CHAPTER I

INTRODUCTION

I INTRODUCTION

II CLARIFICATION OF BASIC TERMS

(i) Adjustment

(ii) Conflict and Conflict Areas

(iii) Social Situation (Job situation)

III METHODS FOR STUDYING PERSONALITY

(i) Self Report Techniques

(ii) Projection

(iii) Projective Techniques

(iv) Verbal Projective Techniques

a. Word Association Test

b. Sentence Completion test

IV PURPOSE OF THE STUDY

V SIGNIFICANCE OF THE STUDY
CHAPTER 1

INTRODUCTION

I. INTRODUCTION

The modern technological development has changed the social structure, not only in India, but in all other countries as well. It has created so many new types of jobs which were not heard before. Specialization and superspecialization is the hallmark of modern society. As a result equal emphasis is given in the training and selection of the right man for the right job. For this purpose each job requires thorough analysis in terms of the skills required for its successful operation. On the other hand it also requires development of proper instruments that can evaluate the person in terms of these skills and examine his vocational fitness for the job concerned. This situation, however, is still an ideal which yet to be attained. The present day situation is the transitional phase where highly specialized job training is still not being worked out for every job. People are selected for jobs on the basis of so many other considerations over and above their technical training.

One has to consider the problems of job misfits from two points of view. On the one hand there are persons
who have highly specialized training and qualifications, but unfortunately they do not get proper jobs either because of lack of vocational guidance or lack of availabilities of proper jobs. On the other hand, there are certain jobs that require highly experienced and technically trained individuals but they are handled by the people of very low or inadequate training or qualifications. This influences the quality of outcome. The person himself is also able to see it, without being able to improve the situation. As a result today there are many individuals constantly feeling themselves as square - pag in round holes.

The main problem of industrial psychologists and occupational psychologists is to device such instruments that can measure job requirements on the one hand and the individual abilities and his psychological fitness on the other.

When one thinks of individual's personality aspect and its measurement, one has to keep in mind that, for a complete job adjustment only training and intellectual development are not sufficient. The individual and his temperament as well as his own attitude towards his own job are equally important in the job adjustment.

In the industrial field the problem of job adjustment is very important. Job adjustment implies the capacity of
the individual to get satisfaction from the job and to contribute his best for the work he is doing. In this connection the problem is likely to arise as to who are the persons who can claim this role. Whether there is any method, where by this kind of person can be identified and if they can, then what are their personality traits.

The last statement leads further clarification for the concept of personality as reveal through job situation. When one talks of personality, one has to consider the adjustment level. Every personality is existing and having certain level of adjustment whether it can be consider high or low depends upon his job performance, actual job outcome and his aptitude towards the job. Usually however, psychologists try to measure their adjustment by giving them certain standardize tests that measure their anxiety. The individuals possessing high level of anxiety are called maladjusted, while those having low level of anxiety are considered to be adjusted.

Therefore it is not unusual to distribute any group of employees working on a specific job situation in to high and low anxiety groups by giving them standardize personality adjustment inventory or tests.
To day there are two approaches to study the job adjustment. One is by direct interview and second is by job adjustment inventory. Here the employee is asked directly, whether he is adjusted with his job, his pay, his colleagues, his boss, his work and so on. On the basis of his responses, the psychologist finds out the degree or level of job adjustment. The questionnaire method has been discussed at length by the research workers (Seltize, Jhajoda et al., 1962). They have pointed out their major advantages like economy in time, money and energy as well as the covering of a large sample at a time. The method, however has not proved very successful in most of the industries. The specific reasons for that may be stated as follows.

(1) As one should not forget that in the job situation the subject becomes more guarded while responding to any adjustment inventory because he is afraid, that the results will might affect his service. As a result the psychologists is likely to get "good" responses rather than "correct" responses to the items of adjustment inventory or questionnaires.

(2) The difficulty with this method with classification is mainly one that, it has been pointed out by (Shaffer & Lazarus) that this method or inventory does
not reveal the exact conflict area of the person. It also
does not reveal real conflicts of the individuals
because the questions are very direct, open and apparent.
As a result they lose interest and simply answer
mechanically to the questions. So it simply brings out
opinion and attitudes rather than deep feelings and
values.

(3) It has been reported that the scoring of this
method is very easy compared to other techniques like
observation, personal interview and projective techniques.
However this creates psychological problems for the
investigator who is involved in the prediction. The Ss
having the same scores still are not identical because
they have said 'Yes' or 'No' to different questions
asked in the inventory. Quantitatively they obtained same
positions but qualitatively they are far apart. As a
result in the study of job adjustment some kind of
projective techniques are required.

Any kind of projective technique whether verbal
or semiverbal or noneverbal is mainly intended to bring
out the true attitude of the person about the situation
without any kind of artificiality or deception as far
as possible. The limitations of the questionnmiar method
have been discussed at length by Shaffer and Lazarus
(1952).
The projective technique as a research instrument:

It has been reported that the projective technique as compared to the any Adjustment inventory or question-mier method is difficult to administer and to interpret.

