CHAPTER III

RATIONALE AND DISCRIPTION OF THE TECHNIQUES AND TOOLS USED IN THE PRESENT INVESTIGATION

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Studying behavior in natural settings through the method of observation and projective technique in the form of P-F Study were the principal techniques used in the present investigation. Following is the rationale for the use of these techniques and their description.

Studying behavior in natural settings through observations.

Historically, as well as currently, insight about human behavior have often been derived from observation of man in his natural habitats. Laymen and professionals alike possess implicit, if not explicit, theories about human functioning, based extensively on their own past observations. Such observations, of course, are hardly scientific, but can be made scientific by systematically gathering and recording behavioral data. "An observational method is defined as the selection, provocation, recording and encoding of that set of behaviors and settings concerning organisms "in situ" which is consistent with empirical aims." (Lindzey and Aronson, 1969).

Naturalistic observation has made and can continue to make a lasting impact on basic behavioral science, especially by serving to help generate hypothesis. Great advancements in behavioral science have often begun with empirical recording of what transpires in everyday circumstances. Later reflection over such data has led to hypotheses that can then be tested under more rigorous controls.

Observations of infants in orphanages having minimal interaction with adults led to much speculation, some preliminary testing, and considerable debate, but ultimately developed into experimental research on the nature of mother love (Harlow, 1958). Piaget's (1926) simple experiments and rather loosely structured observation of his own children in relatively free play situations provided perhaps the most extensive body of theory about cognitive development in current existence.

Tinbergen (1967) expressed the joy and wonderment of naturalism. He emphasized the interesting diversity of life patterns and of ways of coping with survival and, most important, how slowly insight into the meaning of observation grows. He concluded that psychologists have had an insufficient understanding

of natural law; for example, they have failed to realize that nature has developed what is necessary and nothing more. There is a growing realization in America that bringing behavior into the laboratory where it is controlled and distorted can be a mistake (Hailman, 1969; Hess, 1972).

At the present time, however, behavioral science is sadly lacking in knowledge about the ordinary behavior of people almost exclusively on these fragments of the environment that can be lifted from their usual contexts and manipulated in a laboratory setting. Its preoccupation with laboratory experimentation has left it virtually without data on what people do every day (Barker, 1969). For the most part, only anthoropologist and sociologist know something about life in ghettos and surubs, factories and offices, stores and homes, churches and schools.

Emphasis in the current investigation on observation as a method of studying (aggressive) behavior in spontaneous and natural setting counteracts the traditional tendency of behavioural scientists to depend almost <u>exclusively</u> on test, questionnaire,

and interview data. Although projective-cum-psychometric method has been used to supplement and varify the gathered information.

Naturalistic field studies have the advantage over other research types of being heuristic, highly realistic, relevant to important social problems and oriented toward significant theoretical issues. The immediate application of these studies to the solution of everyday practical problems is particularly desirable (Kerlinger, 1964, PP. 389-391). The term naturalistic research carries with it several connotations. Most simply, Willems and Raush (1969 P.3) refer to it as".... investigation of phenomena within and in relation to their naturally occuring contexts". In Barker's (1965) terminology, nature is the inducer and the investigator is only a transducer. However, the term natural does not refer necessarily to the normal state of affairs, as specified by frequency of occurrence criteria. Idiosyncratic behaviors and events are just as likely as model omes to be studied naturalistically (Willems, 1969, P.46). Paradoxically, artificiality and naturalness of settings can not always be used easily as criteria for determining whether or not a research subject is truly naturalistic. Several contributors to 'Naturalistic viewpoints in psychological Research' (Williems and Raush, 1969)

seem to agree that such research is characterised more by what the investigator does than by the phenomena he is studying. Sechrest (1969, P.152) highlighted this point by recommending the use of measures for studying social attitudes that "(a) do not require the co-operation of the subjects, (b) do not permit the subject's awareness that he is being measured or treated in any special way, and (c) do not change the phenomenon being measured."

