CHAPTER - 2

REVIEW OF RELATED LITERATURE

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2.1 The Importance of the study of the Relevant Literature:

"The review of the reference literature is essential to the development of the problem and to the derivation at an effective approach to his solution."

In order to specify the objectives, hypotheses, tools, methods, limitations etc, it is necessary to study the researches already conducted in the past. The study of this type of literature provides a background to the investigator. This study is also helpful in knowing how his own work differs from those of others. After having an idea of the studies already done, the investigator can plan his own research work in a definite way. The study of the relevant literature is also helpful in getting a perfect idea for the present research. He can decide the selection of a particular method perfectly. There is no possibility of neglecting any important factor. Moreover, the duplication of the same type of research can also be avoided.

In this way, the review of the research work already conducted in the concerned area of the research is helpful in many ways and the present study provides a background to the researches likely to be conducted in future.
The present investigator has studied fifteen standardized personality tests. The summary of the said works is given here chronologically in three different parts—studies undertaken in India, those conducted in Gujarat State and Recent Studies in the U.S.A.

2.2 **Research Studies done in India**:  

2.2.1 **STUDY DONE BY SAXENA M.S. (1959)**

The study aimed at constructing and standardizing a personality inventory to measure the personality adjustments of students, and to discriminate between students of superior and poor adjustment. Areas covered in the inventory were home, occupation, society, health and emotions.

The tryout study was done with 150 items based on the Bell's Adjustment Inventory (Adult Form) on 200 boys and girls aged 11+ and above. Items which had a phi-coefficient significant at 0.01 level were retained for the final form of the inventory, named as 'Vyaktitva Parakh Prashnavali.' For standardisation, the inventory was administered to 2529 boys and girls representing all parts of Uttar Pradesh in the age groups from eleven to twenty. Reliability of the inventory was examined by the methods of retional equivalence, split-half and test-retest. Validity was examined by correlating scores on the inventory with the Asthana's Inventory, and with teachers' estimates of adjustment. The discriminative power of the inventory was determined with teachers' cooperation.
Cross validation was also carried out. Factor analysis was done by the Thurstone's centroid method to find factor loadings of different elements.

Findings of the study showed that (i) the reliability coefficients by methods of rational equivalence, split-half and test-retest were 0.90, 0.89 and 0.78, respectively with the median figure of reliability coefficient as 0.89; (ii) the validity coefficient against the Asthana's Inventory was 0.80; (iii) the discriminative power of the inventory was 70.37 percent; and (iv) the inventory measured three factors viz. 'Health-centred Emotionality', 'Social Tact' and 'Home centred Emotionality'.

2.2.2 STUDY DONE BY KUNDU R. (1961)

The aim of the study was to construct and standardise a suitable test of personality to measure neurotic tendencies of adult people of both the sexes.

The inventory consisted of 66 Statements (in English) which covered symptoms of general psychoneurosis and which were slightly projective in nature. The sample for the tryout study consisted of 360 students belonging to eleven different colleges situated in and around Calcutta. In addition to this, data were also collected from a criterion group of forty two neurotic patients undergoing treatment at different hospitals of Calcutta. Sample for the final standardisation consisted of 1,000 students, of which 692 were males and 308 were females,
and a criterion group of fifty neurotic subjects.

In case of the normal group, the coefficient of reliability by odd-even and first half and second half methods were 0.90 and 0.80 respectively. The corresponding indices for the neurotic group were 0.80 and 0.72 respectively. The coefficients of validity of the inventory for male and female subjects were found to be 0.86 and 0.87 respectively.

2.2.3 STUDY DONE BY TARACHAND D.E. (1965)\(^4\)

A test of temperament was constructed and standardised. Five temperamental traits included in the test were: (i) emotional stability-instability, (ii) self-sufficiency-dependence, (iii) aggression - submission, (iv) extraversion-introversion and (iv) sociability-unsociability. The test was designed to serve English and Gujarati speaking pupils studying in classes X and XI. For item analysis, the sample was taken from English as well as Gujarati speaking students. Separate percentile and stanine norms were computed for both the sexes.

