CHAPTER 1

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The subject of this research study is the development of a Normality scale. In modern society people are very much eager to know, where they stand in terms of normal personality. In general, most of the individuals know that few abnormal qualities are present in each individual. But the question is, what is the proportion of normal qualities and abnormality would fulfill the requirement of the normal living in the society. So, to fulfill such curiosity, the researcher has tried to construct the Normality scale.

Many diagnostic instruments are available in the field of clinical testing. But the modern requirements are not fulfilled by such diagnostic tools. Since the need for diagnosing normality is increased rapidly, a single instrument for assessment for realistic normality is inevitable to meet today's requirement. Meehl (1945) attempted to develop such an instrument based on some items combination from MMPI in terms of items with two categories responses. The present research is based on personality traits. It will provide five categories, for specific and accurate judgment of the rater. A normality scale will provide accurate assessment of criteria of normal personality in the individual as well as a screening instrument for employers, to select the right
person for the particular job, clinician in mental health centre or hospital, or institutions and for selecting the mate, etc.

2 Clarification of the term: Abnormal & normal

The normal development means physical as well as psychological development of an individual. Here in this study we have concentrated on individual's psychological normality the individual who has passed through each developmental stage properly or in an average way according to that particular society or culture to which he belongs. There is not much problem in the case of average and above average individuals. But the below average and slow growers create the problem and in their adult age would become dependent on other person. The development, in general, includes many aspects as mentioned before physical, intellectual, emotional, social etc. The social aspect is the dominant aspect within the area of general development. It is general attitude that no human behavior is considered significant except in terms of its social importance.

The development in social behaviour largely depend on the primary socializing agencies like family, school and peer groups. The changes in society influence the individual. The process of socialisation prepares the individual as a productive and contributing member of the society and thus
give him a social status which instigates him toward
definite social role he has to perform for successful social
living. As the social horizon of the individual expands,
the individual develops more social skills. As he grows he
reacts more efficiently than at the earlier stage. At a
certain age level, he is expected to achieve some definite
social skills.

Development normally proceeds in an orderly sequence,
although its rate is not constant. It has its stages, each
having its own characteristics. Each new stage of development
builds on and is limited by previous development and
provides foundation for the later stage. The pathway from
infancy to maturity involves increasing differentiation,
integration and complexity of structure and behaviour. There
are both similarities and differences in the development of
individuals; each individual goes through the same stages,
but there are differences in growth pattern, learning and
outcomes among the members of any age group. So the
development is normal or abnormal depending on the quality
and interaction of genetic and environmental factors.

It is very difficult to conceptualize abnormal behaviour and
to assess, treat and to prevent such behaviour. So the clear
definitions of "Normal" and "Abnormal" and develop criteria
for distinguishing one from the other is not an easy task.
The word "abnormal" means away from the normal, or behaviour which deviates from some clearly defined norm. But on a psychological level, there is no "ideal model" or 'normal' model of human nature to use as a base of comparison. So there are various approaches that are taken to differentiate between what is 'normal' and 'abnormal'.

The eminent psychiatrist Karl Menninger (1945) defined mental health as the adjustment of human being to the world and to each other with a maximum of effectiveness and happiness. Failure to confirm such definitions would presumably constitute maladjustment or abnormal behaviour.

Jahoda (1950) listed as a realistic view of one self and one's world, adequate self-acceptance and self-identity, and the development of essential competencies for coping with the problems of living. Failure to develop or maintain such traits would constitute abnormality.

For establishing specific criteria for labelling behavior as abnormal, two criteria which have been extensively used are:

(a) personal distress, such as chronic feelings of anxiety, depression, or guilt, and

(b) deviation in behaviour from established social norms. Presumably free from personal distress and/or conformity to social norms would constitute normal behaviour.
Sigmund Freud (1856 - 1939) developed his psychoanalytic model. According to this model, people are dominated by instinctual biological drives, as well as by unconscious desires and motives. There is a constructive libidinal side in each individual but there are also the darker forces of aggression leading toward destruction and death. The ego tends toward rationality, the counter forces of intrapsychic conflict, defence mechanisms, and the unconscious all tend toward a high degree of irrationality and maladaptive behaviour. According to this model, behaviour is determined through past learning or from early experiences. Here the negativistic and deterministic view of human behaviour is revealed, which minimized the rationality and freedom for self determination.

