CHAPTER II

REVIEW OF PAST RESEARCH WORK

I  INTRODUCTION

II  VARIETIES OF STUDIES ON VERBAL ISB

(i)  Language Development Among Children
(ii)  World-War II and Thereafter
      (Normal and Abnormal Aspects)
(iii) Adjustment Problems - Parent - Child
(iv)  Community Differences & Social
      Attitudes
(v)   Use of ISB In India & Gujarat
(vi)  ISB to-day

III  PURPOSE OF THE PRESENT RESEARCH
CHAPTER II

REVIEW OF PAST RESEARCH WORK

DIFFERENT AREAS OF INVESTIGATION WITH THE HELP OF THE ISB:

I INTRODUCTION:

In this chapter, an effort has been made to review the past research work done with the help of verbal and semi-verbal projective techniques. Unfortunately these techniques have certain built in limitations that have checked their progress and use. They may be enumerated as follows.

(1) These techniques can be used only on the Ss who can think, read and write. As a result, children, illiterates, seniles and psycholics are automatically eliminated.

(2) The verbal projective techniques are likely to be influenced by the "Social desirability" of the Ss. This implies that the investigator has to establish intimate rapport with the Ss. The time consumption involved in this process puts a limitation on its wide-scale use.

(3) The word "Projective Technique" has been primarily associated with the diagnosis of mental disorders. Their use for the study of non-clinical problems is relatively limited.
Keeping these facts in mind, here an attempt has been made to present those types of studies that have involved the verbal projective techniques either as an independent instrument or a part with other instruments. These studies have been presented in the classification of various areas in which these techniques have been used.

II VARIETIES OF STUDIES BASED ON VERBAL ISB

(i) Studies on language Development among children

Before the Sentence Completion method was employed in studying personality, it served diverse purposes. Ebbinghaus (1877), invented the method in 1879 to test the mental ability of school children at the behest of the authorities in Breslau, Germany. In 1904 Binet and Simon (1905), employed the idea in their first battery of intelligence tests. Trabue (1916) was due of the first to devise sentence completion language scales. The following year Kelly (1917) published a report of individual achievement testing with a completion exercise. Piaget (1924) used incomplete sentences to study the judgement and reasoning of children. Thorndike (1927) included sentence completion exercises in his intelligence scale known as the CAVD. This has been employed as an intelligence test for college students since 1927. Text Books on language and other subjects reveal
that the method has been widely employed for achievement exercises.

As a device for investigation of personality, the sentence completion method had its beginning, so far as is known, in 1928, when Payne (1928), used it in a battery of tests for guidance purposes in the college of the city of New York.

Tendler (1930) reported a study of emotional reactions in which a brief sentence completion test containing 20 items was employed. Cameron (1938) employed the sentence completion method, among other procedures, to investigate the language and thought of disorganized schizophrenics and deteriorated seniles. He designed the 15 items in his test to reveal reasoning and regressive processes, and characteristics of communication.

Lorge and Thorndike (1941), experimented with a 240-items sentence completion test in which WPA subjects were restricted to single word responses. They reported negative findings in using the devise for personality study, since they found little relation between test responses and actual behaviour of the subjects tested. No significant inferences could be drawn from the results.
Sanford et al. (1943) included a completion of sentences test among other projective techniques in an extensive study of children. The test presented the subjects with a series of 30 incomplete sentences - clauses - or phrases - so constructed as to permit a wide variety of grammatical conclusions. By selecting systematically the content of the stimuli it was possible to limit the range of responses, provided, the subjects followed the rules of grammar for completions. The intention was to explore certain response areas. Regarding quantitative results, each of the tests was considered to remain in an exploratory stage of development. Insofar as qualitative results were analyzed, the answers revealed consistent patterns of response as well as responses of no significance. However, the differences of response even to the same stimulus material indicated fairly clear differences of personality among the children tested.