The reliability coefficients by (i) test-retest method varied between 0.53 and 0.57 (ii) split-half method varied between 0.65 and 0.83 for the whole and for parts, between 0.66 and 0.76, and (iii) Reliability by K-R formula 21 varied between 0.60 and 0.84. The validity coefficient by graphic scales varied between 0.34 and 0.74 and the same by normative technique varied between 0.10 and 0.67. Intercorrelations between the traits varied from 0.07 to 0.73.
The study aimed at constructing an inventory for personality adjustment of college students.

The pilot inventory consisted of twelve areas. This draft was presented to twenty-five judges who were lecturers and psychologists. All the judges agreed on five areas—home, health, society, evaluation, and education. One hundred and sixty-six items were selected by the experts, out of a pool of 201, for the inventory. The tryout was conducted on 100 randomly selected students of Patana University. Each item had 'yes', 'No' response. After item analysis, the inventory included 102 selected items related to home, health, society, evaluation, and education dimensions of adjustment. The final administering of the test was done on a sample of 11,083 students, both men and women of Patana University and from other various states to make a representative sample of the population of India. The chi-square test was applied to determine the normality of the distribution of scores of the subjects of both the sexes in respect to the total scores of the inventory, as well as for the five separate areas, also.

Chi-square values showed that the distribution did not deviate from normality. The coefficient of reliability found by split-half method, Test-retest method, Hoyt's analysis of variance method, K - R formula 20 were 0.94, 0.93, 0.94 and 0.92, respectively. The validity of the test was estimated by correlating the scores with the scores obtained on the
Asthana's Adjustment Inventory. The validity coefficient was 0.62. Percentile norms for both men and women, with respect to the inventory as a whole and its five areas were obtained; so also T-score norms.

2.2.5 STUDY DONE BY TRIPATHI R.R. (1971)^6

The main purpose of the study was to develop a test of normal personality variables after devising adequate control over the Social Desirability variable in it.

The work had two phases. In the first phase, the constancy of the Social Desirability variables across two semantic forms of statements was examined. The Social - Desirability (SD) scale values of these statements were derived from the rating of 100 males and 100 females. The statements were re-rated by the same subjects, correlation of two ratings being 0.96.

In the second phase, the final scale consisting of fifteen subscales was developed. Following the forced choice technique, 200 pairs of statements were prepared. Out of these 200 pairs of statements, fifteen pairs with minimum scale separations were selected for constituting consistency items in the scale. The inter-class correlation between SD Scale values of 200 statements designated as 'A' and the SD scale values of their 'B' partner was found to be 0.85. The scale was administered to a normative sample of 703 subjects (males and females) taken from eight universities of the
Hindi speaking region of the country. The internal consistency coefficients ranged between 0.82 and 0.99.

The test-retest stability coefficients ranged from 0.64 to 0.81. The centile norms and the T-score norms were prepared for males and females separately. The intercorrelations among the fifteen subscales were generally low. Convergent validity coefficients (against the TAT; \( N = 50 \)) ranged from 0.56 to 0.93. The discriminant validity coefficients (against the Sinha Anxiety Scale; \( N = 15 \)) fell within the range of zero to 0.24. The correlation coefficient between the proportion of endorsement for all the 200 'A' statements and their scale separations from their 'B' partners was only 0.11.

2.2.6 STUDY DONE BY RAMJI M.T. (1971)

The present study was concerned with the identification of school situational behaviours pertaining to selected personality traits of primary school pupils and the development of observation schedules and rating scales for assessing the selected personality traits of pupils in the age groups six to eleven.

