultural norms rather than the possession of specific personality trends.

Matthew (1971) investigated personality patterns of college students specializing in difference fields in Kerala. The study aimed at finding out whether significant differences in values, temperament and vocational interests existed among students of Science, Arts and other professional facilities. Three personality inventories were developed. AUL study of values, guilford Zimmerman temperament survey, were adopted to suit Kerala conditions and vocational interest inventory. The trial form of the three triats were administered to three hundred and seventy college students and later administered to a sample of thirty men from each of the nine groups and thirty women from each of the four groups. The results indicated significant difference
existed in values, temperament and vocation al interest among college students specialising in different fields.

Studies related to Personality and Community

Mangus (1948) conducted a study on personality adjustment of rural and urban children to determine whether a farm background as compared to an urban background would help or deteriorate in making desirable personality adjustment. Questionnaire, rating scales and personality tests were used to collect the data from 1229 children studying in 3rd and 6th grades in Ohio in 1946. Their findings were, in general, the majority of children with farm background were found to be equally or better able to make necessary personality adjustments. Farm children were especially outstanding in areas of self-reliance, personal worth, sense of belonging, lack of withdrawal tendencies and possession of social skills.

Sudha (1977) conducted a study aimed at exploring the problems faced by the girls of age ten to sixteen years by analysing the intensity of problems in ten areas in relation to their community, religion, socio-economic status, parental expectations, and personality traits of ascendency, responsibility.
emotional stability, sociability, vigour, original thinking, cautiousness and personal relations. The sample studied was 1400 girls from classes of V to XI standard from 120 institutions. The sample was selected on the stratified proportionate random sampling technique. Four tools were developed and used in the study.

Some of the major findings of the study were
(1) The girls of age fourteen to sixteen had more intensity of problems than the girls of the age group 10 to 13. (2) Rural girls were found to face more intense problems than the urban girls in almost all areas.

Tiwari (1977) conducted a comparative study of high school boys and girls. The important objectives of the study were (1) to study the means of various personality traits of high schoolboys and girls of urban and rural areas; (2) To compare these means area-wise and sex-wise employing the critical ratio technique; (3) To study the effects of sex and urban rural areas and their interaction on personality traits. The sample consisted of two hundred girls and three hundred boys of class X, each from rural and urban areas. The
statistical analysis had revealed that boys were found excelling girls and urban students were superior to their rural counterparts in intelligence in sociability. Girls were superior to boys and urban students were superior to rural students. Boys were more adjusted in comparison to girls.

Studies related to Personality and Sex:

Tyagi (1960) conducted a study on individual and sex difference in personality among students from Delhi in relation to TAT. Three hundred boys and girls were selected randomly from 1st and 3rd year college. The differences among boys and girls on two qualities viz., strong interest in opposite sex and responding to practical appeals were significant. On the quality of thoughtfulness boys and girls showed significant difference.

Jain (1954) selected hundred girls of the age group 13 to 18 years of age at Allahabad to explore and see the structure of personality of the adolescent girls to devise ways and means for its harmonious development. The research results revealed that an average adolescent girl indulged in day dreaming and there was more fantasy than capacity for abstract thought. Girls were of an introvert type with good reasoning and have confidence in their judgement and were socially adjusted.
Gupta (1972) undertook a research study which has explored to find out whether the personality and environmental variables had any association with the way a person copes with the demands and pressures of day today living which satisfying his needs and establishing a harmony with himself and his environment.

The sample for tryout was eight hundred under graduate students from eight colleges of Orissa, out of which a final sample of four hundred students were selected.

The tools used were personality adjustment inventory, adopted version of the MPI, Cattell's culture fair intelligence test, and a bio-data blank. Correlation, analysis of variance, percentiles were used in the analysis of the data. The findings of the study were the following:

1. There was no significant sex difference in regard to personality adjustment among college students.

2. There was no significant relation between personality adjustment and parental education occupation and number of siblings.

3. There was a positive and significant relationship between personality adjustment and extroversion and introversion.
4. Neuroticism was found to be highly significant and negatively associated with personality adjustment.

Singh (1969) selected three hundred and two full time students specialising in four fields of study in the 2nd year at London University and Brighton college of Education to study their interest, values and personality traits. Analysis of variance indicated that major source of variance on authoritarianism, education, women and science had the highest score and on social science, the least. On extroversion, education, men and women had the highest mean and on science the lowest. On neuroticism education, women had the highest mean and on science men and women the lowest.