In spite of these difficulties the clinical psychologists always emphasis the use of projective technique because of the following reasons.

(1) As it has been already stated that the projective technique touches deeper areas of personality. It tries to bring out not only the conscious material but the unconscious material as well. As a result this technique is more useful for the study of entire personality.

(2) The projective technique does not give very great freedom to the subject to cheat the psychologists. In the question-mier, the questions are straight forward and the subject has to answer directly in terms of the categories provided by the psychologists. In the projective technique this kind of clearcut presentation of the material is not provided and therefore, the subject cannot directly cheat the psychologists. As (Shaffer and Lazarus) put it "The Social desirability value of the projective technique is highly controlled" and therefore, it is given priority.
(3) In any questionnaire or inventory the questions prepared so far are related to specific areas of personality like family adjustment or specific interest or specific attitude towards social or personal problems. This approach is regarded as segmental approach. Whatever area is selected does not cover the entire personality. In the projective technique on the other hand holistic approach is evident. Most of the projective techniques are trying to study personality as a whole. This approach is better for prediction and therefore the predictive value of the projective technique considered to be better than the questionnaire method.

(4) The projective techniques have been criticized as highly subjective in the interpretation. It is argued that the psychologist cannot help projecting his own personality while interpreting the responses given by the subject. The criticism is correct. In order to overcome, it is best way to take the help of the subject while interpreting his responses. This means the projective method should be used as "Semistructure interview method", rather than simply a questionnaire method.

As mentioned above the advantages of projective technique compared to the any other questionnaire or inventory are such that one should think of the projective technique for the investigation.
This technique is relatively 'disguise' the subject does not know directly how his responses are going to be interpreted. As a result he is likely to come out with true opinions, true conflicts and true problems.

The best method to study the conflict of the individual is 'Inkblot Technique' (Rorschach). However that technique requires highly specialized technical training and it demands too much time and energy. As a result to day mostly it is used in the clinics. If one wants to use projective technique outside the clinic, he has to select a technique which is relatively simpler and less time consuming. The verbal projective technique fulfills this requirement. The Incomplete Sentence Blank (ISB...Roffer and Hefferty, 1959) is a very good example of this kind of technique. It however covers the entire personality, therefore, for the study of job conflict, similar type of technique is required.

In the present investigation an attempt has been made to develop one such technique to study the conflicts arising out of various job situations.

Whenever any new instruments is developed, the problem of validating the same, becomes equally important therefore, it is not illogical to argue that the groups showing high and low anxiety on the personality inventory
should differ significantly on JISB as well. Ultimately conflict, anxiety, nervousness and adjustment are highly interrelated concepts in the area of personality adjustment.

The present investigation therefore intends to classify two groups of high and low anxiety on the basis of some well established personality instrument and then to study the conflict areas and responses of the employees working in the various job situations (social situations) such as clerical (Govt. clerks), Banking (clerks), Teaching (college teachers) and Technical line (Govt. technicians).

This problem requires some elaboration. Major problem of the present investigation can be subdivided into following problems:

1) To find out the adjustment level of persons working in different job situations
2) To develop a JOB ISB (JISB) which can study the conflict areas and measure the job adjustment level of employees in various job situations.
3) To find out whether the JOB ISB can distinguish significantly between the adjustment levels of the groups which have been differentiated on the basis of other adjustment inventory (TMAS).
In short the present study simultaneously wants to study two things. It aims at the development of a new verbal projective technique which can and find out the exact problem or conflicts of employees in various job situations (social situations). Secondly, it also wants to study how far these differences are supported by the use of other psychological measurement which directly measures the adjustment level of the employee. In other words the problems and the level of adjustment revealed by an established psychological instrument should be supported by the JISS if the instrument is valid.

This kind of problem simultaneously covers three main areas:

1. Field of personality and adjustment.
2. Field of job situation (Social situation) and its conflicts related to it.
3. The nature, scope and limitations of verbal semi projective technique.

In order to understand the exact nature of the problem it is necessary to define certain basic terms which are involved in this investigation. The definitions given are discussed at two levels, theoretical and operational. The exact operational meaning of each basic terms is also given with the theoretical clarification.
These basic terms as associated with areas mentioned above are as follows.

II CLARIFICATION OF BASIC TERMS

(1) Adjustment:

The concept of adjustment was originally a biological one and was the corner-stone in Darwin's theory of evolution. In biology the terms usually employed was adaptation. The biological concept of adaptation has been borrowed by the psychologists and renamed adjustment. The psychologist is more concerned with what might be called psychological survival than physical survival. As in the case of biological adaptation human behaviour is interpreted as adjustment to demands or pressures. These demands are primarily social or interpersonal and they influence the psychological structure and functioning of the person.

Adjustment is defined by Warren (1934) as "any operation whereby organism or organ becomes more favourably related to the environment, or to the entire situation-environmental and internal".