Without sufficient descriptive information, which can be obtained by naturalistic studies, the wrong problems are selected for study, inappropriate hypotheses are tested, and erroenous inferrences are made. Without descriptive data, one cannot discern which hypotheses, verifiable perhaps in the laboratory may be trifival in real life, where the same variables may not exist in any significant amount.

Im the present investigation naturalistic observation was used to select a right problem, to generate hypotheses and to facilitate inferences.

Projective Technique and the place of Picture Frustration Study

Projective technique is a product of the depth psychologists who have stressed the importance

of unconscious. Freud used the term "projection" as a mental mechanism, defence of the ego. The ego, unable to accept in itself certain thoughts, wishes or characteristics attributes these to environmental objects or to a person (Shaffer and Lazarus, 1952).

A projective method for the study of personality involves the presentation of a stimulus situation designed or chosen because it will mean to the subject not what the experimenter has arbitarily decided it should mean (as in most psychological experiments using standardized stimuli in order to be 'objective') but rather whatever it must mean to the personality who gives it or impose upom it, his private, idiosyncratic meaning and organization (Sargent, Halem 1945).

In brief projective techniques are characterised by -

1 On the stimulus side by ambiguity and relative unstructedness in the stimulus.

2 On the response side by multiplicity of response which have no right or wrong characteristics.

3 In the interpretation aspect, the unconscious or latent aspect of

personality and holistic analysis of personality (Shneidman, E.S. 1952).

Due to the inhibitions of the society, direct verbal measures of aggression may not yield any reliable responses.

For this projective tests are preferred for the study of aggressive behavior. Both the Rorschach and T.A.T. story contents reveal the aggressive tendencies in the subjects if present (Dhapala, 1971). However, the reliability of projective techniques has been one of the most baffling in the field of psychological measurement. The root of the problem lies in the usual insistence on employing criteria of reliability appropriate to psychometric tests. Such criteria make no allowance for the fact that in projective methods a subject is often intentionally presented with a variety of stimulus items on the assumption that an idiodynamic pattern of responses will be elicited (Rosenzweig, 1951). In addition, it is from "The configuration of the entire succession of item responses" (Rosenzweig, 1960, p. 162) that projective techniques aim to determine crucial characteristics of the person. Guilford (1950, pp. 484 F) lends support to this rationale. In the APA Standards for Educational and Psychological Tests and Manual(1966). the problem is broached as follows: "The recommendations

herein presented are necessarily of a psychometric nature and should not be interpreted as necessarily applying to all users of projective techniques(p.4). But in as much as idiodynamic interpretation is dependent upon at least partial use of demographic norms, psychometric criteria should be applied to such techniques, albeit with qualifications.

"The Rosenzweig P-F study may be said to be a controlled projective technique, primarily intended to measure reactions to frustrating situation" (Pareek and Rosenzweig 1959, p.1). "It is assumed as a basis for the P-F study that the subject unconsciously or consciously identifies himself with the frustrated individual in each pictured situation and projects his own bias in the replies given" (Pareek and Rosenzweig 1959, p.7). 'The technique is derived conceptually from the principles of frustration theory; on the technical side it follows the projective methodology. Normally it is less free than projective methods like the Thematic Apperception Test because its stimulus situations are more structured. The responses elicited are both narrower in range and briefer in content. Therefore, the study sometimes has been called a limited or controlled projective technique. One favourable implication of its circumscribed character is the advantage offered of handling its results as an objective,

statistical basis." (Rosenzweig, 1976). Thus due to it's semi-projective nature and psychometric analysis technique, P.F. study offers the twin advantage of studying aggressive behavior i.e. it elicit reliable responses and treat them objectively. Thus on one hand P-F study meet out the shortcomings of projective tests and psychometric tests and on the other hand offer the advantage of both the techniques for the study of aggressive behavior. Phenomenal growth of researches and cross cultural adaptation of the test further proves its validity as a tool to study frustration and aggre-- ssion. Therefore, in the present investigation author has used it as a tool to measure some aspects of aggressive behavior.