Adler (1870 - 1937) emphasized on active, creative conscious "self" that plays a central role in the individual's attempts to organise his experiences and achieve fulfillment as human being.

In C.G. Jung (1875 - 1961)'s view, the importance of the "inner self-experiences" through which individual achieve true "wholeness", fantasies, images and dreams from the personal and collective unconscious become accessible to the conscious self.

Ivan Pavlov (1849 - 1936), J.B. Watson (1878 - 1958), E.L. Thorndike (1874 - 1949) and B.F. Skinner (1904 - 1984), were
the distinguished psychologists, known as Behaviourists, attempted to explain the acquisition, modification and extinguishing of all types of behaviour. So the 'Maladaptive' behaviour is the outcome of (a) a failure to learn necessary adaptive behaviour, (b) learning ineffective or maladaptive responses (c) stress situations that the individual feels incapable of dealing with the situation. Here maladaptive behaviour is defined in terms of specific responses of undesirable reactions resulting from faulty learning or excessive stress.

William James (1842-1910), Gordon Allport, Abraham Maslow (1908-1970), Carl Roger (1902), Fritz Perls), Frederick Perls (1893-1970) and Thomas S. Syasz (1920), were the humanistic psychologists. According to them, psychopathology is essentially the blocking or distortion of personal growth and the causal factors are (a) the exaggerated use of ego defense mechanisms, so that the individual becomes increasingly out of touch with reality (b) unfavourable social conditions and faulty learning and (c) excessive stress.

Harry Stack Sullivan (1892-1949) and Eric Berne (1910-1970) were believer of interpersonal model emphasised on unsatisfactory interpersonal relationships as the primary causal factor in many forms of maladaptive behaviour. Such relationship may extend back to childhood, as when a boy’s
self-concept was distorted by significant others who appraised his as being worthless etc.

Patty and Johnson, (1953) stated "Those who falter or fail in the adjustment process may be considered emotionally immature, maladjusted or mentally ill."

Social Scientist Ullmann and Kransner (1969) emphasised on abnormal behaviour which is simply a label given to behaviour that is deviant from social expectation or from society's norms.

Lennard Bernstein (1969) emphasised on the maladaptive behaviour which must not be the only cause of faulty internal process but abnormal condition of surrounding social environment.

Some degree of social conformity is clearly essential to group life, some kinds of deviance are clearly harmful not only to society but also to individual. So the best criterion for determining the normality of behaviour is not whether society accepts it but rather whether it fosters the well being of the individual and ultimately of the group. So the conforming behaviour is abnormal, if it is maladaptive which interferes with optimal functioning and growth.

Maladjustment:

An organism is considered to be maladjusted if he or she fails in the adjustment process. Such individuals are
visualized on a continuum extending from minor emotional problems to serious mental illness. Their difficulties may show in attitudes towards themselves such as lack of confidence or guilt feelings. Their maladjustment also shows in their relationships with their fellowmen. The emotionally induced anguish of such individuals is as painful as illness caused by germs or injury, but to most laymen they appear merely lazy, queer, affective, difficult or prejudiced.

Maladjustments reveal themselves in the form of antisocial behaviour, pain or general inability to accept one's self or others. These difficulties are accentuated under stress, like stress of war has always been followed by the appearance of specific type of illness which has seemed clearly a result of war experiences. Apart from producing bodily disease, stress can damage adaptive effectiveness for two main reasons. First, stress emotions are very demanding of the person's attention, as such they serve as distractions that interfere with productive thinking and skilled behaviour. Second, the stress emotions, or rather the conditions that bring about them, mobilize desperate and often unrealistic efforts to rescue the individual from difficulty.