Twenty personality traits were selected in consideration with ages and developmental levels of children, common school programmes and desirability of the traits. The list was reduced to fourteen traits in the light of pooled judgement of principals and teachers of primary schools and the
researchers. Desirability of the trait and practicability of developing and measuring it were the guidelines to prepare this list. Each trait was defined by way of specifying the school situations where rating was possible.

The systematic observation of behaviours of primary school pupils was undertaken by two researchers to validate the school situations relevant to the selected personality traits in the modified list. Analysis of the observed data showed that the school situations through which traits of perseverance, concentration, respectfulness and cheerfulness could be manifested were scant. They were, therefore, discarded and the observation schedules were developed for the traits such as (1) cleanliness, (2) punctuality, (3) regularity, (4) cooperation, (5) leadership, (6) honesty, (7) helpfulness, (8) curiosity, (9) obedience, and (10) self-confidence on the basis of the data obtained experimentally. Rating scales were developed for these areas with five descriptive points for each, ranging from 'almost always' to 'very rarely' to reflect the occurrence of a particular behaviour. Inter-observer reliability of the traits specifications was established by applying the Osgood's formula to see the agreement in the observations made by two researchers independently. For all the traits, this agreement was found to be more than sixtyfive percent. Developed rating scales were tried out on a sample of five schools. After due orientation to teachers, they rated the
pupils in different classes. These ratings showed that all
the pupils could be rated on all the traits during the
period of twenty one days along with their normal classroom
duties. Interrater reliability of the scale was established
by comparing the rating given by a rater regarding each
trait during the first week, with those given by him during
the third week. The Osgood's formula was used for this
purpose. For each trait the average percentage of arrangement
was found to be more than sixty five.

The observations of the study were: (i) Primary
schools which regularly organise the programmes, viz., Classroom
teaching, curricular and cocurricular activities,
manual work, creative and artistic work, would help in the
formulation of traits like cleanliness, punctuality,
cooperation, leadership, regularity, honesty, helpfulness,
curiosity, obedience and self confidence; (ii) observation
schedules pertaining to the school situational behaviours
of the personality traits would be helpful to teachers in
carrying out systematic observations of the behaviours of
the primary school pupils; (iii) the set of refined rating
scales of personality traits prepared would be a practical
help to primary teachers; and (iv) the refined rating scales
would provide reliable and useful data to the teachers.
2.2.7 STUDY DONE BY JAYGopal R. (1974)

The study aimed at identifying the personality traits of under and high achievers and thus to draw their personality profiles.

For the purpose of the study, the items on the Form A of the Catell's High School personality Questionnaire (HSPQ) were modified and translated into Tamil. This was administered to 275 students of standard IX from nine high schools functioning in the lower socio-economic pockets of Madras city. The coefficient of reliability by split-half method for this translated version of the HSPQ was found to range from 0.88 to 0.94 for all the 14 factors. The criterion groups of low and high achievers were selected on the basis of marks. The annual marks obtained in the Standard VIII of pupils studying in standard IX were converted into Z-scores and were arranged in a descending order. The upper and lower quartiles of this distribution formed the high and low achievers respectively. The sample thus selected included sixty-nine students in each of the groups of high and low achievers. Product-moment correlations were computed between the scholastic achievement scores and the scores on the 14 factors of HSPQ.

The results of the study were as follows: In the case of high achievers, there was no significant correlation between scholastic achievement and personality with regard to
eleven out of fourteen personality factors of Cattell (factors B, C, D, F, G, H, J, O, Q₂, Q₃, and Q₄). But with regard to the factors A, E and I, the correlations were highly significant. In the case of low achievers, twelve out of fourteen personality factors of Cattell (factors A, B, C, D, E, F, G, I, O, Q₂, Q₃, and Q₄) were not significantly correlated with the scholastic achievement. The low achievers' profile revealed that they were characterised by spontaneity, vigour, spirit to associate with the group readily, and uninhibited and zestful nature. The high achievers' profile revealed that they were reserved, humble, and tough-minded.