Tapasak, Renee and Roodin (1979) studied 76 boys and 71 girls ranging in age from 8 to 18 years to assess the effects of extroversion, anxiety and sex on children's verbal fluency and coding tasks performance. The hypotheses framed were that (a) Extroverts would do better than the introverts on verbal fluency measures and coding tasks; (b) higher level of anxiety would facilitate verbal fluency, performance in extroverts but not introverts.

The results indicated that the extrovert child of both sexes did better than the introvert on both
measures of verbal fluency and non-verbal task, but they did not respond differentially as a function of task complexity.

The social maturity has been studied by different researchers under the broad dimensions of social adjustment, social interaction, social behaviour, social participation and social skills. The various studies done in this area are presented below.

**Studies related to Social Maturity:**

Highwan and Brar (1966) conducted a study with respect to the six behavioural aspects such as (1) cooperation, (2) aggression, (3) competition, (4) negativism, (5) sympathy. He selected fifty children, twentyfive boys and twentyfive girls, aged 3 to 5 years, studying in nursery schools. Time sampling and behavioural sampling methods of observation were used.

Observations were done in two situations such as outdoor activities and indoor activities. An analysis of sex difference revealed that girls were significantly more sympathetic than boys and girls boys were significantly more competitive than girls.

The above study has been reviewed since it has relevance to the problem under study as social behaviour
is one of the essential factors for attaining social maturity.

Thompson (1969) studied three hundred children attending IV grade school using Vineland social maturity scale to obtain social maturity index of children. The findings of the study revealed that a high relationship exists between social maturity and intelligence, although discrepancies between the two are not common. Social maturity is reported to be affected by interaction of age and sex being more closely associated in girls than in boys.

Jasper Wesley (1971) conducted a comparative study of the social maturity of kindergarten age children. The objectives of this study were to examine the social maturity of thirty children participating in a pilot kindergarten programme and thirty similar non-kindergarten educated children as measured by the Vineland social maturity scale. The procedure was the kindergarten and non-kindergarten educated groups were stratified also according to social status. The middle, low middle and low class kindergarten educated children were compared with the middle, low middle and low class non-kindergarten educated children. The two groups were additionally compared on the basis of sex differences
in relation to social maturity. The sample consisted of thirty children who were selected for each group. The major findings of this study were:

1) The pilot kindergarten programme did significantly influence the overall development of social maturity of the participating children.

2) The pilot kindergarten programme did significantly influence the development of social maturity in two specific areas, viz., (1) communication skills, and (2) occupation skills.

3) Higher overall social maturity was achieved by the pilot kindergarten participants in the remaining areas of the Vineland social maturity scale although the mean differences were not significant.

4) The pilot kindergarten programme benefited the middle class participants in the programme more significantly than it did the low middle or low class participants.

5) Low-middle and low class children were influenced favourably by the Pilot Kindergarten Programme.

6) The Pilot Kindergarten Programme significantly influenced the development of social maturity of the participating females.
Adolph Silberman (1969) conducted a study on the impact of high socio-metric status of children on the social behaviour of peers. The purpose of this study was to determine whether children of high socio-metric status in the fifth and sixth grades can be used to change the social behaviour of peers. The samples consisted of 45 low and 45 high socio-metric status students from the 5th and 6th grades in three elementary schools. The tool used was sociometric test and social distance test. The important findings or conclusions in this study were as follows:

1) The students of high and low socio-metric status were not rated any differently by their peers after treatment on the socio-metric or social distance scales.

2) High socio-metric status students in both the experimental situations showed greater change toward school related concepts.

Kumar (1972) conducted a study on social climate in school and characteristics of pupils. The objectives of this study were to examine the effect of social climate in schools on student behaviour in terms of personal and social relations. The criterion variables examined in the study included personality characteristic activity, hypomanic, temperament, moral values,
dominance, paranoid tendency, depressive tendency, emotional instability and introversion. Value orientation towards basic values of Indian society and particular groups within this society included attitude towards eight aspects of student behaviour, namely, norms relating to behaviour towards parents, teachers, boy-girl relationship, moral-social and religious values, another attitudinal variables related to student behaviour. The major results of this study were (1) that different social climates have differential effects on certain aspects of student behaviour. All these studied variables simultaneously discriminate significantly between school climates.