(ii) Studies on personality during the world war-II and thereafter (Normal and abnormal aspects)

During world war II the sentence completion method of studying personality was widely utilized in the armed forces. Holzberg (1945), reported that in Mason General Hospital, Brentwood, New York, it was used consistently in a battery of tests including the Wechsler-Bellevue
Intelligence Scale, the Bender Visual Motor Gestalt Test, Draw-a person Test and the sentence completion test. It was also employed as a screening device to study psychiatric disorders and personality adjustment problems of veterans. Its use spread rapidly to civilian neuropsychiatric hospitals, to public and private guidance clinics, schools and universities, to penal institutions and to business and industrial organizations.

The usefulness of the sentence completion method of studying personality in military installations has been delineated in a number of government reports and in publications in psychological journals. Among these are Flanagan's Report No 1, "The Aviation Psychological Program in AAF", (1947) Bijou's Report No. 15, "The Psychological program in AAF convalescent Hospitals", (1947) Schaffner's "The Information Control Intelligence Summary of the office of the military government for Germany", (1946) and the United States Naval School Aviation Medical-Research Report No. N.H.001 077.01.029, by Izard et al. (1953). Probably the best known publication of the work done by the OSS (Office of Strategic Service) and is Assessment of men by the OSS Assessment Staff.

By 1946 there was sufficient evidence to indicate that the sentence completion test was filling a need in studying
personality which, up to that time, had not been adequately met even by such devices as the Rorschach and TAT. They can be effectively utilized only in individual testing. The tremendous advantage of the sentence completion method proved to lie in its adaptability and the ease with which it may be administered to groups of persons in varying situations and in the relative simplicity of its interpretations.

Cameron (1938-39-34) utilized a 15-items sentence completion test to study thought processes of schizophrenic, deteriorated, and senile patients in a mental hospital.

In (1950), Cameron and Magaret (1951) employed a sentence completions test to investigate correlates of scattered speech in responses of normal subjects.

Tendler (1930), was among the first to report the usefulness of the sentence completion method to gain insight into the emotions. In 1937, Carter obtained significant results with a modified form of Tendler's test combined with psychogalvanic response technique to investigate affective pressures.

Goadwin (1949), employed a Psychosomatic Sentence Completion test to differentiate hostility patterns in cases of branchial asthma and peptic ulcer.
The employment of a sentence completion test for investigating adjustment and psychiatric problems among college students was reported by Payne (1928), who was also the first to utilize the device for studying personality. Tohde (1946), too emphasized this aim and demonstrated the validity and reliability of the ISB method in an experiment with high school students in 1939. The report of this was not published until 1946, however Costin and Eiserer (1949), found the technique to have significance in studies of school morale. Hadley and Kennedy (1949), concluded that valid measures of conflict could be obtained among college students by means of a sentence completion test. They found that college students who had superior intelligence but relatively low achievement records can be thus identified.

Kimball (1952), in her study of adolescent males also found significant correlation between low achievement in school and emotional conflicts involving adverse relationship of the boys with their fathers.

In 1953, Luff, Wisham, and Moady, found that the sentence completion test affords a useful means of comparing the adjustment of hospital patients to hospital
conditions, to hospital personnel, to other patients and to their own illness.

Rosenzweig (1950) studied the relations between the attitudes expressed toward the parent in a sentence completion test and case-history data. The subjects were more veterans. He found that 42 of 72 subjects, or 58 percent, gave responses referring to the father which were in agreement with other data available. In items referring to the mother, 50 out of 72 subjects or 69 percent gave responses in agreement with other data.

It was concluded that attitudes towards parents may be learned with some degree of assurance by means of a sentence completion test and that interpretations are in accord with subjects actual feelings. There seemed to be adequate evidence that to a considerable extent the sentence completion test carried out its role as a projective technique.

