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Full Length Research Paper

The effect of literature on personality development of individuals using some variables

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The aim of this work is to investigate whether literature has effect on the personality development of individuals or not. This works aims to provide answers to the following research questions: "Does literature have effect on individuals' general harmony level, their social cohesion levels, personal harmony level, self-actualization level, emotional stability level, neurotic tendencies, psychotic symptoms, family relations, social relations, compliance level of social norms and antisocial tendencies? This research was carried out on the students studying in secondary schools located in Kırşehir City, Turkey during 2009 to 2010 academic years. Disproportionate cluster sampling was used to take the sample from 12 different schools. 14 students were randomly selected from each school; a total of 168 students participated in the survey. *"Hacettepe Personality Inventory"* published by Özgüven and "*Personal Information Form*" were used as measurement materials. According to the research findings, literature does not have a significant influence on the general, social and personal harmony of individuals, their self-actualization, emotional stability and harmony levels of social norms, neurotic and anti-social tendencies, psychotic symptoms and family relationships; however, literature has a significant influence on their social relations.

Key words: Harmony, adolescence self-actualization, emotional stability, neurotic tendencies, psychotic symptoms, Hacettepe Personality Inventory.

INTRODUCTION

In the formation of the man's personality, which is the combination of social, moral, mental and physical features, education and schooling have a significant role as well as many other factors like heredity, culture and psychology (Yağışan & Koca, 2010). Apart from all these arguments, the facts that many new methods and applications contribute to the personal development of all ages of children, adolescents and adults, provide them self- confidence, clear up their behavioral problems and help them cope with their communication problems reveals the social and psychological aspects of literature.

Harmony can be defined as the ability of individuals to establish and maintain good relationships with themselves and with their surroundings, which begins with birth and develops to the end of life. Harmony concept has been discussed and defined in different ways. Özgüven (1992) defines harmony as, a situation whereby an individual can establish good relationship with himself and people around him as well as sustainability of the relationship. Çağlar (1981) defines harmony as, a process where individuals reconcile with all creatures and environmental conditions to maintain their lives and existence. Kılıçlı (2006) defines harmony as when an individual meets his needs by himself, by

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being in harmony with the environment. Morgan (1998) defines it as satisfaction obtained from motivation; it is the sustainability of positive relationship which exists between an individual and his social environment.

Individuals show appropriate behavior and attitude based on changes, which occur in them and reconcile their relationship with people, through which they build real harmony. Harmony is not the only way. By interacting with the environment, humans learn the ways of adapting to the environment and also allow the environment to adapt to them. With this, human develops a harmony pattern. The function of human adaptation pattern is to solve problems faced in the interaction with the environment. The level of harmonization is determined by two main factors; one is personal characteristics of the individual and the other is the situation faced in the environment (Yeğen, 2008).

In the literature, the concept of compliance is to be "normal", "psychologically healthy"; on the other hand, incompatibility is to be "abnormal", "psychologically unhealthy"; and these concepts may be interchangeably used (Özgüven, 1992). Geçtan (2006) approached the concept of normality as compliance, competence and ability to cope with stress. Individuals, who are aware of their feelings, deal with negative emotions in a healthy way, psychologically mature, and having high self-awareness are psychologically healthy people. Social cohesion of these individuals and having close relationship has a positive effect on their frame. According to Wayne and Liden (1995), compliance causes less interpersonal conflict, more work and less family conflicts (Erden and Akman, 2004). Individuals experience negative emotions such as grief, sadness, burnout and failure at times during their life. In order to cope with such negative emotions, they need to relieve, calm down and most importantly get over these negative emotions without any damage (Deniz et al., 2008).

The sub-elements of personal adaptation

Self-actualization

The concept of self-actualization was announced for the first time by Jung. According to Jung, the aim of every human is to have self-actualization. According to Maslow (1970), healthy development creates conditions in which people live free throughout their lives. People who have self-actualization have a more intimate and sincere personal relationships more than others. According to Feist and Feist (2008), self-actualization is the process of integrating people opposite polarities (cited by Mürvetoğlu, 2014).