Gray (1946), pointed out that, there are number of factors about an adjustment situation that have psychological significance. First a want must exist. If
there is no want there is no need for adjustment. Second, if adjustment is the satisfaction of want, when want is satisfied and adjustment has been achieved. Third, difficulties that interfere with the satisfaction of wants constitute adjustment problems. If adjustment could be made easily, habits of adjustment would be relatively unimportant. There are three mental factors in making adjustment as represented graphically in the following diagram:


When human wants are beyond human capacity they must be recognised as impossible to satisfy. To continue to want the moon is to create a permanent adjustment problem. Human-wants must be restricted to the limit of possible satisfaction. Gray further described symptoms of being well adjusted.

(1) Happiness; (2) Self-honesty, (3) Emotional-control, (4) Enjoyable occupation, (5) Harmonious habits
and ideas, (6) Physical health, (7) Social status.

Gray's definition has been specially selected as an explicit presentation of adjustment. This kind of presentation is necessary when one wants to develop an instrument for the measurement of the same.

This definition has the operational approach. It will be useful therefore in the development of the measurement of adjustment.

As the term adjustment is defined by Patty and Johnson (1953), "it is the dynamic equilibrium of the total organism or personality". Willey and Andrew (1955), say that "adjustment gives an individual clean" bill of mental health if he is normal, that is, if he can live as a peaceful being, without disturbances, knows how to work, marries and has children, grows old, in short completes the cycle of life without giving society and trouble".

According to English and English (1958) (1) It is a static equilibrium between an organism and its surroundings in which there is not stimulus change working on a response, no need is unsatisfied and all the continative functions of the organism are proceeding normally—such complete adjustment is never attained, it is a theoretical end of a continuum of degrees of partial adjustment.
(2) a condition of harmonious relations to the environment where in one is able to obtain satisfaction for most of one's needs and to meet fairly well with the demands, physical and social, put upon one.

(3) the process of making changes needed in one self or in one's environment to attain relative adjustment.

Michinney (1960) defines adjustment in this way: "the adjustment process is an attempt to satisfy motives".

Lazarus (1961) has put forward four main classes of criterion for evaluating the adequacy of adjustment.

1. Psychological comfort
2. Work efficiency
3. Physical symptoms
4. Social acceptance

According to Smith (1961), "A good adjustment is one which is both realistic and satisfying. At least in the long run it reduces to a minimum the frustration, the tension and anxieties, which a person must endure".

Lehuner and Kube (1964), speak of adjustment as "a process of interaction continuous and therefore never a completed process". It is also defined by Eysenck (1972) that "it is a state in which the needs of the individual on the one hand and the claims of the environment on the other are fully satisfied."
Walden (1973), puts this way (1) An harmonious relationship with the environment involving the ability to satisfy most of one's needs and meet most of the demands both physical and social, that are put upon one. (2) The variations and changes in behaviour that are necessary to satisfy needs and meet demands so that one can established a harmonious relationship with the environment.

The previous discussion about various approaches to adjustment may be finally summarised as follows:

(1) Adjustment should be thought of as a process, rather than an achievement. In this process an individual is more favourably related to the environment. (2) It is a condition of harmonious relations to the environment where in individual is able to or has an ability to satisfy most of one's needs, and for this particular satisfactions variations and changes in behaviour that are necessary for the individual and that is why it is a process of continuous interaction, neither the individual nor world is static. (3) The process of adjustment also reveals the sources that disturb the process if these sources are known clearly then psychologists can better handle them to improve the adjustment procedure. This is what mental hygiene
counselling today is trying to do.

Following are the basic mental factors in the making of adjustment.

(1) A want must exist, if there is no want no need for adjustment.
(2) It is the satisfaction of a want. When want is satisfied an adjustment is made.
(3) Difficulties that interfere with the satisfaction of wants and constitute adjustments problems.
(4) When human wants are beyond human limitations they must be recognised as impossible to satisfy, so they must be restricted to the limit of possible satisfaction.

Adjustment as the process of continuous interaction leads us to realise that no human adjustment is ever complete or ideal. That is why we speak of adjustment as an attempt to relate satisfactorily to the environment. Because of the continuous modifications in ourselves and our environment, there is always some gap between our needs and their complete satisfaction. And there is a reciprocal process and a relatively satisfying adjustment is the best we can achieve.
Since our adjustment involves a process of dealing with changes in ourselves, in others, in our environment, it is never completed.

As long as we live we shall encounter new problems demanding a continuous readiness in our part to adjust to them. We cannot avoid this problems, we can only learn to handle them as they arise.

Individuals want to satisfy their values, needs when their needs are satisfied an adjustment is made. This however is not always possible, because of the difficulties that interfere in the satisfaction of his needs. They constitute adjustment problems for the individual, then he can not meet them successfully, at last he feels himself maladjusted.

So according to Warren (1934), "Mal-adjustment is the inability of an individual to adopt his behaviour to the conditions of his environment or the fact of such mal-adaptation". As Patty and Johnson (1953), said "those who demonstrate failure or fail in the adjustment process may be considered emotionally immature, maladjusted or mentally ill".