Historical Development of the P-F study

This instrument was a result of experimental research originally intended to refine certain of the clinically derived concepts of psychoanalysis, e.g., repression (Rosenzweig, 1960). From this work there emerged a dynamic formulation in which frustration served as the crucial nexus. In contradistinction to many psychoanalytic concepts, frustration can be defined operationally without losing clinical relevance or more generally, relevance to everyday behavior. It may be worth noting that Rosenzweig's earliest formulations

of the problem (Rosenzweig, 1934, 1938) preceded the well-known monograph on frustration and aggression by the Yale Group (Dollard et. al., 1939).

The various investigations by Rosenzweig (1936, 1938, 1943) led to a theory of frustration (Rosenzweig, 1938 a, 1944) which formed the basis of explorations in the direction of frustration reactions. Rosenzweig's test for frustration had an earlier and simpler version (Rosenzweig, 1943), the first section of which was developed into a full-fledged technique, the Picture-Association Method. In order to specify his own technique he termed it as "Picture-Association Study for Assessing Reactions to Frustration", which was shortened to "Picture-Frustration Study" and is now popularly known as the P-F Study.

The first paper introducting this new technique was published in 1945 (Rosenzweig, 1945). This technique "stands midway in design between the word-association and the thematic apperception techniques.... The technique thus retains some of the objective advantages of the word-association test while at the same time approaching to a degree the molar aspects of personality, which the TAT is intended to probe" (Rosenzweig, 1945 p.3).

Researches on P-F Study including Indian studies

Muyerji et. al (1968) found that health and physical development, sociopsychological relations, morals, religion, home and family were significantly correlated with one or more aggression categories beyond one percent level. Increasing number of socio-psychological problems were directly associated with extrapunitiveness and inversely with the tendency to discount the effects of frustration.

Roth and Puri (1967) found while using P-F Test with achievers and underachievers of both the sexes that achivers were more extrapunitive and the underachievers were more intropunitive and impunitive.

Sinha (1973) found that educational achievement level and sex of the subjects had definite effect on the direction of aggression and reaction type. The achieving group scored higher on need persistence responses and group conformity rating scores than the non-achieving groups. The non-achieving groups scored higher on extrapunitiveness and obstacle-dominance categories than the achieving groups. Boys scored higher on extra-punitiveness, need persistence and superego pattern than the girls, whereas the girls scored higher on impunitiveness and ego defence categories than boys.

Lindzey and Goldwin (1954) examined the relation between several indices derived from sociometeric responses and P-F Study scores regarding the direction. Only in the case of G.C.R. their findings did not conform. However, they concluded that the variables interpreted by the P-F Study does relate to the sociometric status.

Seetha (1962) of Mysore University studied the patterns of reactions to frustration in cases of 'Stars' and 'isolates' and found significant differences in case of types of reaction rather than direction of aggression.

Gupta (1963) in a study of reactions to frustration among hysterics found the rate of incidence of extrapunitive responses significantly higher in hysterics who had a long history of neurotic breakdown than among hysterics who have had a recent history of neurotic breakdown.

Robert and Patrica (1966) found significant relationships between tested personality variables on the Cattell's 16 Personality Factor Test and on the various responses on Rosenzweig's P-F Study.

Pestonjee and Bagchi (1979) studied personality characteristics of coronary patients and controls with

the help of Sinha Anxiety Scale and Rosenzweig Picture-Frustration Study. The results indicated that the clinical group elicited higher aggression in terms of OD and ED type of responses. Their aggression is mainly channelled or directed at their ownself (intro-gression) or against the environment (extraggression). The group Conformity Rating (GCR) of the clinical cases found to be low indicating lower adjustment.

Rosenzweig amd Rosenzweig (1952) found the difference between problem children and normal one on the P-F Study in accordance with the hypothesis established.

