

A COMPARISON OF NEEDS OF ADOLESCENTS AS
MEASURED BY THE EPPS AND THE GPPT

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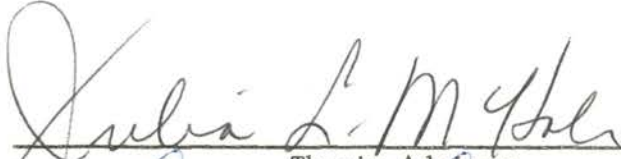
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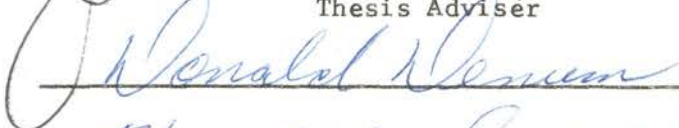
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CHAPTER I

THE PROBLEM

The usual purpose of testing is to predict and understand behavior - whether it be a child in school, a patient in a clinic or a youth planning a career. If these two purposes, prediction and understanding are to be accomplished it is essential that the tests used be appropriate for use with the population and for the purpose of the testing. In addition something must be known about the performance of similar persons on the test, i.e. norms must be established. The reliability of the test, the ability to consistently measure the same variables, must be confirmed. Finally, the validity of the test, i.e. does the test measure what it is supposed to measure, must be shown or tested.

The domain of testing is a large one including industry, education, and clinical settings. Each area has selected certain tests or certain measures such as job performance as most appropriate for their uses. The clinical psychologist is most interested in the study of personality and personality deviations and therefore selects measures of personality as his primary tools. Tests of personality present a somewhat different problem than other tests, for example, intelligence tests. This difficulty is related to the need for external criteria which are relatively difficult to develop. How does

the test maker validate a clinical instrument? A persons performance on an occupational aptitude test can often be meaningfully related to his performance on the job. Personality tests are most often validated by either their correlation with other tests or by observing the behavior of some selected group such as mental hospital patients and correlating symptoms with measures of the given instrument.

The personality measures used in the present study have been developed and used mainly with normal subjects but are stated to have the potential of distinguishing abnormal from normal behavior. The validation criteria are not extensive but it is hoped that the present study comparing normal and neuropsychiatric adolescents will add knowledge to the data validating these instruments.

There are basically two types of tests used to measure or assess personality. The first type of test is the psychometric or paper and pencil test in which highly structured questions or descriptions of a verbal nature are presented to the testee who responds by marking the appropriate response choice. The psychometric tests are easy to administer and to score and are typically given to large groups of subjects at one time. The disadvantages of the psychometric tests are that a wealth of information about the individual is lost in the emphasis upon the group, the limited choice of responses available, and the forced choice of responses.

A second type of test is the projective test in which the test stimuli are relatively unstructured and the examinee responds according to his perception of the stimuli. In actual use, the projective test is used to provide much information about the unique world of a single individual and his personality. The major disadvantages involved in a projective test are the amounts of time and clinical training required

to administer, score, and interpret the test as well as the subjectivity of scoring procedures.

The psychologist might, by combining the two types of tests, gain some of the positive advantages of both while reducing the negative aspects of each respective type. The test stimuli in one type of combination test are unstructured as in the projective test while the responses are of the structured type as in the psychometric test. In this way, the individuals own personal perception of the test stimuli will lead to a response choice that will reflect his unique perception but the selection from a standard list of responses may provide ease of scoring, needing less clinical skill plus objective type responses.

What is this "personality" which the clinician wishes to analyze? There are many definitions; most of them are concerned with an explanation of man's behavior. For Freud, personality is powered by instinct and the biological stresses. For Sullivan it comes from the interpersonal relationships in life. For Murray, whose theory is basic to the present investigation, personality arises out of the interplay of needs and press. Needs are the motivators or movers of behavior and press is the influence of the external or internal world from which needs come.

Murray says:

A need is a construct (a convenient fiction or hypothetical concept) which stands for a force... in the brain region, a force which organizes perception, apperception, intellection, conation and action in such a way as to transform in a certain direction an existing, unsatisfying situation. A need is sometimes provoked directly by internal processes of a certain kind but, more frequently (when in a state of readiness) by occurrence of one of a few commonly effective press. Thus, it manifests itself by leading the organism to search for or to avoid encountering or, when encountered, to attend and respond to certain kinds of press. It may be weak or intense, momentary or enduring. But usually it persists and gives rise to a certain course of overt behavior (or fantasy) (Murray, 1938, pp. 123-124).