Maladjusted behaviour in the face of life stresses often results from attempts to regulate distressing emotions by means of avoidance or defense mechanism such as denial. These mechanisms are motivated in part by the wish to
prevent confrontation with a harmful or threatening event and to regulate the distress produced by thinking about it. The individual becomes maladjusted when he or she is prevented from taking effective step to adjust the self with the problem.

Maladjustment has many manifestations but in one way or other, it reflects in various kinds of behavioural problems. Now a days emotional adjustment is measured through a series of behavioural problems the individual is expressing.

Penguin Reference Dictionary of psychology defined abnormality as departure from the norm or normal. In statistical analyses it is purely quantitative deviation and deviant behavior pattern of individual. According to the various personality theories the definition of abnormality differs.

Penguin reference dictionary of Psychology also defined the term "Insanity" which is the technical word used in forensic investigation. It is used as a legal designation for the state of an individual judged to be legally irresponsible or incompetent.

Penguin Reference Dictionary of psychoanalysis defines that in medicine, psychoanalysis, psychology and sociology, norms are used to detect some ideal member of the class and to designate as abnormal, any individual who deviates from that norm.
Benjamin B. Wolmen dictionary of Behavioral Science, defined the term "Insanity" which is used in the legal term for severe mental disorder involving irresponsibility and competence in the conduction of the individual's affairs.

The Penguin dictionary of psychology (1984) defined that the condition of an individual who is unable to adapt or adjust himself adequately to his physical, occupational and social environment, usually with repercussions on his emotional life and behaviour, considered to be "maladjusted" person.

International Encyclopaedia of psychology, psychiatry and Neurology defined—Mental illness as an inability to perform one's sanctioned social roles. When there are some problem in the family it may either be temporary deviant, or which may be also a "Pathology" if the deviations in behaviour are of continuing nature arising out of other additional factors. So only the medical and psychophysiological observation alone cannot give any adequate picture of the individual experience of mental illness, which must be seen in the context of the inter-personal behaviour relationships that surround the individual. Mental illness or health, is determined by the person's interaction with his social matrix; only personal decisions, any plans he makes must be formulated with regard to the social expectancies of which he is constantly aware. So inter-personal behaviour is always organised by social setting.
Longman's dictionary of psychiatry and psychology defined mental health or normality as a state of mind characterized by emotional well-being, relatively free from anxiety and disabling symptoms and a capacity to establish constructive relationships and cope with the ordinary demands and stressful life.

In Encyclopedia Americana James C. Coleman stated abnormal, meant, thinking and acting in ways which differ markedly from the average along lines that make for lowered efficiency in dealing with life's problems. So the types of Abnormal Behaviour occurs from :- 1. Transient "shock reaction" - it occurs from acute stresses - as fires, accidents etc. Here individuals may show evidence of panic, disorientation and other symptoms for the temporary period of time and they recover once the situation is over. (2) Psychoneurotic disorder (neuroses) characterised by the symptoms of anxiety attacks, morbid concern about health persistent fatigue, or irrational fears and impulses which the individual cannot seem to dispel. Neurotics are anxious, in efficient unhappy people manage to deal with their problems so hospitalization is not needed. This type of disorder usually rooted in faulty parent-child relations and early childhood experiences which create lack of confidence and wrong impression about himself and his world. (3) Psychotic disorder characterized by delusion,
hallucinations, and other severe disturbances in thinking feeling and acting. The symptoms are as emotional blunting or withdrawal, extreme feelings of depression or elation false beliefs of being persecuted by other people etc. This is the serious nature of the disorder, so hospitalisation is needed for these patients. (4) Character disorder : in which immaturity reaction such as stuttering and excessive dependence on others, pathology such as criminal and asocial or lack of moral development etc. is seen. (5) Alcoholics and drug addicts, those who use excessive alcohol or addiction to various types of drugs. Symptoms associated with this is delirium tremens or D. T.'s. (6) Disorder of Intelligence which include primary mental deficiency since birth or secondary deficiency, resulting from various type of brain damage which reduce the mental ability of the individual at the lower level, ranging from idiots to morons those who are below the line of normality, symptoms slow learning and other thinking processes.