Willey and Andrew (1955), pointed out that "When
the individual is unable to live up to general standards because of personal inadequacies of capacity and needs or is unable to satisfy his needs in socially acceptable ways, he becomes maladjusted. English and English (1958) put it this way: "It is a more or less enduring failure of adjustment, a failure greater than expected by others or oneself, failure to solve the problems posed by everyday environment for a particular problem, failure or frustration is spoken of rather than maladjusted."

According to Eysenck (1972), "It is an inability to adjust to one's own social vocational or environmental demands, while Walman (1973) says that "It is the failure of an organism to develop behaviourial patterns necessary for personal and social success."

Above stated various definitions of mal-adjustment can be summarised as follows:

(1) It is nothing but individual's failure in the adjustment process to his environmental conditions it may own social or vocational.

(2) When individual is not able to or is unable to satisfy his needs in socially acceptable ways he becomes
maladjusted. As a result individual feels constant mental tension and conflict. Conflict is nothing but it is a manifestation of maladjustment.

(ii) Conflict and Conflict Areas:

Conflict may be considered as the basic term in Psychology because every kind of human behaviour is an attempt to reduce conflict and to increase physical and psychological satisfaction.

In describing conflict Allport (1924) differentiates between the struggle between two or more responses (over conflict) and the struggle between rival impulses within the individual (covert conflict). It is also defined by Warren (1934) that "conflict (Psychoanalytically) a painful emotional state which results from a tension between opposed and contradictory wishes, and is due to the fact that an unconscious (repressed) wish is forcibly presented from entering the conscious system".

Lewin (1935), distinguished three types of conflict and it is well supported by Lazarus (1963) as under:

1. Approach-Approach-conflict a person is simultaneously drawn to two positive goals that are equal attractive, so he has difficulty deciding on which to go towards.
2. avoidance-avoidance, two negative goals are involved neither of which is desirable.

3. approach-avoidance, which appears to be the most difficult to resolve, a person is attracted to a goal by which he is also repelled.

According to Lawrence (1947) "in the psycho-analytic sense, it is a condition of psychic tension resulting from a repressed wish or from ambivalent instinctual drives". Conflict, as defined by English and English (1958) "it is the simultaneous functioning of opposing or mutually exclusive impulses, desires, or tendencies, or the state of a person when opposed impulses or response tendencies have been activated".

Eysenck (1972), puts it this way that "it may logically be defined as - any pattern of stimulation presented to an organism which has the power to elicit two or more incompatible responses, the strength of which are functionally equal".

According to Klass (1973), "conflict is the simultaneous instigation of two or more incompatible responses types have been differentiated on the basis of whether the conflicting responses are Approach or

It is defined by Lazarus (1976), that "conflict is the presence, simultaneously, two incompatible action tendencies or goals". Further he says that it can arise (1) because internal needs or motives are in opposition, (2) because external demands are incompatible, (3) because an internal need or motive opposes an external demands".

After reviewing the opinions of different psychologists about the nature of conflict, it is necessary to point out that even though conceptually conflict has been discussed as an individual entity, operationally conflict is manifested in many life situations. The individual experiencing conflict in his family life or he may be having conflict in his social life. Similarly conflict about one's educational goals is not common in modern youth and so or so is the conflict in the job. When these conflict are taken separately they are usually manifested in terms of different major and minor problems, the person is experiencing. The person is not satisfied with his work, he does not like to continue for long in his situation, he also is not able to co-operate with his
fellow workers and he is not at all happy and satisfied with the total job situation. These are the conflict areas which psychologists usually are trying to discover when they study mal-adjustment. These areas can be studied either by the inventory or by the projective techniques.

The major problem is to find out whether mal-adjustment of the personality as a whole is equally manifested in different life situation. For example is it possible to find out a person who is having high score on mal-adjustment but he is well adjusted in either with his family or social life.

In other words when one talks about mal-adjustment it is the conceptual prediction of actual life problems manifested in different life situations.

In the present investigation an attempt has been made to find out how far this is correct. Maladjustment at the conceptual level whether measured by any kind of adjustment inventory, should be supported by high conflict scores as reveal on any other instrument whether it is projective or non projective. Here in the present investigation verbal projective technique has been selected because of the reasons discussed in the next session.
(iii) **Social situation (Job situation):**

The term 'Social situation' is well defined by Warren (1934), that "It is the totality or pattern of stimuli presented to a given individual at a given time in so far as these stimuli is concerned with other member of the species"; while Lapiere (1938), says that "all social interaction occurs in what may be termed social situation because each social situation has a beginings and an end end may be described as the meetings of a group of people". According to English and English (1958) "It is the part of the psychological field at any given time which consists of persons and their relationship, the totality of all the directly percieved social influences emping on a person at a given time".

As term "social situation" was defined by Kuppuswamy (1961), "A social situation consists of the various visual, auditory and other stimuli lived through by the individuals. It also involves besides the present perceptions, the altitudes, as well as the revival of the past experiences".