Murray believes that the existence of a need may be inferred on the

basis of the resulting behavior, the pattern or mode of behavior involved, the selective attention and response to a particular class of stimulus objects, the expression of a particular emotion or affect, and the expression of satisfaction when a particular effect is achieved or disappointment when the effect is not achieved. Murray finally arrived at a list of twenty needs that he considers more or less universal - most of these needs are tested by the Thematic Apperception Test (TAT) - a test which developed out of his theory.

The two tests used in this study are both based on some of these twenty needs. Edwards, in 1954, constructed the Edwards Personality Preference Schedule (EPPS) to measure the relative strength of 15 of Murray's 20 original needs. The EPPS is a psychometric test consisting of 225 items. Each item is a pair of statements that describes some thought, feeling, desire or action. The subject must choose one of the statements as being more like him than the other statement, even though neither statement may be a desirable choice.

The second test, the Group Personality Projective Test (GPPT), also derived from Murray's theory, was constructed by Cassel (1961). This test attempts to combine the unstructured stimuli of the projective test with the standardized responses of the psychometric test. It is 90 items long with each item consisting of a drawing of stick figures and five alternate response choices. The subject chooses one of the response choices as describing the action or content of the unstructured stick figure drawing. Five needs are measured by the GPPT (nurturance, affiliation, succorance, withdrawal, and neuroticism). Three of these needs correspond with four of the needs measured by the EPPS (nurturance, affiliation, heterosexuality, and succorance). The GPPT, need withdrawal, appears to be the inverse of the endurance need measured by the EPPS.

The last of the GPPT needs, neuroticism, does not appear to correspond to any of the needs measured by the EPPS.

Since adolescents are so often concerned with their needs and the pressure from the environment, it seemed appropriate to use them as subjects in this study. Moreover, both tests have published norms for this group; Cassel (1961) in his original work on the GPPT and Klett (1957) in studies of high school youth on the EPPS included normative data on adolescents. Two groups of adolescents, a normal group and a neuropsychiatric group, were selected as experimental subjects.

Statement of the Problem

The present study will attempt to assess the ability of the combined psychometric-projective test (GPPT) to distinguish abnormal from normal groups as compared to the ability of the straight or pure psychometric test (EPPS). If the GPPT proves as useful as the EPPS in measuring group differences, it would be the preferred test to use because of its shorter length, its greater interest to the subjects, and its more general assessment of overall personality adjustment.

Hypothesis

(1) The EPPS will be able to discriminate between the normal and neuropsychiatric groups on the basis of measurement obtained from this instrument.

(2) The GPPT will be able to discriminate between the normal and neuropsychiatric groups on the basis of measurement obtained from this instrument.

(3) Similarly operationally defined needs on the EPPS and the GPPT should demonstrate a high degree of correlation.

CHAPTER II

REVIEW OF THE LITERATURE

The research literature will be discussed for both the EPPS and the GPPT in the areas of normative studies, studies of abnormal personality, validity studies, and studies of fakability.

Normative Studies of the EPPS

In a study providing EPPS normative data for high school students compared to college student norms, Klett (1957) found that younger individuals had significantly higher needs for exhibition, abasement, change and aggression while college students had higher needs for affiliation and nurturance while college age females had higher needs for deference and endurance. High school males had a higher need for endurance than did college males.

In another normative study of the EPPS, Allen and Dallek (1957) found that their group of college students were not significantly different from the original population in the 1954 study by Edwards, even though Edwards' population was a large heterogeneous sample while their own sample was a small homogeneous one.

In a later study of the EPPS norms, Koons (1964) found that his sample of college freshmen differed significantly from Edwards' norms on achievement, deference, autonomy, intraception, dominance, heterosexuality, aggression, abasement, and affiliation. Koons suggests the

difference may be due to shifts in time and geography from the original sample in 1954. Koons further suggests that each population should have its own norms especially in respect to time and geography.

In a follow-up to the study by Allen and Dallek (1957), Tisdale (1965) in general agreed with the results of both Allen and Dallek and Edwards (1954). No significant differences were found on the need scale scores, but Tisdale suggested that the scales were not independent as Edwards claims. Tisdale found what seemed to be three factors which suggest a continuum of needs. The first factor was made up of the deference, endurance, and order scales. The second factor included the abasement, affiliation, nurturance, and succorance scales. The third factor included the aggression, autonomy, change, and heterosexuality scales. He found that factors 1 and 2 generally showed negative correlations with factor 3. A further study on the independence of the manifest need scales was suggested by Tisdale as his findings were not statistically significant.