Wilson (1949) reported the use of a sentence completion test for differentiating well adjusted and mal adjusted secondary school pupils. Twenty-two subjects were examined. School marks other specific criteria were not considered in the selection of the subjects. The maladjusted group had more boys than girls, and the well adjusted group had more girls than boys.
It was found that maladjusted people had a tendency to consider rules to be "too strict" and examinations "unfair" or "nerv cracking". They were likely to think that "almost every one cheats on exams". The well adjusted pupils were more inclined to think that examinations are "hard", "easy if you are prepared", or "necessary". They also worried more over their school work than did the maladjusted pupils. Three of the maladjusted group, but none of the other group, complained of being unable to concentrate on, or to persevere in, their school work.

In general it was concluded, however, that the test had limited value as a screening device, but it was valuable as an aid in understanding adolescents.

In this study, it seems likely that if the sample of well-adjusted and maladjusted subjects had been larger, if the criteria for selection had been specific, and if the groups had been equally divided as to sex, more definite results for screening purposes might have been obtained.

(iv) Studies on community Differences and Social Attitudes:

Farber (1951), studied national characteristics of the English and Americans by means of a sentence completion test. The subjects were clerks drawn from central offices.
of several large insurance companies in London, England and Hartford, Connecticut. Responses to 21 incomplete sentences were obtained from 97 percent of the British subjects, 53 percent males and 44 percent females only one percent of Americans failed to respond, 51 percent males and 48 percent females returned their questionnaires.

Analysis of responses to the sentence begining the qualities. I admire most in a person are.... is reported. Considerable differences was found in the qualities listed. The British subjects mentioned qualities such as imagination, inquisitiveness, conversation, sharing knowledge, good voice, initiative, organized mind, decisiveness, leadership and self-confidence. Americans listed qualities such as intelligence, ambition, personality, ability to get along with others, neatness and cleanliness, responsibility, perseverance, capability adaptability and common sense.

Thirty one percent of the British, but only eight percent of Americans are reported to have listed qualities involving control of antisocial impulses. Characteristics possibly involving anxiety about aggressions from others were reported to have been found in 30 per cent of Americans and 11 percent of British responses. In the category "Direct good Impulses and Cognition" were 28 percent of British and 17 percent of Americans responses.
The usefulness of the technique in studying social attitudes has been reported by a number of investigators. Campbell discussed an unpublished experiment made by Frenkel-Brunswick, Jones, Rokeach, Jarnick and himself (1946-47), to determine antiminority attitudes among grade school children. He also described studies made by Brown (1947), and by Reynolds (1949), who investigated racial problems among Negroes and white people. Farber (1957) reported differential characteristics of English people and Americans. Schaffner (1948), utilized the device to study social attitudes of Germans following World War II.

(v) Use of the ISB in India and in Gujarat:

In India very few studies have been undertaken with the ISB as the only instrument. Most of the work has been undertaken in the mental clinics, where these tests have been used along with other techniques.

Dave, Indu (1962), has used the sentence completion method in identifying personal problems. While De and Giri (1962), have also studied "The diagnostic value of the sentence completion test". In this study 40 subjects (normals) constituted one group. The other group of 25 Ss was taken from a state institution for rehabilitating orphans. They were 18 to 22 years of age. 11 subjects were
females. Here investigators have used the 60 incomplete sentences Hindi version of Sack's SCI.

The results may be summarized as follows:

1. In the normal group there was preponderance of healthy over unhealthy responses, whereas in the institutionalised (Cared) group, the number of unhealthy responses.

2. The institutionalised group showed significant distribution for the two areas, namely sex and self-concept, and in the normal group distribution of responses for the interpersonal area was significant.

In this study the main emphasis is on the comparison on the ISB responses between the normal and the cared group. No attempt has been made to compare different types of occupations or personality variations existing among the normals. The present work is an attempt to develop such an instrument for the occupational groups.

Loomba and Ramamurthi (1961) have developed a "A new type of sentence completion technique to use in an investigation of a person's self-concept". The technique is characterized by (1) unstructuredness of the sentence beginnings, (2) use of the first person pronouns as the sentence beginnings and the presentation of the same
beginings over and over again in a random order. The use of the new test technique in the investigation of the self-concept of a clinic client was described and the broad direction of analysis of responses to the test for such a purpose was indicated.