Levitt and Lyle (1955) found significant relationship between children's P-F scores and the scores on the problem situation test. The highs on P.S.T. gave significantly more extrapunitive responses and significantly fewer intrapunitive responses. The highs were ego defensive and less need-persistent. No difference in G.C.R. was found to exist.

Bjerstedt (1956) has also reported a significant relationship between higher sociometric status and greater number of intropunitive scores and lower number of Extrapunitive scores on the supergo blocking situations of the children's form of P-F Study.

Pareek (1964) studied development patterns

in reaction to frustration among Indian children which would give clues to the understanding of their behavior peculiarities. In an attempt to find out inter-cultural differences, he found that American, Indian and Japanese children differ with respect to the personality development. Results showed high O-D type of reactions in Japanese children and less in Indian children. Japanese and Indian children stood at two extremes whereas the American children came in between them.

Pareek and Devi (1965) found scoring reliability of the Indian adaptation of the Rosenzweig P-F Study (Adult Form), by comparing the scoring by two independent scorers was quite high; the percentage of agreement increasing to 98 after discussions. Reliability co-efficients both for matrix reliability and item reliability were quite high. Stability co-efficient ranged from .27 to .82 and consistency values from .46 to .74.

Although investigators vary in their appraisal, by and large, a representative P-F protocol may contribute knowledge of the S's characteristic modes of responses to frustration and the nature of his responses to aggression. Deviations from the percentage norms for the various P-F categories aid in such interpretation. On a similar basis it is possible to infer the degree of the S's healthy

adjustment to his group from scrutiny of the Group Conformity Rating. However, the interrelationships of the various scoring components which, among other things, through light upon the S'S frustration tolerence.

Majority of reports, regarding use of P-F Study are favourable than for most other projective techniques, because of P-F is socred more objectively and statistical norms for various ages are available. The pragmatic relevance of the method has been demonstrated in research on behavior disorders (Davids and Oliver, 1960) Psychosomatic conditions (Guyotat and Guillaumin 1960) crime and delinquency (Kaswan et. al, 1960) Rosenzweig, 1963), School adjustment (Roth & Puri, 1967, Spache, 1954) and various interpersonal areas (Grygier, 1954).

The P-F has been adapted and standardized world-wide. Parallel versions, with separate scoring samples and norms, are available for one or more of the forms in France, Germany, Italy, Sweden, Argentina, Brazil, India and Japan. The applicability of the instrument for cross-cultural research is evident, and some work along these lines has been published (Pareek, 1964).

Description of the Rosenzweig Picture Frustration P-F Study and its constructs

As its full name implies, the Picture-Frustration (P-F) Study employs the general method of picture-association (Rosenzeig, 1945). There are three forms : (1) for Children, ages 4-13; (2) for Adolescents, ages 12-18; and (3) for Adults, ages 18 and above. The stimuli are 24 cartoon-like pictures, each of which represents an everyday frustrating situation that involves two persons. One of the pictured individuals, on the left off the item, is shown saying something that either frustrates or helps to describe the frustration of the other individual, and this other individual is drawn with a blank ballon or caption box above his head that the S is instructed to fill. He is to do so by writing the very first words that it occurs to him the individual might say in that situation. Facial features, etc. purposely are left vague in the drawings to facilitate projective structuring by the S. In some cases the situation is ego-blocking; some obstruction, personal or impersonal, impedes, disappoints, deprives, or otherwise directly thwarts the pictured person. In the others, superego-blocking is portrayed; the individual is accused, insulted, or otherwise incriminated by another person.

Administration

The instructions, printed on the face sheet, describes briefly the nature of the pictures that the S will see and them continue; "The words said by one person are always given. Imagine what the other person in the picture would answer and write in the blank the very first reply that comes into your mind. Work as fast as you can." The E then emphasizes, by demonstration with the first item, that the S is to respond as rapidly as possible for the anonymous individual shown in the picture. It is assumed that the S subconsciously or consciously identifies himself with the portrayed, frustrated person in each pictured situation, but the kind and extent of projective responses elicited by the technique depend upon the S'S self-instructions. The Study may be administered either to individuals or to groups.