2.3 Research Studies done in Gujarat:

2.3.1 STUDY DONE BY PALSANE M.N. (1965)

The present work attempted to measure introversion - extraversion, normally-neuroticism and normally-psychoticism, as the three dimensions of personality. The purpose of the standardisation of the personality inventory was to provide a tool which could be useful for counselling college students.

Items for the three scales were prepared and administered to 370 subjects, selected at random from college students, engineers, doctors, secondary school teachers, clerical personnel and others. Preference index and discriminative index for each of the items were found out and the items were paired into a forced choice kind of scale. Each pair had items with equal preference values, one of which was
discriminative, while the other was not. In the normally psychoticism scale, only five items were found discriminative and as a result, the scale was dropped from the inventory. Item validity indices for all the items for the other two scales were found out by administering the inventory to two criterion groups. Twenty items belonging to introversion-extraversion scale and twenty two items belonging to normally - neuroticism scale were included in the final form. This form was administered to 3,114 subjects including men and women students from the three universities of Gujarat, teachers, clerical and administrative personnel. The frequency distributions for the two scales were drawn separately and the normality was tested by applying chi-square technique which showed that the scores were normally distributed. The coefficient of correlation between the two dimensions was found to be 0.105. Means and standard deviations for different groups were calculated separately. Differences between the various group means were tested for significance by analysis of variance method and no significant differences were found to exist. Means, standard deviations and standard errors of the means of the total sample on the two scales were calculated and were found to be 11.18, 2.70 and 0.05 (introversion-extraversion) and 11.24, 2.68 and 0.05 (normally-neuroticism) respectively. Categorized norms for both the scales were also established. The reliability coefficient of the two scales were estimated by split-half,
test-retest and K-R methods and were found to range from 0.55 to 0.81 (normally - neuroticism) and 0.60 to 0.91 (introversion - extraversion), respectively. Content, concurrent and cross validity of the scales were also found out. The study reported that the low achievers tend to be more extravert and neurotic.

2.3.2 STUDY DONE BY GOSAI S.P. (1974)¹⁰

The main objectives of the study were (i) to construct a personality inventory in Gujarati for assessing an individual's general adjustment and specific adjustment (ii) to determine the reliability of the test constructed, and (iii) to determine its validity.

The sample consisted of 480 students drawn from colleges and universities in Gujarat. The psychometric and diagnostic approach was adopted for the development of the inventory. The final form of the inventory consisted of 135 items. The reliability of the test was determined by test-retest, split-half, equivalent form, Hoytt's method and K-R formula on independent samples. The validity of the total test was determined by correlating scores on tests with teachers' estimates of adjustment of students and with interview-data. Significance of the difference between the means was studied through t-test.

The major characteristics of the test were: (i) The reliability coefficients were 0.79, 0.88, 0.91, 0.93 and
0.93 by the method of coefficient of equivalence, test-retest method, split-half method, K-R formula and Hoytt's method, respectively. (ii) Items were found to have satisfactory internal consistency, discrimination power and criterion of applicability showing that the test had fairly high content validity. (iii) The concurrent validity of the test was found out by correlating the test with other personality inventories and range of coefficients of correlation was found to be from 0.61 to 0.75. All these coefficients were statistically significant at 0.001 level. (iv) The test was validated by using contrasted groups like prisoners and psychiatric patients. It was found that there was significant difference between two means between the scores obtained by normal subjects as against the scores obtained by prisoners and psychiatric patients.

2.3.3 STUDY DONE BY JOTWANI J. (1980)11

The main objective of the study was to adapt and standardise three MMPI scales, namely Depression, Hysteria and schizophrenia, along with the useful validation scales L and F for Gujarati speaking population.