Above mentioned different definitions of "Social Situation" can be summarised as follows:
1. All social interaction may be termed as social situations.

2. It also consists of persons and their relationship.

3. Social situation consists of the various visual, auditory and other stimuli lived through by the individuals.

4. Besides the present perceptions, social-situation also involves the attitudes of the individuals as well as the revival of past experiences.

Thus a more analysis of the separate stimuli will not help us to understand the social situation. An example may clarify the point. A boy of eight or ten may be hit by his friend. There may even be some confusion. The pain may not be felt at all or even if felt the boy may laugh over it. It is possible a few hours later the same boy may have been accidently hit by his brother or sister at home. The immediate response may be a loud cry, tears, abuse of the sibling, complaint to the mother. The stimulus may be more or less the same but the response is absolutely different. The difference in behaviour can be understood only by the realization of the difference in social situation. So some times the difference in behaviour of an individual depends upon how stimuli is being percieved by him.
Social situation according to social psychologists like Newcomb (1965), Sherif (1969), Backman and Secord (1964), Murphy and Murphy (1937), Sargent and Williamson (1966), have been defined as the situation in which the individual is behaving under the influence of certain social influence. This influence has been generally classify into the influence of other people, influence of material development and influence of cultural ideology prevailing in his society. For example when the teacher is in the class room, he is directly in contact with his students than books and other audio-visual aids existing in his culture as well as the ideology that the values associated with teaching and education. This is the social situation. In the present study, therefore, the social situation has been interpreted as the job situation in which the employee or worker is actively busy with his work under the influence of social norms and ideology existing in his society. He is also working as a group member. It may be formal or informal and he has to follow the norms existing in that group. Social situation in the context of job mostly implies informal relation existing in the institution over and above formal relation.
This description is apparently simple but in reality it is very deeply associated with personality and adjustment of the individual. A simple meaning of occupational or job adjustment is an ability to adjust to one's own job or occupational demands or the ability of an individual to adopt his behaviour to conditions of his job or occupational environment. Job is not simply a bread wining activity but it also is an area which tests the power, the capacity, the ability, the attitude of the person working.

When one thinks about job and job problems, the social situation of the job also plays an important part in that context. It is quite possible that an employee is well adjusted with techniques of job but his social behaviour with colleagues, and superiors is not very satisfactory. Similarly it is also possible that the person as a group member is very co-operative but he is not able to understand his job responsibilities properly. This also creates a problem not only for his but also for the management. In this contexts social aspect has been considered as one of the very important aspect in the job-adjustment of an employee.

Job adjustment depends upon (Crow and Crow-Knoff, 1956), job conditions, worker attitudes and degree of
efficiency. A worker's chances to perform adequately on the job and to experience personal satisfaction are conditioned by vocational selection based upon personal interest in the work and ability to meet its demands, appropriate and adequate preparation, avoidable job opportunities, healthful working conditions, intelligent and understanding supervision, pleasant co-workers relationships and adequate financial remuneration.

According to Tiffin and McCotie (1966), "Human work behaviour can be influenced by situational variables, including those to which we commonly refer as working conditions. There are really three groups of working conditions; Those of a physical nature that is, illumination, noise, atmospheric conditions etc., those relating to time that is hours of work, rest pauses etc. which the individual works and those related to the Social Environment of the work with which the management is concerned.

If above mentioned conditions or different situations for job adjustments are not favourable to the employees they feel themselves frustrated and maladjusted. On the other hand if these conditions are favourable to the employees they feel themselves fully satisfied and relatively adjusted.
Gray (1952) has pointed out some symptoms of maladjustment. According to him, "there is much evidence that mal-adjustments have serious consequences for many employees.

1. They lose confidence in others and in doing so they lose their friends.

2. They are suspicious of the actions and motives of others.

3. They feel themselves emotionally disturbed and these emotional disturbances lead to loss of appetite and insomnia on the part of the many workers and thus to poor health. He further stated that if occupation fail to provide and maintain social and recreationed contacts sincerely in the interest of the welfare and happiness of the employees, substantial returns in the forms of bad maladjusted and more inefficient employees or workers will result.

Lawrence Siegel (1969) also pointed out that "a worker or employee who is personally maladjusted and unhappy about circumstances out side of the plant or offices will generalize this attitude to include dissatisfaction or maladjustment with is job or occupation.

So job is also a field that is either a field of
frustration or ambition fulfilment, for the person concern. When one leaves the area of manual jobs and talks about intellectual or mental work associated with the job one definitely, finds ample evidence that here the individual is likely to be happy or unhappy according to his job situation. In certain jobs some people seem to enjoy them a lot while in the same job situation other people appear to be quite frustrated, unhappy, miserable and ready to leave the job at any moment. A psychologist would be interested to explore this problem.