Mathur, Shanta and Sharma (1965), have tried to measure attitude by projective test. For this particular study they have used Sack's sentence-completion test and Thematic Apperception test. These two tests were given at two different sessions. By the end of this study, it was found that, (1) the two types of tests measured similar aspects of individual's personality, and (2) the Sack's sentence completion test could be used as the validating instrument for the various variables of the Thematic Apperception test.

In India very limited studies have been done through ISB on various occupational groups. Most of the studies, research work have been done on various occupational groups through various projective techniques mainly Rorschach and T.A.T. etc. Following are the available studies on various occupational groups.

Broota (1964), done study on "A preliminary study of the Thematic Apperception Test. For this particular study the sample was constituted 70 class III employees—all males—
served as subjects. Investigator has used Indian adaptation of T.A.T. (Seven cards) were used as a instrument. For data Analysis Burt's scoring technique was used, and also two independent judges were asked to rate the Ss on 5 point scale for validating the test scores.

At the end of this study it was found that the reduction in the number of cards did not affect the assessment of traits. The reliability and validity were found 57 and 52 respectively.

Broota and Broota (1968), have done study on "Personality and social status of occupation". Samples was constituted of 50 numbers of clerical staff selected on the basis of education, age and marital status. For this study Indian adaptation of the T.A.T. used. The ratings of T.A.T. responses of individual subjects were classified in to three groups. High, middle and low for each trait.

The T.A.T. responses were scored according to Burts' method of scoring, and reliability coefficients were computed.

The results may be summarised as follows:

The results indicated that, (1) majority of subjects were high in emotionality, depressive, high in anxiety and also highly ambitious. This pattern was explained due to the frustrating situation arising from the job that did not
satisfy the self concept of individuals. It was observed that 46% of the subjects joined this occupation because of circumstances and 28% because they had no other alternative and the rest for some other reasons. Only ten wanted to have promotion in the administrative line and the rest intended to change their occupations. (2) There are no significant differences in the level of education and ambition. But there was significant differences in the level of ambition and married and single group unmarried being more ambitious.

Chandra, Shri Arundala and Malini (1967), have done study on "A Rorschach study of doctors. While Desgupta (1964), has tried to explore the emotional difficulties of teachers.

A study of "some psychological aspects of college teachers personality was done by Kundu, Ramanath and Benergee (1961), the sample was constituted 100 college teachers. The findings are as follows:

(1) The college situations the majority of the teachers seems to be characterised by arguing with colleagues and students, self-restrain at existing situations, avoiding the company of "bossy" colleagues, in tolerance towards lack of discipline on the part of the students.
(2) Outside of the college situation following characteristics of teachers were revealed: in tolerance of dominance by others, and tolerance to older and respectable persons.

(3) As regards personal feelings and attitudes towards common things, the results emerging from the responses of the teachers were: The sharing responsibility, temperamental stability, sensitivity, boldness, to face trouble and initiative at taking decisions, the feelings and attitudes were also characterised by the absence of reaction ordinary things, complaint against peace of life, cowardly action and contamination of domestic bitterness with job situations.

In this study only the college teachers are included other occupational groups are not included. The present study gives more emphasis on the comparative evaluation of various job situations.

Rao, Sharadamba (1966), have attempted to explain "A note on the investigation of the MPI with different occupational groups in India".

A study was done on "Relationship between neuroticism and job satisfaction" by the Mehdi and Shinha (1971). Total sample was constituted of 200 school teachers randomly in Patna. For this particular study Eysenck's neuroticism scale and for measuring job satisfaction item,
questionnaire were used. Data analysis done by + ratio.

The results may be summarised as follows (1) split half reliability of the job satisfaction, questionnaire was .40. There was negative correlation (-.28) between job satisfaction and neurotism. (2) By quartile analysis high and low neurotic groups were compared. There was a significant differences in these two groups. Low neurotic group had higher job satisfaction (K.G. Agrawal : IBSA 2:70).