Emotional stability

Personality tends to continuous improvement. The purpose of this development is to develop mature and balanced personalities. This is as a result of interaction between the structural and environmental factors and it is possible with the change and upsizing of the child's function, through a variety of processes (Kuzgun, 1972).

Psychological maturities, also known as self-realization, are necessary for realization of oneself. Individuals, who have psychological maturity, try to establish relations based on mutual trust and sincerity with other people and may maintain the sustainability and responsibility of these relationships (Kılıççı, 2006). Basically, individuals' emotional states significantly affect their important life events and motivations. As a result, emotional states play an important role in self-motivation and are important factors helping to reach goals and cope with stress, which in turn brings hope to an individual's life (Schette, 1996; Schweizer and Koch, 2001, quoted by Balcı-Çelik, 2008). When individuals feel good about themselves they lead a happy and satisfactory life. However, the state of feeling good, in other words, thinking optimistic varies from person to person (Brown et al., 1996; Scheier and Carver, 1992; cited by Balcı-Çelik, 2008).

Neurotic tendencies

McCrae and Costa (1991) point out that, neuroticism personality is a term that refers to normal personality dimensions which characterize experience of psychological unease as susceptibility. Individuals with high neuroticism tendencies are described as being anxious, angry, impulsive, depressed and insecure, while individuals with low neuroticism tendencies are described as, being calm, confident and emotionally stable (Şendil and Cesur, 2011; Barrick and Mount, 1991; McCrae and Costa, 2006).

People who have the symptoms of neurotic tendencies, suffer from a few or several psychosomatic symptoms such as chronic fatigue, headaches, insomnia, impaired vision, loss of appetite and so on (Mete, 2006). People who are showing neurotic symptoms and behavioral tendencies tend not to perform to full capacity (Knapp, 1965; cited by Mürvetoğlu, 2014). Partial compulsion to unconscious theory is one of the cornerstones for understanding neurosis (Freud, 2006; 2013). Neurotic tendencies indicate some attitudes like denying identity, being perfectionist and disregarding criticism along with psychopathic symptoms such as chronic tiredness and lack of appetite.

Psychotic symptoms

Psychotic symptoms are symptoms related to psychotic disorder, mood disorders, substance abuse and thought, perception, mood and behavior which are seen as some medical conditions (Buchanan and Carpenter 2005; APA, 1994; akt:- Binbay, 2009). In the literature, people who

have psychotic features exhibit behavior disorders such as aggression, restlessness and psychomotor agitation (Buchanan and Carpenter 2005; APA, 1994; cited by Binbay, 2009). Horton and Cruise (2001) and Polat (2001) states that emotional abuse (or psychological abuse) concerns actions that have negative impact on the intellectual and emotional development of the child, leading to deficits in self-sense and in social competence in close relationships, lack of self-trust, a feeling of not being loved and fear of doing wrong (cited by Çeçen-Eroğul and Bilge Türk, 2013). According to Çeçen-Eroğul and Kaya (2013) childhood traumas are negative experiences which can cause complex psychological problems affecting one's whole life. It has a great importance in determining the variables that may be an element of risk in terms of these experiences for the prevention and decrease of abuse experiences.

Sub-Components of Social Cohesion

Family relationships

Mental health, fundamentals of personal and social adaptation level of the child are given attention to first in the family. The family prepares the necessary conditions for the child's social adaptation.

Family helps the child to get oral and social habits, related to behavior which is required for compliance. People who are sociable will require institutions which provide social security, in order to live happily in society. In those institutions it is undoubtedly that the family comes first (Ulutaş, 2011).

Parenthood is a complex process that reflects individual, social and cultural effects. Many authors have expressed that, family is a fundamental institution which provides children with positive mental and physical developments (Kulaksızoğlu, 1999; Sezer, 2010; Stams et al., 2009; Bornstein, 1992; Ulusoy and Durmuş, 2011; Yavuzer, 2001). Family Affairs Low scores suggest that the individual has disharmony and disorder in the relationships with the other family members (Yağışan and Koca, 2010).