This is an interesting problem because generally the intelligence, ability and the job qualification are require of different individuals are more or less the same. No one very superior and no one is tremendously inferior. For every job minimum I.Q. level is established which the person usually fulfills. Inspite of this I.Q.equality, when one finds that there are significant differences in the job adjustment one would like to find out what are the other factors associated with this differences.

This kind of exploration definitely leads us to the personality aspect. It is quite possible that over and above the I.Q. level, there are personality aspect associated with the job adjustment.
As it is pointed out by the Crow and Crow (1956), "Individuals differ in their physical structure and vigor, their mental ability, their social aptitudes and their degree of emotional stability. In like manner, different types of occupational work, differ in their physical, mental, aptitudinal, and emotional requirements. There are certain personality traits, however, the possession of which predisposes towards success, no matter what the specific character of work may be.

They further state, that, if the job is unsuitable or if the working conditions are undesirable, and the worker's unfavourable characteristics, will be intensified serious maladjustment may result.

So it is interesting and even necessary to find out what these variables are and to what extent they actually influence the individuals adjustment to his job situation.

III METHODS FOR STUDYING PERSONALITY:

When the problem of adjustment is studied scientifically the techniques that are used for that purpose are of two types.

(1) Self Report-Techniques

(ii) Projective Techniques
It is better to understand the nature of both these techniques in order to understand their advantages and limitations. This will help in the actual administration and interpretation of the result.

(i) **Self Report Techniques**

This is a kind of paper pencil test in which the S is required to answer a number of questions describing the human behaviour in either 'yes', 'no', or 'don't know'. This is a popular form of personality measurement known as Inventory. It is based on the assumption that it is possible to translate human personality into a simple test score or a series of scores eventhough they are based on what the person is willing to say about himself. Freeman (1962) points out that there are probably around 500 or 50 personality tests and inventories. Many of them are assumed to measure one particular aspect of personality such as neurotic tendency, introversion-extroversion and adjustment to various field of society such as family, education vocation etc.

Shaffer and Lazarus (1952), have pointed out three major advantages of paper and pencil tests over other methods. They are economy, simplicity and objectivity. This method is economical because it can be given to a
very large number of people at a time and can be scored within a short time with the help of scoring keys. It is simple because the questions or the statements are comparatively easy to understand and answer for the S and it does not require very special training either for administration or scoring and interpretation. Objectivity emphasizes the direct response by the S and machine scoring without the intermediate interpreter. Because of machine scoring the tester's subjectivity does not enter in the interpretation.

Despite these advantages, these techniques are not free from limitations. Their major limitations are as follows:

1. As the test questions are worked in simple language, the S can very easily understand what are the "good" answers and what are the "bad" answers. He can, therefore, produce any kind of personality picture, he has intended. But compare to self-report technique projective techniques are more "disguised". The Ss, who are more self-conscious or deliberately want to cheat, would be better handled by this method. The degree of "disguise" may differ in various techniques. The word-Association Technique and the Incomplete sentence Blank (ISB) may be regarded to
contain it to the minimum level while the Roschach Test, to maximum and the TAT coming in between. The Ss cannot take responses due to the absence of direct interpretation in various projective technique. Failure to make out the intent of the question does not able them to give "Good" responses and not the correct areas. It is assumed that the Ss, when not knowing the direct interpretation of their responses are able to perform more naturally than it would be otherwise.

(2) By definition maturity, self insight and more or less objective evaluation of one's assets and limitations. This does not exist in young children, mentally retarded or disturbed or people suffering from brain damage. In some of the projective Techniques especially the Dali Therapy, very young Ss also can be handled very easily if the psychologists is sufficiently trained. In the verbal projective Techniques, mental and academic maturity is one of the basic requirements of the Ss. All research workers, therefore, should keep this in their mind. In the present study, also the population consists of an adult age group because of the verbal projective technique.

(3) One of the criticisms against Q-sort, Adjustive
check lists and personality inventories is that they limit the choice of the S to the number of statements already prepared by the research workers (Shaffer and Lazarus, 1952). The overall integrative picture of personality is difficult to assess from the responses given to these techniques. The projective techniques give greater freedom to the S in expression that reveals the personality dynamics as a whole.

As it has been mentioned above that compare to self report technique projective techniques are far better for the study of personality and therefore looking to the nature of the problem of present study investigator has selected one of the projective techniques i.e. the ISB (JOB Incomplete Sentence Blank).

(ii) Projection:

Shaffer and Lazarus (1952) said that "the term 'projection' was used by Freud to indicate one of the mechanism of defense of the ego. In the process of projection motives which are unacceptable to the individual are treated as belonging to other people.

According to Lindsey (1961), the term projection came into existence in the psychological literature as one
of the central constructs in psycho-analytic theory. Projection is one of the defense mechanisms that was early identified and defined within Freud's own writing. He alludes, in a single brief statement, to a process whereby inner stimulation is projected into the outer world. A brief year later, Freud (1896) dealt again with his same process and this time applied the label 'projection' to the mechanism whereby paranoid avoids recognition of self reproach or self-distrust by directing these tendencies upon others.