Looking further into the problems of demography, Boose and Boose (1967) found that culturally disadvantaged college freshmen in Alabama were higher than the college norms of Edwards on the need scales deference, order, abasement, endurance, nurturance, aggression and achievement. They were lower on the need scales dominance, autonomy, heterosexuality and exhibition. Boose suggests the difference in need scales is a result of the impoverished environment of these culturally disadvantaged Negroes.

EPPS Studies of Atypical Groups

Although the EPPS was developed for use with normal individuals (Edwards, 1954), a number of studies have indicated that the EPPS may be used with abnormal or pathological individuals. Newman (1960) found his

neuropsychiatric population higher on the need scales deference, order, and endurance and low on exhibition, dominance and heterosexuality when compared to Edwards' norms.

Spangler et al (1962) found that manifest needs as measured by the EPPS are different for different age groups. Spangler found that older individuals have significantly higher need scores for deference and affiliation while younger individuals had a significantly lower need score for succorance. Heterosexuality scores also declined significantly with increases in age. Spangler reported that physically disabled individuals had higher need scores for abasement and nurturance and that non-physically disabled had higher need scores for autonomy and aggression.

Gauron (1965) reported that his neuropsychiatric males scored higher than normal males on the need scales succorance, abasement, exhibition, intrareception, and nurturance and lower than normal males on order, dominance, endurance, and aggression. Gauron also reported that his neuropsychiatric females scored higher than normal females on the need scales exhibition, autonomy, and heterosexuality and lower than normals on deference, order, affiliation, and endurance. He suggested that these patterns indicate an inability to fulfill, or rejection of, the male or female role in society which is the probable reason for the hospitalization. Gauron compared his findings with those of Newman (1960) and suggested the difference is due to population and age differences. Adolescents have problems controlling aggression, sex impulses, novelty, and excitement whereas older persons have guilt, loss of sex drive, and less open aggression. Gauron found significant score increases on the scales deference, order, abasement, and endurance and significant score decreases on the scales exhibition, change, heterosexuality, and aggres-

sion from the age group 15-19 to the age group 40-59.

Normative and Atypical Group Studies of the GPPT

Cassel and Kahn (1961) tested groups of normal individuals, NP patients, delinquents, and Spanish-Americans to standardize the GPPT. Normals had the lowest tension reduction quotient, withdrawal, suc-
corance, and total scores and had the highest affiliation score. NP's had the highest tension reduction quotient, nurturance, neuroticism, and total scores. Delinquents had the lowest nurturance score and median scores on the other scales. Spanish-American individuals had the highest withdrawal score and the lowest affiliation score with the other scores being median.

Validity Studies of the EPPS

In a study of the validity of the EPPS using conformity behavior as an external criteria, Gisvold (1958) found that need for autonomy scores were significantly negatively correlated with conformity as measured by Asch's (1952) procedure of judging length of line under social pressure to conform to the group's norms. Those with a high score on need for autonomy were better able to resist the social pressure of the group.

Looking at different needs McKee and Wildman (1966) found that college girls who were frequent daters had significantly higher scores on need for heterosexuality and succorance and a significantly lower score on need for abasement when compared to girls who were nondaters. They suggest it is the low need for succorance or the lack of need for others in nondaters which causes or leads to the nondating behavior. No differences between the two groups were found on the other scales.

Another study using conformity behavior within a social group pressure situation (Phelps and Meyer, 1966) found no significant correlation of manifest needs as measured by the EPPS and conformity behavior as measured by the Asch method using a modified Crutchfield apparatus to apply the social pressure to conform.

Waters and Kirk (1967) in a study on the effect of birth order upon the need for affiliation as measured by the EPPS found that birth order had no effect on need for affiliation. Citing previous studies that had established a significant effect of birth order on affiliation imagery on the TAT, Waters and Kirk suggested that the affiliation needs tapped by the EPPS and the TAT were at least different aspects of the same "need" and they concluded that whatever is tapped by the EPPS affiliation is not related to birth order.

Reflecting concern with the forced choice method employed by the EPPS is a factorial study by Levonian et al (1959) who found that the EPPS has a large discrepancy between what it is designed to measure and the actual item factorial content. Instead of large factors, there are a large number of narrow factors, the majority of which seem to be based upon shared common statements. Levonian suggested that it is difficult for two scales to be independent of one another if they share the same items. The forced choice involved tends to maximize the number of difficult, hence unreliable, choices. Levonian concluded that "attempts to force truthfulness by special item forms seem likely to succeed principally in reducing item reliability to the point where the test has questionable utility".