Social relationships

An individual goes through different developmental stages: developing life from childhood to adulthood. And in these periods, an individual exhibits physiological and psychological characteristics which are not the same with each other. Another important development dimension is the social development in adolescence period. Personality development continues until the end of adolescence; when a person achieves a consistent and integrity structure in feeling, thoughts and behavior dimensions, then this personality is considered as being formed. This structure shows that, there are less conflicts and more stable situations.

The structure tends to maintain its basic features although it changes with time. This is the period that, sense of identity and social productivity are gained when the young is preparing for the role of adulthood (Koç, 2004; Atak, 2011). Humans are continuously redefined in their relations. It is impossible to think that there is a human who has no relationship with other people (Cüceloğlu, 2000). According to Fromm, today's human dilemma stems from the conflict between the social and personal needs and difficulties in satisfying them. Learning to adapt to other people is one of the leading problems in human life (Yavuzer, 2001). Parents, siblings, spouses, lovers, friends, teachers, relatives, neighbors and experts are important sources of social support in the individual's life. The important sources of social support for students are listed as a family, friends and teachers (Tayfur and Ulupınar, 2016). Numerous researches have been conducted on attitudes of Turkish adolescents. Özabacı (2011) studies that examined Turkish adolescents' and focused on general social attitudes and values. Telli et al. (2008) and Altıparmak et al. (2012) studies examined specifically about school and Güven and Aslan (2010) concerned adolescent attitudes about the separation-individuation process with their parents. Overall, there were fewer descriptive studies about attitudes, with about twice as many attitudinal studies that focused on predictive and correlational factors as described in the following section (cited by Martina & Alacacı, 2015).

Social norms

Social norms scores signify feeling respect for social rules, moral values and others' rights (Yağışan and Koca, 2010). As a social being, humans like to communicate with other people, like to understand others' thoughts and perspectives, and desire to be with other people. In these cases, they are likely to be some challenges. Social skills mean the ability of people to cope with their own problems without needing any support of others; the ability of people to use their sense in fighting obstacles and ability to manage conflicts with required behaviors (Akkök, 1996; Bacanlı, 1999; Çetin et al., 2003; Sudak and Zehir, 2013).

The most influential environmental condition is the socio-cultural characteristics of the society in which people live. These make people to have standard behavior (Özdemir at al., 2012; Yörükoğlu; 2002). When people begin to define themselves and their surroundings, it is known as interpersonal relationship (Erözkan, 2009).

Anti-social personality disorder

People who have anti-social personality disorder exhibit behavior disorders in their adolescence period and also dangerous and irresponsible socially in their adulthood

period (Sardoğan and Kaygısız, 2006). This disorder is known as sociopathic which is a psychological imbalance associated with psychopathy.

Contentiousness, forgery, theft, gambling, irresponsibility in family and social life, perpetration, using psychoactive substance are commonly observed in anti-social personality disorder which is one of the personality disorders (Öztürk, 2002; Yıldırım and Türeli, 2015). The original meaning of the word, personality means "personna" in Latin. The term, ‘personna’ has been used to explain interpersonal differences (Groesbebeck, 1985; cited by Eroğlu, 2011). Personality has been defined in diverse ways and times. In defining personality, using DSM and ICD classification criteria (Ak, Gülsün and Özmenler, 2009) is more common and practical. Personality in psychology is one of the most extensive covered concepts because it has many features related to human behaviors (Sevi, 2009; Sudak and Zehir, 2013). There are various reasons why people have different behaviors in certain situations. This is one area of interest for behavioral science and behaviourists (Arı, 1991). Many theories have been developed to define and explain personality. Each theory has attempted to identify personality with different perspectives (Deniz and Erciş, 2008; Ordun, 2004; Cüceoğlu; 1991).