The core of projection as defined within orthodox psychological theory is clearly outlined "the disturbed individual confronted with unacceptable impulses or attributes within himself, defends against these (reduces conflict or avoids anxiety) by displacing them into the outer world upon another person. That means projection is a normal process whereby individuals perception of the outer world are influenced by inner state.

The fact that Freud employed the term projection to refer to a normal as well as a pathological process is also noted by Ballack.

It is evident from our discussion that the terms
'projection' has been used in one important sense. Classic projection refers to an unconscious and pathological process where the individual defends against unacceptable impulses or qualities in himself by inaccurately ascribing them to individuals or objects.

(iii) Projective Technique:

Korchin (1976) pointed out that the term "projective test" was popularized by L.K. Frank (1939), although Murray had earlier (1938) described the Rorschach, T.A.T. and other procedures used in Harvard psychological clinic studies as "projective test." Walman (1973) says that projective techniques or methods used to discover an individual's motivations, defensive maneuvers and characteristic way of responding through analysis of their responses to unstructured ambiguous stimuli. According to Eysenck (1972) "Projective techniques are a group of psychological techniques and procedures that claim to disclose the basis (hidden, underlying) personality structure and motivations of a subject by having him organize respond to, or deal with materials or stimuli in a free, unlimited way without reference to a preconceived system of correct or incorrect answers." By Stangener (1961) "the term 'projective tests' has come
to be applied to all methods facing the person with an 'unstructured' situation, in which his responses are not determined by the outer stimulus and hence must depend upon inner conditions. Lindzey (1961) says that a projective technique is an instrument that is considered especially sensitive to covert or unconscious aspects of behaviour, it permits or encourages a wide variety of subjects responses, is highly multidimensional, and it evokes unusually rich or profuse response data with a minimum of subject awareness concerning the purpose of the test. Further, it is very often true that the stimulus material presented by the projective test is ambiguous, interpreters of the test evokes fantasy responses and there are no correct or incorrect responses to the test. Pennington and Barg (1954) are put this way, "Projective tests utilize various stimuli, such as inkblots, pictures, incomplete stories etc. subjects are permitted to respond to these materials in a manner which gives them a greater deal of lee way, the more ambiguous or 'unstructured' is the material, the greater the freedom of the subject to use it as he wishes".

Following are the characteristics of the projective techniques, Herbert Goldenberg (1973) (1) they present relatively unstructured stimuli, permitting a large,
sometimes unlimited, variety of possible responses
(2) they use indirect, distinguished methods so that the client is not aware of what constitutes a "good" or "bad" responses or of how that responses will be interpreted, (3) they encourage considerable freedom of response, producing more personalized responses than would a typical yes-no personality questionair (4) they are sensitive to unconscious or latent aspect of personality (5) they produce a global, composite picture of the whole personality rather than measuring separate traits and (6) they are open to a wide variety of interpretations, frequently involving much subjective clinical judgement.

Stangener (1961) says that "the-projective devices have one great advantage over inventories and questionairs. Since S does not know the meaning and does not know what will make a good impression on the experimenter, he had more difficulty in presenting only his mask, there is a greater likelihood that the projective test will pick up what is being the mask. Another way of saying that the projective technique tap unconscious material, conscious censorship can limit that person reveals on an inventory, and it is relatively difficult to censor the projectives.
Types of projective techniques are described by Sheldon J. Korchin (1976) quoting Lindsey (1961) as under.

Depending upon the type of task involved projective techniques are of five types (Lindsey, 1961).

(1) Association techniques ask the subject to tell what is suggested by a verbal, visual, or auditory stimulus (e.g. word association, Rorschach).

(2) Constructions techniques involve the creating of an imaginal production for which the materials provide a framework (e.g. T.A.T., Make-A picture story, Blacky).

(3) Complete techniques require that subjects complete a statement or study; they are more structured construction procedure (e.g. Rosenzweig- picture frustration study).

(4) Choice or ordering techniques involve arranging materials in story, telling sequences, in order of choice etc. often with no verbal elaboration (to making Horn picture- Arrangement test, Szondi).

(5) Expressive techniques- do not depend upon test stimuli, but rather ask the subject to perform an artistic or creative act. (Draw- A picture, Finger painting, play, Psycho-drama).
(iv) **Verbal projective Techniques**

Verbal projective techniques are those techniques which are wholly verbal, utilizing only words in both stimulus materials, and responses. Some of these verbal techniques can be administered in either oral or written form. Following are the two main verbal projective techniques.

a. **Word association test.**

b. **Sentence completion test.**

c. **Word association test:**

This test consists of a list of stimulus words that are presented to the subject, an examiner who reads the words one at a time. The subject is instructed to respond with the first word that occurs to him after hearing the stimulus word. Typically the examiner, records both the word with which the subject responds, and the latency of response, and the duration of time between the stimulus word and the elicited response.