In a pre-pilot study, the translated and adapted version of five sub-scales of MMPI was administered to 30 students individually, drawn from two colleges of Ahmedabad city. Nineteen items which were culturally loaded or involved socially tabooed concepts or were not understood by the majority of the students, were totally deleted and the
remaining 258 items were given to 370 boys and girls studying in six colleges in three streams in order to assess the internal consistency and the discriminative power of the items. The internal consistency was checked by point-biserial correlation while the discriminative power was tested by phi-coefficient. On the basis of these, 163 items were selected for the final run. As 42 items were duplicate items, five subscales consisted of 227 items in all (D-Scale, 54 items; Hys. Scale, 50 items; Sch. Scale, 62 items; L Score, 12 items; F Score, 49 items). The final try-out was carried out on a representative sample of 1,490 subjects drawn from various colleges in Ahmedabad (M = 792 and F = 698). For all the five scales, the means, standard deviations and other statistics were calculated separately for the males and the females and for each age group. In order to assess the validity of the scales as a diagnostic tool, the final form was administered to 150 psychiatric patients. The reliability by test-retest method (time interval of 90 days) was in the range from 0.76 to 0.83 (N = 50), split-half reliability was in the range of 0.88 - 0.90, standard errors of measurement ranged from 0.946 for L Score to 2.15 for Hys. Scale. Centile and T Score sex norms were computed for the five scales. Profiles of these different clinical groups were also prepared and interpreted.

The data revealed significant differences between the mean scores of males and females, but no significant
difference among the mean scores of the different age groups was found. Significant differences among the mean scores of clinical groups as well as between the clinically diagnosed group and normal group were found.

2.3.4 STUDY DONE BY VAYA S.L. (1985)

The main purpose of the study was to adapt MMPI scales for Gujarati speaking population, having psychiatric conditions rather than normal ones.

The Gujarati translation of the MMPI was accomplished using three bilinguals translating independently and then cojointly to eliminate the differences. The translated form of 566 items was administered to ten volunteers from Gujarati professional communities. Items that were found not to convey the appropriate meaning were changed and the revised version was administered to 160 subjects, individually. The internal consistency of the items was determined by point-biserial correlation and the discriminative value of each item was determined by phi-coefficient. The final MMPI of 13 scales consisted of 322 items. It was administered to 500 normal voluntary subjects and 300 psychiatrically diagnosed cases selected by purposive sampling technique. The analysis, however, was carried out on 226 male and 214 female normal subjects along with 168 male and 66 female psychiatric patients. Norms were reported as T scores for both male and female subjects, separately. The coefficients of stability
for MMPI scales, after a time interval of 180 days as well as one year, varied from 0.55 to 0.94 and 0.41 to 0.82 respectively. Reliability coefficients calculated by the method of rational equivalence ranged from 0.42 to 0.90. The validity of the 13 MMPI scales was established against different criteria.

Major conclusions of the study were:

(1) There was a significant difference among the mean values of male and female normals only on four scales, viz. hypochondriasis (Hs), hysteria (Hy), masculinity-feminity (Mf) and psychopathic deviance (Pd). (2) Significant differences among the mean values of the clinically or psychiatrically diagnosed group and the normal standardization sample revealed high validity. (3) Significant differences among the mean values of clinically diagnosed cases of schizophrenia on the one hand and other psychiatric categories diagnosed on the other hand proved that MMPI Clinical scales were valid for diagnostic purposes for the Gujarati population.

2.3.5 STUDY DONE BY PATEL R.S. (1936)

The main objective of the research study was to translate the children Personality Questionnaire (CPQ) into Gujarati, adapt it to the socio-cultural environment of Gujarat, and to standardize it as a tool for measurement of personality of the children of age of 8 through 12 years.
The hypotheses for the study were: On the adapted Gujarati CFQ, (i) there would be no significant sex difference between the two means; (ii) there would be no significant difference between the means of the subjects living in urban area and semi-urban area and (iii) there would be no significant difference among means of children of age groups 8 to 12 years.