In Gujarat, very little work has been done on this problem. Bhatt has developed an ISB in Gujarati to study the adjustment problems of the high school going adolescents and the primary validation has been done on socially adjusted and maladjusted students (1968). It shows significant difference between the socialty adjusted group and the socially mal-adjusted group. Degree of social-participation in the school activities has been taken up as social adjustment. The same instrument has been further tested on the Neurotics Criminals and the normal group (Bhatt et al. 1974). It shows significant Intra-group differences and among these groups. The neurotics show the highest degree of conflict, the normals show the minimum while the criminals scoring in between. This ISB is further validated against
the Gujarati adaptation of Eysenck's Neuroticism Scale (1973). The correlation was significant at 0.01 level. At present this instrument is used to study the adjustment problems of the Lady teachers and housewives (1977).

Bhatt (1972) has developed ISB in Gujarati to study the adjustment problems of the overachievers and underachievers. A total of 100 overachievers and 106 underachievers of both sexes was studied. They were selected from six mixed sex secondary schools, located in the various parts of Ahmedabad. ISB developed by the author in Gujarati was used. The forms were scored as per the manual. The statistical analysis of the data revealed that relatively overachievers were significantly poorly adjusted than the underachievers.

Chudger (1975) made a study "A correlation study of ENI and ISB on the Adjusted and mal-adjusted group". Her main purpose of the present study was to see how a ENI, a self-report technique and ISB, a semi-projective technique agree in their measurement of the degree of adjustment. The data was supplied by 40 neurotic patients and 40 adjusted persons, 20 males and 20 females from each group. Total 80 subjects. The age group selected for the sample ranged from 15 to 48. The Gujarati translation of ENI and ISB was used to obtain data. All the subjects were given the tests individually.
by the method of completely structured interview.

The analysis of the data lead to following conclusions

(1) The correlation between EM and ISB is significant at very high level.

(2) The correlations are higher for the neurotic group than the adjusted group, therefore, at the neurotic level two tests can be used inter-changeably.

(3) The differences in the mean score of the following groups on EM and ISB is significant.
   (a) Adjusted and mal-adjusted groups (total).
   (b) Adjusted males and maladjusted males.
   (c) Adjusted females and maladjusted females.

(4) The difference in the mean score of the mal-adjusted males-maladjusted females on EM and ISB is not significant.

Trivedi (1970) studied the adjustment problems of the high school going E.S.G. students of the different social strata. The total sample was 148 students. The entire sample was drawn from three different high schools. The data was obtained through the use of (1) B. Kuppuswamy's SES (Socio-Economic Status) scale and (2) Rotter's Incomplete sentences Blank (ISB), a semi projective technique which
gives a single overall score of adjustment and (3) Dr. Desai and Hatt's group intelligent test was used and results were given the $X^2$ test to test the above purposes. Following are the conclusions.

(1) Obtained $X^2$ between ISB and High and Low SES group shows that there are no significant differences.

(2) Obtained $X^2$ between I.Q. and the ISB scores shows that there are no significant differences.

(3) Obtained $X^2$ between I.Q. and SES shows that there are significant differences.

(4) Obtained $X^2$ between Achievement and the SES categories shows that there are significant differences.

In the "content analysis" the author found significant differences in the "Emotional and Frustration Area", and in other areas such as family, school, social relations, he found slight differences in the I.E.B. responses of the both groups of the students of high and low strata.