TABLE 1

SCORING COMPONENTS OF THE ROSENZWEIG PICTURE-FRUSTRATION STUDY

Direction of Aggression	Obstacle-Dominance	Type of Aggression Ego-Defence (Etho-Defence)	Need-Persistence
Extraggression (E-A)	E' (Extrapeditive): the presence of the frustrating obstacle is insistently pointed out.	E (Extrapunitive): Blame, hostility, etc. are turned against some person or thing in the environment. E: In this variant of E, the subject aggressively denies that he is responsible for some offense with which he is charged.	e (Extrapersistive): A solution for the frustrating situation is emphatically expected of someone else.
Intraggression (I-A)	I' (Intropeditive): The frustrating obstacle is construed as not being frustrating or even as in some way beneficial; or, in some instances, the subject emphasizes the extent of the embarrassment at being involved in instigating another's frustration.	I (Intropunitive) : Blame, censure, etc., are directed by the subject upon himself. I: A variant of I in which the subject admits his guilt but denies any essential fault by referring to unavoidable circumstances.	i (Intropersistive): Amends are offered by the subject, usually from a sense of guilt, to solve the problem.

Contd.....

TABLE 1 (CONTINUED)

Direction of Aggression	Obstacle-Dominance	Type of Aggression Ego-Defence (Etho-Defence)	Need Persistence
Imaggression (M-A)	M' (Impeditive): the obstacle in the frustrating situation is minimized almost to the point of denying its existence.	M (Impunitive): Blame for the frustration is evaded altogether, the situation being regarded as unavoidable; in particular, the "frustrating" individual is absolved.	m (Impersistive): Expression is given to the hope that time or normally expected circumstances will bring about a solution of the problem; patience and conformity are characteristics.

Constructs

To define the response set of the S, scores are assigned each response under two main categories (constructs): Direction of Aggression and type of Aggression (See Table 1).

Under Direction of Aggression are included

a) Extraggression (E-A), in which aggression is turned on to the environment;

b) Intraggression (I-A), in which it is turned by the S upon himself and

c) Imaggression (M-A), in which aggression is evaded in an attempt to gloss over the frustration.

It is as though to use a paraprase extraggression turns aggression out, intraggression turns it in, and imaggression turns it off.

Under the Type of Aggression fall :

a) Obstacle-Dominance (O-D), in which the barrier that occasions the frustration stands out in the responses;

b) Ego-Defence (E-D), in which the organizing ego of the S predominates to defend itself; and

c) Need-Persistence (N-P), in which the solution of the frustrating problem is emphasized by pursuing the goal despite the obstacle.

It may be advisable, possibly preferable, to substitute "etho-defense" for "ego-defence" so that defense against the disruption of organised behavior in species other than man can be included under this rubric. It is, of course, obvious that not only etho-defence but also obstacle-dominance and need-persistence (and probably the three directions of aggression) are applicable beyond homo sapiens.

From the combination of the six interrelated categories there results for each item nine possible scoring factors (and two variants, E and I). These factors serve for the actual scores to be assigned. However, the categories are the basic constructs of the P-F Study, and are regarded as more essential than the factors for psychological interpretation and for the assessment of reliability and validity. There are norms for both the categories and the factors.

It is crucial to note that the constructs

of the P-F do not involve types (or traits) of personality. Instead, types of reaction or behavior, available to everyone, are posited. The sample of verbal responses elicited by the projective device attempts to assess the more characteristic (not necessarily permanent or universal) reaction types used by the S.