McElroy Ashcraft (1976) conducted a study on the effects of an effective program verbal expression and social maturity on pre-school children. The purpose of this study was designed to determine the effects of the early valuing exposure program on verbal expression and social maturity of Head start and kindergarten children as opposed to traditional early childhood curriculum.

The tool used was the Illinois test of psycholinguistic abilities, sub-test verbal expression and the Vineland social maturity scale were administered to the
children at the completion of the study. Correlation between verbal expression and social maturity was employed in the paired scores of individuals. Final conclusion of this study was (1) The EVE programme accelerates verbal expression abilities within early childhood groups which have reduced pupil teachers ratio. (2) The EVE program had no effect on verbal expression abilities in early childhood groups where pupil teacher ratios were high. (3) The EVE program accelerates social maturity skills for four year olds in Head Start but has no effect on social maturity skills of five year old kindergarten children. (4) Verbal expression abilities as measured by the Illinois test of psycholinguistic abilities have little relationship with social maturity as measured by the Vineland social maturity scale. ✓
Arthur Kassoff (1966) conducted a study on development of social maturity for adolescents. The purpose of this study was to find out the social behaviour in different stages of both male and female adolescents. The sample consisted of 50 per cent males and 50 per cent females. Subjects were high school students ranging in age from 15 through 18, representing grades 9 through 12. On the basis of an analysis by age and sex of the percentage of yes and no responses to the 84 items. The tool used was self-reportive instrument requiring a yes or no response. The important findings in this study were:

1) Mean scores for each of the four subjects self-concept, relation with peers, relation with adults and external factors showed an increase with advancing age.

2) A profile of social matrix behaviour could be drawn to highlight the different facets of the individual adolescents socially mature and immature behaviour.

Rao Nalini (1978) conducted a study of the socio-psychological correlates of social development of high school children in Grades VII, IX and X in some high schools of Bangalore city.
The study tested the following hypotheses. There is no significant relationship between:

1. sex and social maturity of children,
2. social class and social maturity of children,
3. ordinal position and social maturity of children,
4. social maturity and intelligence,
5. social maturity and self-esteem,
6. children's perception of parental behaviour and social maturity,
7. sex composition in the school and the child's social maturity, and
8. type of management of the school and the child's social maturity.

A total of 1020 students from grades VIII, IX distributed equally over grades and sexes, selected from 50 secondary schools of Bangalore city on a stratified random basis formed the sample for the study. The R.S.S.B General Mental ability test, the Coopersmith self-esteem inventory, parent-child relationship questionnaire, modified version of the Kuppuswamy's socio-economic status scale and social maturity scale developed for the study were used in the collection of data.

Pearson's co-efficient of correlation and multivariate analysis were used in the analysis of the data.

The following are the major findings of the study:

1) There is a significant positive relationship between social maturity and intelligence.
2) Social maturity has a positive and significant relationship with self-esteem.

3) Social maturity of children is positively correlated with six of the ten parental behaviours, namely, protesting, loving, casual, symbolic-love-reward, direct object rewarding and symbolic-love-punishment. It is negatively correlated with four of the ten parental behaviours, namely, rejecting, demanding, neglecting and direct-object-punishment.

4) The first born are lower in maturity than the later born children and the effect of birth-order on social maturity is greater on older children than younger children.

5) Girls generally score higher than boys on social maturity.

6) It is found that there is class difference in social maturity among children of lower grades.

7) Children from private schools seem to score more on social maturity than children from Government/ Corporation schools.

**Studies related to social maturity and personality:**

Adam (1976) conducted a study on the social maturity of high school students and its relation to
self-esteem. The variables of the study were sex, birth order, and religion of students. The sample of the study were 110 boys and 110 girls, total being 200 students.

The modified form of psycho-social maturity scale developed by Greenberger and Sorenson were used to measure social maturity. The self-esteem inventory by Coopersmith and the proforma to collect bio-data information of the students specially designed were also used for the purpose of collecting data. Co-efficient of correlation and chi-square were used as the statistical analysis of data. The conclusions of the study were as follows:

1) High social maturity was associated with self-esteem.

2) High degree of social maturity was associated with a high degree of general self evaluation.

3) Highly socially matured boys and girls tended to be high in their self-esteem.