This ISB however deals with the study of over all personality adjustment. There is no ISB that deals exclusively with the area of job adjustment of the educated adults. In the present study an attempt has been made to develop on ISB that mainly concentrates on the study of the job adjustment problems of educated adults, mainly college
Experiments relating to critical evaluation of the sentence completion test began to be made in 1948. Kelly and Fiske (1948-50-51), (51-52-53), published several articles on the predictive value of the technique. Sacks (1949), found that stimulus phrases referring to the first person yield more significant information than those referring to the third person. Sherman (1952), studied the significance of formal aspects of a sentence completion test as compared with content. Meltzoff (1951), experimented with the structure variation to stimuli to determine relative productivity and the tendency of subjects to distort and evade responses in situations of self-esteem - threat as compared with non-ego threatening situations. He found that it is possible for subjects to distort responses, and that stimuli, threatening self-esteem lead to a higher percentage of evasion than do neutral stimuli. Hanfmann and Getzels (1953), also experimented with productivity of varying stimuli structurization in relation to levels of personality tapped. They concluded that information obtained may stem from subconscious as well as conscious levels, but that the major portion is tapped from fairly accessible areas.
effectivity of instructions given in administering the sentence completion test and the relative productivity of the stimuli. Their results verify the usefulness of Rohde's instructions for administering the test (1946), as well as the productivity of many of the test stimuli.

In recapitulation, it may be said that the sentence completion method is generally accepted as a valid and reliable technique for assessing personality by indirect approach. It has been found to be an especially simple and practicable devise in that, after initial instructions have been given, it is self administering and may be employed with large or small groups as well as individually. Methods of interpreting and evaluating the test results, too have been found less time consuming than other methods which are commonly classified as projective techniques. While it has been adapted for various purposes in the study of diverse groups, the essential purpose in all instances has been to explore personality by a means which is less ego-threatening than direct questioning. The aim has been elicit information from subconscious sources as well as from peripheral levels.

III THE PURPOSE OF THE PRESENT RESEARCH

After reviewing various research studies conducted on different aspects of the present problems, one wonders why no
such study has been put forward so far in India. It is a really a very great step to interrelate three broad areas like conflict, ISB and adjustment variation in personality. Actually the main purpose of the present investigation is to bring out clearly the exact nature of these three areas individually and then to study how far they are interrelated. It would have been very easy to follow a guide line in this area. Unfortunately no such guide line is available in India. Actually the author was tempted to undertake this problem mostly because nobody had worked on this problem in the way the author wanted to study it. This itself was one of the main reasons to undertake this problem for investigation.

When one wants to study conflict among any age or any population, the major instrument is either questionnaire or a projective technique. In the study of conflict the projective techniques have been reported to give better results compared to inventory. This is because the conflict and its unconscious repressed nature interferes with its direct expression. Conflict exists whenever an individual is not able to satisfy some of the needs in the way prescribed by the society. This is because the development of the superego does not allow this condition to come out at the conscious level. As a result the whole experience mostly exists at an unconscious level.
The study of conflict therefore, requires great skill on the part of the psychologists. To reach at the root of conflict and analyse its nature is definitely going to be not an easy job in the study of personality. As a result the projective techniques have been developed in order to meet this requirement. It is presumed that the ambiguous nature of the stimulus and the entire procedure of testing does not activate the superego of the subject to be on guard. Therefore the deep unconscious material is likely to come on surface. As a result whenever the question of the study of conflict arises usually research workers prefer instruments which are projective in nature.

In the present study keeping this condition in mind a 'Verbal Projective Technique' has been developed which will be described in the next chapter. However this kind of instrument is introduced for the first time in Gujarat for the study of conflicts in various social situations (Job situations). Therefore, its construction, development and validation has also formulated an equally important part in the present study.

The validation of the JISB has been done by selecting extremely adjusted and maladjusted groups in various social situations i.e. job situations and studying their responses on the JISB. For this purpose a Gujarati 'personality adjustment
inventory (questionnaire type) was selected. On the basis of which high and low groups were separated on the criterion of adjustment. These groups were given the JISB prepared for the study. The results were compared and they are presented in the chapters of discussion.

In short from the review of past research work, the author was able to make out that specific problem similar to the present study has not been undertaken by anybody not only in Gujarat but even in India. As a result it was a good start to make a headway to find out whether studies of this kind are possible to conduct. If the results are positive this study is likely to be very important in contributing an important instrument in the study of job conflicts.