Looking further at the problem of the forced choice method is a study by Lanyon (1966) who constructed a free choice version of the EPPS. Test-retest correlations indicated that the free choice version

was as reliable as the forced choice method. It was also found that the free choice version was tapping the same measured personality variables. Lanyon concluded that little is gained by the forced choice method.

Validity Studies of the GPPT

Cassel and Kahn (1958), in validating the GPPT, used four groups of subjects: prisoners in a federal reformatory, Air Force pre-flight cadets, typical young adults, and neuropsychiatric patients in a state hospital. It was found through the use of correlation matrices that the beta weights derived from prisoners may be used just as effectively for discerning NP patients and that NP beta weights may be used for discerning prisoners. The validity of the GPPT consists of factorial validity, status validity, and predictive validity. The status and predictive validities are derived from the beta weights of the correlation matrices. The factorial validity procedure extracted five factors: factor one, an attribute consisting of reward type items on one end and negative items on the other end; factor two, items indicating a need to give aid and items indicative of withdrawal; factor three, items described by worry, anxiety, and indecision; factor four, items dealing with group membership and psycho-sexual/romantic responses; and factor five, items involving the seeking of aid from others and items expressing a distrust of others.

Cassel and Kahn (1961) in dealing with the construct validity of the GPPT claim that tension reduction quotient and total scores are related to social insight. Persons with high tension and poor scores in terms of personality adjustment tend to have low and inadequate social insight, although the measures of social insight are not defined. The tension reduction quotient score appears to be significantly related to

grade point average, with persons having high tension being poorer students. Also, students with good personality adjustment scores tend to obtain the best reading competency scores and the best overall achievement scores.

Studies of the Fakability of the EPPS

The problem of fakability on the EPPS was examined by Borislow (1958). It was found that the consistency score and the profile stability index are not adequate indices of inventory fakability. Borislow concluded that the EPPS is not greatly susceptible to the influence of fakability in terms of choice of socially desired items. The subjects' responses showed a great deal of dispersion because of the individuality of perception of social desirability.

Studies of the Fakability of the GPPT

Cassel and Braucle (1959) found that it is relatively difficult for individuals to deliberately make choices to obtain desirable personality profiles on the GPPT. Subjects were not able to fake better scores than they would obtain otherwise on the test.

In an independent study of the fakability of the GPPT, Braun (1967) hypothesized that Cassel's assumption that the GPPT was not subject to faking was unreasonable. Braun used two groups of college students, a sophomore group and a graduate student group, and two testing situations, a standard instruction situation and a "fake good" instruction situation. Braun found that for both groups the tension reduction quotient and total scores were significantly lower under the "fake good" instructions and for only the graduate student group, the faked neuroticism score was significantly lower than under standard

instructions. It was concluded that the subjects were able to "fake good" but it was pointed out that caution must be used in making generalizations about fakability or lack of fakability since these students were a good deal older than Cassel's students and supposedly their IQ and degree of sophistication were much higher. The manifest need scores were not better, under fake good instructions, indicating that even sophisticated subjects find it relatively difficult to fake a better profile of manifest needs on the GPPT.

Summary of the Review of the Literature

Review of the literature indicates that although the EPPS is used in many settings, research shows a variety of conflicting results. Allen and Dalleks' (1957) subjects did not differ from Edwards' original normative sample while Koons (1964) found many significant differences from these norms. Tisdale (1965) found only three broad factors in the EPPS rather than the 15 factors supposedly measured by the test. Boose and Boose (1967) found differences on eleven need scales when they compared Negroe college freshmen with the norms. Spangler et al (1962) and Gauron (1965) both found that EPPS scores are different for groups that differ in respect to age, physical disability, and length of hospital confinement. Newman (1960) found differences in EPPS scores for neuropsychiatric patients when compared with Edwards' norms. Gisvold (1958) found the scale, need for autonomy, was significantly related to social conformity measured by the Asch method while Phelps and Meyer (1966) found no relation of the same scale, need for autonomy, with social conformity measured by a variation of the Asch method.

The paucity of research on the GPPT precludes many statements about its relationship to other tests or external criteria. In the only

independent study of the GPPT, Braun (1967) found that college students could fake better overall adjustment indicator scores but could not fake better manifest need scores. The author of the GPPT, Cassel, has claimed the test is able to differentiate well adjusted individuals from mal-adjusted individuals, but the validity of the test is rather vague at the present time.