Gough Harrison (1966) conducted a study on "scoring high on an index of social maturity" has distinguished between the socialization and social maturity. The distinguishing feature is that highly socialized individual can have by the rules even during repression conditions and may welcome demands of the group members whereas the socially mature individual on the contrary
although able to conform is receptive to change and experiment and under repressive conditions may set himself against the established order.

In this study an attempt is made to develop a diagnostic index of social maturity using multiple regression routine. The sample is 2146 non-delinquents including high school and college students and these adults were contrasted with 88 delinquents from juvenile institutions. These subjects have been selected according to the results obtained from CPI protocols for the purposes of the analysis. The non-delinquents have been considered as more mature and the delinquents as less.

Social maturity equation has been developed and it has been cross-validated with a new sample and biserial correlation (0.63) has been found out.

Conclusion arrived at by this investigation was that the index of social maturity provides a convenient method for identifying individuals having exceptional social maturity. This study has indicated the method of finding social maturity index other than by the method of finding social age and social maturity quotient.
Shosttani (1976) conducted a study on the relationship among social maturity, self concept and occupational knowledge of upper elementary school children. The purpose of this study was to find out the relationship between social maturation and vocational development of upper elementary school children.

Two instruments were administered to 70 fifth graders in a sub-urban, middle class school setting, Piers-Harris children self-concept scale, Nelson occupational knowledge and interest scale and Doll Vineland social maturity scale were used for the data collection.

Very low correlations were found between social maturity and self-concept between social maturity and occupational knowledge and between social maturity and occupational interests. The best predictors of self-concept and occupational knowledge were child and family variables, working together with social maturity in family variables (parents occupation, parents education).

Since the Doll Social Maturity Scale was found to be ineffective in predicating self-concept and occupational knowledge, caution is suggested in using this scale in relation to the variables treated in this study.
although modification of the Doll scale is possible. Although the study does not reveal relationships among the variables, it does tend to support that children at the fifth grade level have developed self-concepts and are aware of certain aspects of the world of work. Therefore, these aspects can be utilised in career education programmes at the elementary school.

In another study by Jerry (1968) personality characteristics of a socially mature individual have been reported. In the investigation 1071 male undergraduates have been included. Goodman's social adjustment scale and omnibus personality inventory (OPI) have been used to assess the personalities of socially high mature individuals. Conclusion of the study was that the high scorer preferred to be with people. He tried to seek satisfaction from social activities. He was more prone to express and seek gratification for his impulses and had a rich active fantasy life. He exhibited greater concern for the feelings and welfare of others and was more trusting in his relationships. He was less concerned with material possessions and concrete accomplishments and had a less utilitarian practical work.
Vora (1981) conducted a study on social maturity as a function of radicalism versus conservatism, along with area and sex. The objectives of this study were:

1) To find out behaviour characteristics of student teachers;

2) To find out the relationship between the personality trait, radicalism, conservatism and social maturity on area and sex.

In this study, the dependent variable was social maturity. Dr. Johruben's social maturity scale was used. Independent variable was personality trait radicalism A.S. versus conservatism as Patel's personality scale was used. These two tools are reliable, valid and standard tools. The sample consisted of 134 males and 55 females, 78 urban and 111 rural student teachers. The final conclusion in this study was that the main effect of area was highly significant. The mean difference of 6.67 was in favour of urban group. Hence it was concluded that the student teachers of urban area were more socially matured than their counterparts. The main effect of sex was highly significant. The mean difference of 7.56 was in favour of male group. It was concluded that the male student teachers were more socially matured than the female student teachers. The main effect of personality trait was highly significant. The mean difference
of 7.57 was in favour of radical group. Hence it was concluded that the student-teachers having radical personality trait were more socially matured than the student-teachers having personality trait conservatism. The interaction effects of all the three independent variables in pairs as well as in overall were not significant. Hence it was concluded that all the three independent variables without interacting with each other functioning in the same direction actively on social maturity of the student-teachers.

The above 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 (Nighwan and Brar, 1966; Jasper Wesley, 1971; Cyrus Ellsworth Criswell, 1969; Adolph Silberman, 1969; Kumar, 1972; Mcelroy-Ashcraft, 1976; Arthur Kassoff, 1966; Rao Nalini, 1978), and the factor affecting them (Mangus, 1948; Sudha, 1977; Tiwari, 1977; Tyagi, 1960; Jain, 1954; Singh, 1969; Tapasak, Renee and Roodin, 1979). 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 and 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.

In the next chapter, the methodology of the study would be presented.