Forms A and B of CPQ were translated and refined by carrying out two try-outs. Item analysis was done by computing point-biserial coefficient correlation for each item. The standardisation sample consisted of 2205 subjects (B = 928 and G = 1277) selected from the primary schools and ten secondary schools of five different zones of Gujarat State by the stratified cluster sampling method. The data collected were factor-analysed. Explore computer programme developed by Skinner was used for providing multivariate results like linear regression analysis, factor analysis solution (full rank and reduced rank), orthogonal and oblique rotation and canonical correlation, all in a single run. Separate sten norm tables were then prepared for A and B forms, urban and semi-urban boys, as well as urban and semi-urban girls. The reliability coefficients for 14 factors were computed by (1) test-retest method— at one week's interval, (0.50 to 0.92), (ii) Parallel form method (0.28 to 0.60), and (iii) the method of rational equivalence (0.21 to 0.73). The validity of the CPQ was estimated by
(i) point-biserial correlation of each item with the total score as an item validity, (ii) correlation of CPQ with ESPQ (factor-wise) (0.31 to 0.52), (iii) correlation of CPQ with HSPQ (factor-wise) (0.28 to 0.58) and (iv) factor analysis.

The major findings were: (1) There was a significant sex difference between the means on different factors, (2) There was a significant difference between the performance of urban and semi-urban subjects. (3) There was a significant difference between the two forms A and B of CPQ.

2.3.6 STUDY DONE BY EMMANUEL S.J. (1986)

The investigator adapted and standardised Cattell's the most used 16 Personality Factor Questionnaire on Gujarati population. The following hypotheses were examined: On the adapted Gujarati version (1) there would not be any significant difference between the mean scores of different age groups, (2) There would not be any significant difference between the means of the subjects of urban areas and those of semi-urban areas. (3) There would not be any significant sex difference between the means of the different factors of 16 PFQ.

Forms A and B of the 16 PFQ were translated and culturally modified by carrying out different try-outs. Item analysis was carried out on 100 cases randomly selected from
a total of 235, by computing point biserial coefficient correlation for each item. Out of 374 coefficients, 323 were significant at 0.01 level and remaining ones at 0.05 level. The standardisation sample consisted of 1890 subjects drawn from 12 higher secondary schools and 13 colleges scattered over ten different districts of Gujarat State, by stratified cluster sampling method. The data collected were factor analysed. Explore computer programme developed by Skinner was used for providing multivariate results like linear regression analysis, factor analysis solution (full rank and reduced rank), orthogonal and oblique rotation and canonical correlation, all in a single run. The S - stens norm tables were prepared for A and B Forms factor-wise, for urban as well as semi-urban boys and girls separately for age groups 16 to 18 and 19 to 21. The reliability coefficients for different factors were computed by (i) test-retest method at one week's interval (0.45 to 0.81), (ii) parallel form method (0.26 to 0.67) and (iii) the method of rational equivalence (0.34 to 0.74). The validity of the 16 PFQ was estimated by (i) point-biserial correlation of each item as index of item validity, (ii) correlation with HSPQ, (iii) occupational profiles of nurses and C.P.Ed. trainees, and (iv) by factor analysis.

The major findings were: (1) The two groups - 16 to 18 and 19 to 21 years - were significantly different from each other. (2) The means of subjects of urban and semi-
urban areas were significantly different. (3) There was a significant sex-difference between the means of different factors. (4) The results on form A were significantly different from those on form B.

2.3.7 STUDY DONE BY DAVE B.G. (1988)15

The main objective of the study was to translate the Early school Personality Questionnaire (ESPQ) into Gujarati, adapt it to the socio-cultural environment of Gujarat and standardize it as a tool for measurement of personality of the Gujarati children of ages 6 through 8.