According to Morgan (1999), personality is “the behavior characteristics of a person displayed to other people. Burger (2006) defines personality as, the process of consistent behavior patterns and interpersonal behaviors arising from an individual. Yanbastı (1991) sees personality as a relatively immutable characteristic which separates a person from other people, distinguishes and forms the basis of an individual's future behavior. Köknel (2005) defines personality as a product of structural-developmental factors and social experience; it is also a unique life style of a person and determines compliance models, intimidated thought, perception and behavior patterns. According to Senemoğlu (2004), personality separates an individual from others and these are the features a person brings from his birth and gains later.

Literature and human psychology is always considered as one within the other. As a science, literature and psychology are not really far from each other. The most obvious and generalized common feature of literature and psychology is that, they choose an entire population as a target and material. Both literature and psychology intend to catch human soul; to take a closer look into the subconscious processes which shape human's thoughts, behavior and emotions. Finally, these science courses also intend to see man as a "whole" without separating him from his environment (İsmet, 2006).

METHOD

Participant

Relational scanning model was used in this research. General scanning model is a scanning process used for a whole universe or specific group, sample or paradigm in order to take a measure of the universe, which consists of many elements. The universe of this research is the students of formal secondary schools and institutions, affiliated to the Ministry of Education; the schools and institutions are located in Kırşehir city. The sample was taken from 12 disproportionate cluster groups in the universe of the study. Each school represents a cluster.

The sample consists of a total of 168 students; 14 students were randomly chosen from each school. The universe of the study is accessible. The researcher comments on the universe of the study, by observing a sample cluster (Smith, 1975; cited by Karasar, 1995).

Instruments

In this study, “Hacettepe Personality Inventory” and “Personal Information Form” are used to collect data from other variables. Hacettepe Personality Inventory was developed by Özgüven (1976) to measure individual personality characteristics, levels of personal, social and general harmony; to identify clinical and normal cases and to make mental health scanning. According to a study conducted on inventory, the first revision was done in 1978 and the second done in 1982, and Hacettepe Personality Inventory Manual Book was published in 1993.

Hacettepe Personality Inventory has two main sections as "personal harmony" and “social cohesion". There are eight subscales based on these two sections and there is also "validity" scale related to individual's test-taking behavior. Personal harmony subscales are respectively: (1) self-actualization (2) Emotional stability (3) Neurotic tendencies (4) The psychotic symptoms and social cohesion subscales (5) Family relationships (6) Social relationships (7) Social norms (8) Anti-social tendencies (Özgüven, 1994).

Personal information form

In the personal information form, there are questions related to student's age, gender, department, grade level, socio-economic status and health status. In order to determine students' socio-economic status (SES) in the personal information form, "Socio-economic level scale" developed by Bacanlı (1997) was used based on the purposes of the research. Some articles have been updated in the form.

Data Collections

The scale known as "Hacettepe Personality Inventory" developed by Özgüven (1994) was used as a data collection tool. It was used to measure students' personality characteristics, their general, personality and social harmony level. Hacettepe Personality Inventory was applied to a total of 168 students randomly chosen from 12 different schools and each school provided 14 students with disproportionate cluster sample.

All the applied scales were collected. The data collection tools were also examined and 10 of them were declared invalid. 158 data tools were considered as valid from the 168 data tools. The data were evaluated with SPSS 10.00 Statistical Package Program and t test was used, a parametric technique.

Reliability and Validity of the Scale

The reliability coefficient of the scale was measured with KR-21 and episodic repetition inventory method realized by Özgüven and

others on different groups. The reliability coefficients for the subscales are between 0.58 and 0.92, and the average is about 0.82. The reliability coefficients of the total scores are 0.93 in personal harmony, 0.84 in social cohesion and 0.92 in general compliance. Correlations between the eight subscales of Hacettepe Personality Inventory are around 0.38 to 0.43 for "personal harmony", 0.41 for median; the correlations between the subscales of "social cohesion" are around 0.35 to 0.46 and the median is 0.40.