It is noteworthy that aggression in the P-F and in the constructs on which it is based is not always negative in quality. Need-persistence represents a constructive (sometimes creative) form of aggression, while ego-defense is frequently destructive (of others or of oneself) in import. This point is emphasized because in many theories of aggression this distinction is overlooked, and aggression is practically synonymous with hostility or destructiveness. Common parlance, when not influenced by psychoanalytic or other psychological conceptualization, is closer, to the broader usage of the term aggression that the P-F study employs.

Scoring

Individual responses are scored by employing either one or two of the factors according to the phraseology. Deep interpretations are avoided in the scoring because only a descriptive analysis is intended.

Scoring samples are available in the manuals to aid in the making of decisions. When the item scores have been obtained, the scoring blank is compiled. The item scores are tallied by compoment to obtain percentages of the six scoring categories that occur in the protocol of the S. A group conformity rating (GCR) for certain criterion items makes it possible to indicate in one gross figure the S'S tendency to agree in his responses with the modal responses of the normal population used for standardization purposes. Patterns that summarize the predominance of the scoring factors in the individual record also are derived. Finally, trends are calculated to show whether the S modifies his reactions to frustration as he proceeds from the first half to the second half of the study. Here one is concerned with the individual's reactions to his own previous reactions, e.g., guilt as manifested in increased intropunitiveness after an earlier indulgence in overt hostility, i.e., extrapunitiveness. Illustrative protocols that demonstrate both the scoring of individual items and the compiliation of the scoring blank are available in several sources (Rosenzweig, 1945, 1950, 1950b, 1960; Rosenzweig & Kogan, 1949, Pareek et. al 1968).

Interpretation

The Interpretation of the P-F Study is patterned on the concepts of frustration theory, above

reviewed, as fortified by empirically obtained norms. It is important to recognize, as a general principle, that all of the reactions to frustration anticipated in the P-F Study are intrinsically neither normal nor abnormal, i.e., they are neutral. The appropriateness of the projective response could be determined only by knowing all the circumstances of an actual, corresponding situation. However, to determine the bias of the S's stereotypes, as these are elicited projectively in circumstances in which he is free to respond without the restrictions of real conditions, one can employ group norms for comparison with the S's scores. This social criterion of normality figures in the interpretive standards for the Group Conformity Rating and for the percentages of P-F categories and factors. Agreement with the standardization group is taken obviously to imply healthy adjustment.

By and large, a representative P-F protocol may contribute knowledge of the S's characteristics modes of response to frustration and the nature of his recourse to aggression. Deviations from the percentage norms for the various P-F categories aid in such interpretation. On a similar basis it is possible

to infer the degree of the S's healthy adjustment to his group from scruitiny of the Group Conformity Rating. However, the most telling interpretations are those that are derived from the interrelationships of the various scoring components which, among other things, throw light upon the S's frustration tolerance. The hypothetical criteria for this last mentioned kind of inference have been examined with special reference to the appraisal of behavior change (Rosenzweig, 1950c).

The Indian adaptation of P-F Study

The original Children's Form of the Rosenzweig P-F Study was standardised for use in India (Pareek, 1959). Encouraged with the results of the Children's Form, the Adult Form was also adapted and standardised. While preparing the Indian adaptation, care was taken to retain the original situations with as little modification as necessary to make the situations acceptable in the Indian culture. However, many more changes had to be made in the Adult Form than were made in the Children's Form. In addition to changes in the paraphernalia of the pictures, e.g., clothing and furniture, changes were made in the captions of some pictures. Moreover, some situations had to be completely changed. The final

adaptation was standardised on a population of 800 adults.

Both stability and scoring reliability of the Indian adaptation of the Adult Form were determined. (The details are discussed in a paper, (Pareek & Devi, 1965). The scoring reliability, as found by comparing the scoring by two independent scores was quite high; the percentage of agreement increasing to 98 after discussions. Reliability co-efficients both for matrix reliability and item reliability were quite high. Stability co-efficients ranged from .27 to .82 consistency values from 46 to 74.