Parts A1 and A2, each consisting of 80 items of Form A of ESPQ were translated and refined by carrying out a pre-pilot study on testees, individually. The modified Gujarati version was administered to 250 children studying in standards II to IV of three different schools selected from Surat (urban) and Bardoli (semi-urban). An item analysis was carried out by computing point-biserial coefficient correlation of each item on 100 pupils selected randomly from the total lot. The minimum value of the coefficient of the selected item was 0.21 which was significant at 0.05 level. The standardisation sample consisted of 2017 subjects (B = 1065 and G = 952) selected from ten primary schools of five different zones of Gujarat State by stratified cluster sampling method. Separate S - stems norm tables were presented for three age groups, sex-wise as well as area wise. Reliability coefficients for 13 0
different factors were computed by test-retest method at one-week's interval (0.29 to 0.67), at two-week's interval (0.23 to 0.50). The temporal stability of the ESPQ was studied at about three-month's interval (0.18 to 0.45). Reliability by method of rational equivalence was also studied (0.25 to 0.61). Validity of ESPQ was estimated by point-biserial correlation of each item as an item validity. Out of 160 items, 152 items were significant at 0.01 level and only eight items at 0.05 level. The correlation of ESPQ with CPQ factor-wise ranged from 0.31 to 0.52.

The major findings were: (1) There was a significant sex difference between the means on different factors, (2) There was a significant difference between the performance of urban and semi-urban subjects, (3) There was a significant difference in means among different age groups.

2.3.8 STUDY DONE BY THAKUR R.N. (1989)\textsuperscript{16}

R.N. Thakur adapted the original HSPQ constructed by Raymond B. Cattell and Marry D.L. Cattell, in Gujarati. It can be used to measure 14 different personality traits of secondary and higher secondary school pupils under age groups 12-18. In the first tryout, it was administered to 10 pupils of different ages, individually. In the second tryout, 210 subjects of age range 12 through 18 were selected from medium calibre schools of Ahmedabad city. For selecting items, point biserial correlation technique was
applied. The standardisation was carried out on 2342 subjects (B = 1254; G = 1088) selected from five cities (urban) and 4 towns (semi-urban) of nine districts distributed over five zones of the Gujarat State. The sample was selected by stratified cluster sampling method.

Form A and B of HSPQ consisted of 140 test items each, measuring fourteen different personality factors such as affectothymia, ego-strength, surgency etc. Multivariate analysis was carried out by using SPSS-X Programme. Also, t-test of significance was applied to test different hypotheses.

Both forms A and B of this inventory have been standardised. Eight tables have been prepared to convert raw scores into S-stens to be used for the boys and girls of different ages of urban and semi-urban areas separately.

To decide the reliability of both the forms, 70 pupils were given the test at the time-interval of one week, two weeks and 12 weeks. Then, test-retest reliability was computed which was found very high. The correlation between form A and form B ranged from 0.27 to 0.69. By Kuder Richardson formula 21, (method of rational equivalence) reliability ranged from 0.34 to 0.99 (N = 100).

For validity, the correlation between HSPQ and CPQ ranged from 0.28 to 0.58 (N = 100). The correlation
between HSPQ and 16 PFQ ranged from 0.16 to 0.46 (N = 80).

The internal consistency of items was also checked which showed higher internal validity.

2.4 Recent Studies in the U.S.A.

2.4.1 PERSONALITY RESEARCH FORM:17

The personality Research Form (PRF) reflects many technical advances in test construction, including some item-selection procedures that would have been virtually impossible before the availability of high-speed computers.

The PRF is available in two parallel forms and in longer and shorter versions, differing in either number of scales or number of items per scale. The longer form provides a total of 22 scale scores, including two validity scores, infrequency and desirability. The infrequency score, designed as an index of carelessness, failure to understand directions, and other non-purposeful responding, is based on the number of highly unlikely responses chosen by the test taker: examples include, "I try to get at least some sleep every night" and "I make all my own clothes and shoes." Although desirability bias was substantially reduced in advance by the procedure employed in item development and selection, desirability scale is also provided.