Here it can be emphasised that normality of the individual cannot be understood in abstract, it depend on the cultural norms, society's expectations and values, personal bias, individual differences and the political climate of the time.
3 TEST CONTENT

Many test, present the items in the form of questions and the respondents are supposed to answer the questions and the answers are analysed in various category under the procedure of content analysis. It is interpreted in terms of frequency, fall under each category. The modal norms are suitable for this type of content. Some other test constructors has advocated the presentation of items in the form of statements and the respondent is to respond in two to three category of responses. The items are given score value and mean is stated as a norm for such content.

The psychological aspects related to developmental changes are related to age norms in terms of median value and percentile ranks.

The projective type test has variety of scoring and interpretation categories.

The rating scales is a type of testing were 3,5,7 or 11 points are presented in a particular behavioural and personality aspects where the respondents is rating himself or somebody else on the basis of his/her observation in varieties of situation. The personality qualities or traits are quantified on the rating scale. The rating scale may be nominal, ordinal, interval or ratio type.
Each content presentation has its own limitation and significance.

The proposed scale is a 5-point ordinal scale with the following characteristics. The ordinal scale consists of different traits of personality. In the preliminary stage of this research study, attempt was made to do the same study in a 3-point scale and persons were interviewed to know about their satisfaction in responding to the items and it was found from the rater that it was not sufficient. So the researcher tried the same study in 5 point rating scale on those subjects which gave satisfactory response. The present 5-point scale adopted by the researcher and continued with more than 100 items; therefore a 7-point scale on such large items was not found suitable in the present study.

4. OBJECTIVES:

a) To develop an instrument to define normality in general.

b) To provide the frame of reference to place the individual in the group on the dimensions of normality.

c) To provide the instrument to judge the psychological normality of the candidate, in selection of personnel, business partner, mate etc.

d) To provide an instrument for evaluation of patients in hospital and health centres.

e) To provide an instrument for community screening to
evaluate effective social change, community modification programme.

f) To provide the tool for comparison, evaluation, research and to identify the controlled group in research designs.

5. Related Fields.

The present study is related with more than one fields of psychology. As it is a testing instrument, it is related with field of human assessment. As it assesses adult’s personality, it is related with theories of personality and adult psychology. As it is interested in developmental changes in social behaviour, so it is related with developmental psychology. It is related with social psychology as human being for a normal person. It is also related with abnormal psychology, if the person is free from the abnormality he/she will be considered as normal individual. As it is limited to assess the people under 20 years of age and above 45 years of age. It is applicable for selection of the candidate for job, business partner selection of mate or life partner etc. It is an instrument which may evaluate the patient in hospital and health centre. It is an instrument for community screening to evaluate effective social change, community modification programmes. It is also associated with clinical and community psychology.
5. Brief outline of the present scale:

The present scale is an instrument to define normality in general. It is applicable to both male and female. It is restricted only to adults between the age range of 20 to 45 years. It is applicable for Gujarati and similar cultures. It is restricted to only educated and literate people.

It is also restricted to middle class—inclusive of middle-middle class, and upper middle class in to socio-economic status. It is also applicable for both married and unmarried people.

Hence the test finally consists of 100 items with 5 point scale which provides maximum ceiling of scoring as 500. Out of 100, 88 items has the positive value because it is considered as the desirable qualities of personality. 12 items are called negative items which are understood as undesirable traits of personality. A normal person possesses a particular level of desirable traits and not completely free from undesirable qualities and therefore he possesses particular level of undesirable traits also.

The total score of negative items are subtracted from the total positive score in order to get the absolute score. The norms are presented in terms of mean positive score, mean negative score and mean absolute score.
Along with the 100 actual items of the test, 12 filler items are included to trace the tendency to give the desirable responses. The score of filler items are not to be considered elsewhere in the final score, but this score is treated as a guidelines for attempting and rejecting the validity of the raters responses.