As it has been pointed out by Anastasi (1976), that "originally this technique known as the "free association test", and was first systematically described
by Galton (1879) Wundt and J.M. Cattell subsequently introduced it into the psychological laboratory, where it was adapted to many uses.

The early experimental psychologists as well as the first mental testers, saw in such association tests a tool for the exploration of thinking processes.

The clinical application of word association methods was stimulated largely by the psychoanalytic movement although other psychiatrist, such as Kraepelin, had previously investigated such techniques. Among the psychoanalysts, Jung's contribution to the systematic development of the word association test is most conspicuous. Jung (1910) selected stimulus words to represent common "emotional complexes" and analysed the responses with reference to reaction time, content and physical expressions of emotional tension.

A different approach to the word association test is illustrated by the early work of Kent and Rosanoff (1910) Designed principally as a psychiatric screening instrument. Kent-Rosanoff Free Association test utilized completely objective scoring and statistical norms. As it had been noted by Berg (1954) that the more recent list of (60) words proposed by Rapaport.
Additional norms have been gathered in several countries, and the technique has been extensively employed in research on verbal behaviour and personality (Jenkins and Russel, 1970; Palermo and Jankirs, 1963; Postman and Keppel, 1970; Vond der-Made Van Bekkum, 1971).

According to Allen (1958) "These tests are rooted in the rational, that personality attributes final expression in the manner in which an individual responds to stimuli which initiate a chain of associations. It is further assumed that these associations stem from the individual's past experiences and are integrated in the personality structure as attitude and feeling tones about the objects, events and persons in the field".

As it has been pointed by Pennington and Berg (1954) "An advantage of this method lies in its flexibility. For example words which the examining may feel to be significant can easily be added to the standard list. But on the whole the word Association test perhaps most useful as a supplementary technique as away of rounding out the diagnostic picture.

This test only for these subjects who can read, write and understand the language. This test cannot be given to young children and illiterates because their responses will have of no use.
b. Sentence completion test:

In this test the individual is presented with a series of incomplete sentences generally open at the end, to be completed by him in one or more words.

This technique is an improvement on the word association test. It is closely related to it and in recent years has had increasing use in research and clinical diagnosis. Like the word association test, there are an unlimited number of forms that the test can take. Many psychologists who use the approach have made up their own version of the test for special use in particular situation.

In this test, the subject may respond with more than one word, a greater flexibility and variety of responses is possible and more areas of personality and experience to be tapped.

According to Allen (1958) "It advantage lies in the greater specificity of elicited associations made possible by the directionality of the introductory phase or stem.

"The man in my office...." immediately restricts the association process to one place and to a particular group of man.
According to Lindzey (1961), "This test is generally considered to be most efficient in assessing attitudes, motives, and conflicts rather than general structure or organization of personality."

Frenk and Freeman (1955) also appears that sentence-completion tests evoke personality materials that are closer to the level of consciousness than those evoked by the Rorschach and the thematic apperception type. The sentence completion does, nevertheless, provide a basis for subsequent interview and counselling.

As it has been pointed out by Good-Stein and Lenyon (1971) that "the number of problems involved in the sentence completion method and the significant success it has achieved, should be require and encourage additional research with method. They have also further stated that the greatest research need in regard to the sentence completion would be the refinement and extension of already available sentence completion forms.

Specific tests have become almost traditionally associated with specific subject populations and validity criteria. Extending these tests to new subject population, utilizing new classes of criteria, would promote greater interest in research comparability, so that an already considerable
research literature could be better integrated, better used and better understood.

Today in Gujarat or even in India also the use of ISB has not been undertaken on a very large scale to explore the adjustment problems in various social situations. The present study is an attempt to develop one such instrument that job incomplete sentence Blank to explore the adjustment problems of various occupational groups. It will contribute in the development of verbal projective techniques as well as it will contribute in the development of new method that can verify the results of other techniques.

IV PURPOSE OF THE STUDY:

The main problem of the present study can be classified into following hypothesis.

(1) Whether various occupational groups differ significantly from each other in the personality traits as measured by TMAS.

1. Govt. clerks v/s. Bank Employees.
2. Govt. clerks v/s. College Teachers.
(2) Whether the same groups differ from each other on the JISB.

1. Govt. clerks v/s. Bank Employees.
2. Govt. clerks v/s. College Teachers.

(3) Whether the occupational groups differing significantly on the TMAS, also retain that difference when tested on the JISB.

In the present study a newly developed technique of the JISB had been applied to study the conflict areas - and the positive and negative attitudes of the employees so far as their job situation is concerned.

V SIGNIFICANCE OF THE STUDY:

This kind of study is likely to be useful both theoretically and practically to the students of Psychology in the following way:

1. Preparation of a verbal semiprojective technique will contribute in the methods of studying job adjustment.
2. This study may also bring out the nature of conflict existing in different occupational groups.

3. This study will be useful in finding out the degree of maladjustment which is existing to day in various job situations.

4. It may also reveal interjob comparison so far as the study of conflict and the positive aspects of personality are concern.