These results show that the subscales are too low to account for the quality inherent in the scale. And on the other hand, the subscales have a highly coherent and homogeneous structure which will bring substantially contribution to the total points. In the research conducted on the "opposite groups" known as "normal" and "incompatible", it has been observed that all subscales of the inventory can distinguish these significant groups. The study results of "spoofing" related to the purposeful answering behavior of individuals show that, they were unable to indicate themselves as significantly "compatible" or "incompatible". In the study conducted with "similar scales validity" method, most of the correlations between the MMPI subscales and Hacettepe Personality Inventory scores have changed from 0.50 and to 0.40 to 0.78. "Nature-concept" and "similar scale validity" work conducted with “SCL-90", "state and constant anxiety inventory", "apperception" scales show that Hacettepe Personality Inventory can distinguish between clinical cases and normal people (Özgüven, 1994).

FINDINGS

In this section, the data collected relating to the sub-problems were analyzed with appropriate statistical techniques as presented in these tables.

As shown from Table 1 to 11 there is no significant difference between, the overall level of compliance of individuals, the social cohesion levels of individuals, personal cohesion levels of individuals, personal self-realization levels of individuals, the emotional stability levels of individuals, the neurotic tendencies levels of individuals, the psychotic symptoms of the individuals, the family relationship of the individuals, the social relationship of the individuals, the social norms of the individuals, being and not being interested in literature and anti-social tendency of the individuals [$t_{(156)}$=0.735, p>0,05], respectively. Social relationship of the people who are not interested in literature ($\overline{X}$ = 13.83) is stronger than the social relationship of the people who are interested in literature ($\overline{X}$ = 12.71).

DISCUSSION AND CONCLUSION

According to the relevant literature, interested in literature and not interested in literature affect adolescent’s mental and physical health, school attendance, and adaptation, academic achievement, etc. The results of the study show that literature supports the personality development of adolescences positively. In this research, “Personal Information Form” and “Hacettepe Personality Inventory” were used as data gathering tool. As a result of research, if averages of Hacettepe Personality Inventory (HPI) subscale point are analyzed in terms of using different variables it is apparent that points of students who make interest in literature and not interested in literature.

In this study, it has been seen that, literature does not have a significant effect on the general, social and personal compliance of people, their self-realization, emotional stability and harmony levels of social norms, neurotic and anti-social tendencies, psychotic symptoms and family relationships. On the other hand, literature has meaningful effect on social relationship of people and it has been found that, people who are interested in literature have more social relationship than people who are not interested in literature. Even though, general, social and personal compliance, self-realization, emotional stability, harmony of social norms, neurotic and anti-social tendencies, psychotic symptoms and family relationships are directly involved in people’s life, due to an indirect reflection of life, literature seems natural when it does not have an impact in these aspects.

When we take a look at the concept of social relationship, it has a significant relationship between literature, people who are interested in literature and are inadequate in terms of creating social relationship. When we take a look at the cause and effect relationship, does literature affect the social relationship or do people who are insufficient on social relationship try to express themselves in literature? These questions can be debatable issues. The result of people who are interested in literature is insufficient in terms of social relationship, which can be interpreted as people who are insufficient in social relationship and try to express themselves with literature. The use of psychology in a wide range of social life has caused this branch of science to become functional. In addition, intense study and research in the framework of the various sub-disciplines of psychology have resulted in the acquisition of very important information and data in these topics.

Literature psychology is an interdisciplinary, consisting of common psychology and literature field. Literature psychology is a field of science which is trying to become independent by taking advantage of literature, psychoanalysis and psychology science. In social science, literature is one of the fundamental sciences which has direct ties and takes upon the rules of life itself. The most obvious and generalized common trait of literature and psychology is that, they choose the entire population as a target. All in all, both literature and psychology are trying to understand the human soul; to take a close look at the subconscious processes that shape his thoughts, behaviors and emotions; to see human as "whole" without separating him from his environment. This position and view proximity mostly take advantage of each other and behave collectively (Cebeci, 2004; Emre, 2006; Eroğlu, 2011, Özbek, 2007). Some studies indicate that optimist individuals are more successful in schools, have happy, healthy and long lives and marriages, and care about their children (McGinnis,

Table 1. t Test results relating to general compliance level of individuals in terms of variance in attention given to literature.