The manual correctly observes that unusually high or low
scores on the Desirability scale many indicate not only a typical test-taking attitudes (e.g. deliberate attempt to create a favourable impression vs malingering) but also important personality characteristics in their own right (e.g. high self-regard or high degree of conventional socialization vs. low self-regard).

Like several other personality instruments, the PRF took Murray's personality theory as its starting point. Drawing upon the extensive research and theoretical literature that had accumulated during three decades, Jackson formulated behaviorally oriented and mutually exclusive definitions of 20 personality constructs or traits. Of these, 12 have the same names as those covered in the EPPS. The additional traits are designated as: Harm Avoidance, Impulsivity, Play, Social Recognition, Understanding, Cognitive Structure, Defendence, and Sentience. For each of the 20 personality scales, the manual provides a description of high scores and a set of defining trait adjectives.

Through carefully controlled procedures, a pool of more than 100 items were gathered for each scale. Twenty items were then selected for each scale on the basis of high biserial correlation with total score and low correlation with scores on other trait scales and on the Desirability scale. Through a specially developed computer program, items were assigned to the two parallel form
in terms of biserial correlation with their own scale, as well as endorsement frequency.

Correlations with comparable scales in the California Psychological Inventory and the Guilford-Zimmerman Temperament Survey provided additional support for the identification of the traits. It is noteworthy that the PRF proved to be applicable in a non-Western culture. On the whole, the PRF is an excellent research instrument but more information is needed to determine its effectiveness in practical situations.

2.4.2 THE JACKSON PERSONALITY INVENTORY

It has been developed more recently through essentially the same procedures as the PRF. It has more practical orientation. The trait scales were chosen partly because of their relevance to the prediction of behaviour in a variety of contexts. Among the traits covered by the 16 scales are anxiety, conformity, responsibility, social adroitness, tolerance etc. Validity data were gathered not only through correlations with peer ratings and self-ratings but also through studies of particular groups for whom relevant - behavioral data in real life contexts were available.
2.5 **The Outcome of the Study of the Relevant Literature:**

The following aspects were helpful to the present investigator:

(1) He could get a total vision of different studies in the area of personality.

(2) He could decide the standardisation of a tool for the study.

(3) He could get an idea of the selection of the sample.

(4) He could also learn the ways of analysis for establishing norms and estimating reliability and validity.

2.6 **How present Study differed from other Past Studies:**

It is apparent from the bird's eye view of the related literature that so far no one has tried to adapt and standardize Edwards Personal Preference (EPPS) on Gujarati population. Only Tripathi R.R. (1971) tried to adapt it in Hindi version. In Gujarati, personality questionnaires - ESPQ, CPQ, HSPQ, and 16 PFQ originally developed by Cattell and his associates at Institute of Personality and Achievement Testing (IPAT), Illinois, were adapted and standardised by Bharat Dave, R.S. Patel, R.N. Thakur and Sheela Emmanuel respectively, under the supervision of J.H. Shah. Again MMPI is a clinical tool and is specifically useful for clinical use. Factors measured by Cattell's questionnaires and these
of EPPS are totally different. The personality variables measured by the present Personal Preference Schedule has already been described in detail in Chapter-I under section 1.3.3. It can be visualised from the list of variables that they can be directly useful in providing guidance and counselling to higher secondary school pupils and college students. The format of the original EPPS was totally discarded. There a forced choice technique was applied. Use of this technique, to control social desirability requires two types of information regarding each response alternative, namely, its social desirability or 'Preference index' and its validity or 'discriminative index' 19 In the present study, Likert method of five point scale was adopted. Hence, no requirement of either preference index or discriminative index. Each respondent is forced to respond to each and every item at any point out of five. Thus, the adapted (some new items have been added for each variable) and standardised tool will add a new feather in a cap of 'psychological testing' which is a specialised thrust area of the department of Education, Gujarat University from its very inception in 1966.
REFERENCES