Variable	N	$\overline{X}$	S	Sd	t	P
People interested in literature	121	91.44	21.64	156	0.106	0.236
People not interested in literature	37	91.86	19.07			

P>0.05.

Table 2. t Test results relating to "social cohesion" level of individuals in terms of variance in attention given to literature.

Variable	N	$\overline{X}$	S	Sd	t	P
People are interested in the literature	121	48.53	10.90	156	0.419	0.815
People are not interested in the literature	37	49.40	11.42			

P>0.05.

Table 3. t Test results relating to "personal cohesion" level of individuals in terms of variance in attention given to literature.

Variable	N	$\overline{X}$	S	Sd	t	P
People are interested in the literature	121	43.47	12.02	156	0.545	0.051
People are not interested in the literature	37	42.29	9.80			

P>0.05.

Table 4. t Test results relating to "personal self-realization" level of individuals in terms of variance in attention given to literature.

Variable	N	$\overline{X}$	S	Sd	t	P
People are interested in the literature	121	12.87	3.34	156	0.595	0.193
People are not interested in the literature	37	12.51	2.85			

P>0.05.

Table 5. t Test results relating to "emotional stability" level of individuals in terms of variance in attention given to literature.

Variable	N	$\overline{X}$	S	Sd	t	P
People are interested in the literature	121	9.42	3.63	156	0.169	0.141
People are not interested in the literature	37	9.54	2.97			

P>0.05.

Table 6. t Test results relating to "neurotic tendencies" level of individuals in terms of variance in attention given to literature.

Variable	N	$\overline{X}$	S	Sd	t	P
People are interested in the literature	121	10.24	3.74	156	0.686	0.872
People are not interested in the literature	37	10.72	3.71			

P>0.05.

Table 7. t Test results relating to "psychotic symptoms" which is seen in terms of variance in attention given to literature.

Variable	N	$\overline{X}$	S	Sd	t	P
People are interested in the literature	121	9.25	3.52	156	0.103	0.580
People are not interested in the literature	37	9.18	3.29			

P>0.05.

Table 8. t Test results relating to “family relationship” of the people in terms of variance attention to the literature.

Variable	N	$\overline{X}$	S	Sd	t	P
People are interested in the literature	121	13.81	4.29	156	0.458	0.786
People are not interested in the literature	37	14.18	4.37			

P>0.05.

Table 9. t Test results relating to “social relationship” of the people in terms of variance in attention given to literature.

Variable	N	$\overline{X}$	S	Sd	t	P
People are interested in the literature	121	12.71	3.73	156	0.683	0.022
People are not interested in the literature	37	13.83	16.81			

P<0.05.

Table 10. t Test results relating to “social norms” of the people in terms of variance in attention given to literature.

Variable	N	$\overline{X}$	S	Sd	t	P
People are interested in the literature	121	12.76	2.73	156	0.127	0.819
People are not interested in the literature	37	12.70	2.86			

P>0.05.

Table 11. t Test results relating to “anti-social tendency” of the people in terms of variance in attention given to literature.

Variable	N	$\overline{X}$	S	Sd	t	P
People are interested in the literature	121	11.28	3.26	156	0.735	0.569
People are not interested in the literature	37	11.72	3.17			

P>0.05.

1998; cited by Kumcağiz, Balci-Çelik, Yılmaz, Eren, 2011). We can assume that our findings are supported in this way. The reasons underlie why the social relationship is not stronger for people who are interested in literature than people who are not interested in literature. These reasons must be investigated and necessary measures have to be taken in this direction.

Literature curriculum has to be overhauled in order to contribute to the personality development of people. The same measuring tool must be applied to the wide range of sampling, gender, age type of school etc. Thus, more detailed results will be obtained in these groups. Such a

research can be performed with a larger sample group.

CONFLICT OF INTERESTS

The author has not declared any conflicts of interest.

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