In summarizing the relationship of the literature to the present study, differences in need scale scores should be found between the normal and neuropsychiatric groups (Newman, 1960 and Gauron, 1965) but the expected direction of the differences is not clear. The relationship of the two experimental tests to each other has not been investigated to date, but, Waters and Kirk (1967) in studying need for affiliation found that the EPPS was not comparable to results on the TAT (a measure of Murrayan needs).

CHAPTER III

METHOD

Two groups of adolescents, a normal group and a neuropsychiatric group, were each given two tests, the Edwards Personality Preference Schedule and the Group Personality Projective Test. Standard testing materials were used. Somewhat different procedures were carried out for each group because of the limited time available to some of the subjects and because of space limitations.

Subjects

The normal group was selected from the ninth and tenth grades of a high school located in a small city in Oklahoma. The sixty subjects, 21 males and 39 females, ranged in age from 15 to 18 and were approximately at the correct age-grade placement. The primary criterion for selection was availability at the time of test administration. All available subjects were tested.

The neuropsychiatric group was selected from the adolescent ward of a state mental hospital. The thirty-six subjects, 21 males and 15 females, ranged in age from 14 to 19. All adolescents present on the ward on the day of test administration were tested, except for a few who did not participate for several reasons, e.g. mental retardation or an acute psychotic reaction. Table I shows the distribution of the experimental subjects.

TABLE I
THE DISTRIBUTION OF SUBJECTS

	Males	Females	Total
Normal Group	21	39	60
NP Group	21	15	36
Total Number of Subjects	42	54	96

Materials

The Edwards Personal Preference Schedule (Edwards, 1959) is a measure of the relative need strength of 15 of H. A. Murray's 20 manifest needs (Murray, 1938). The 15 personality variable scales measured are: achievement, deference, order, exhibition, autonomy, affiliation, intraception, succorance, dominance, abasement, nurturance, change, endurance, heterosexuality, and aggression. Each of the 15 personality variables is associated with a particular statement indicative of that need which is then paired twice with each of the other 15 personality variable statements for a total of 225 item statement-pairs. The subject chooses one statement of each statement-pair as being more indicative of himself than the other statement. Edwards provides norms for two groups, a college sample and a general adult sample. The EPPS is suggested for use with normal individuals in a counseling and guidance setting. Test-retest reliability ranges from a low of .74 for achievement and order scales to a high of .88 for the abasement scale. Little actual evidence of the validity of the EPPS is presented.

The Group Personality Projective Test (Cassel, 1961) contains 90

stick-figure drawings portraying a widely diversified range of usual life activities, each with a minimal amount of situational structuring. Through this paucity of structuring an opportunity is afforded subjects taking the test to project certain personality areas which are actively present in the current life space.

Six part-scores or subscales are utilized along with a total score: Tension Reduction Quotient (TRQ) a form of "discomfort relief quotient" which Mowrer (1953) believes is a valid measure of tension; Nurturance score (Nurt) the need to play the father role and to give aid to others; Withdrawal score (With) the need to escape or to run away from situations; Neuroticism score (Neu) the inability to make decisions on time and a general need to remain indecisive; Affiliation score (Aff) the need to belong and to maintain membership and/or the need for psychosexual activity of a romantic or heterosexual type; Succorance score (Succ) the need to play the mother role and to seek aid from others; and Total score (Tot) an overall indication of the mental health of the person and the present state of personal adjustment. The total score is a composite score of weighted part scores. These needs or part-scores were arrived at through a process of factor analysis of an earlier version of the test designed to test or measure 15 Murrayan personality needs (Cassel, 1958).

Each of the 90 items has five multiple-choice responses of which the subject chooses one that indicates the content of that drawing. The standardization of the GPPT is based on the degree and extent to which the Total score discriminates between unselected normal groups and two different groups, neuropsychiatric patients in mental hospitals and delinquents and criminals in correctional institutions. Cassel (1961) states the reliability is a median of .625 for high school students, .68

for cadets, and .596 for neuropsychiatric patients. Little evidence of the validity of the GPPT using external criterion is shown.

Procedure

The procedure differed slightly for the normal and NP groups because of time and space limitations imposed by the different settings.

The normal group was tested in a classroom during the first two class periods of each day on two successive days. Ninth grade students were tested on the first day and tenth grade students on the second day. Thirty students were tested from each grade.

During the first class period of each day one-half of the students were given the EPPS and the other half were given the GPPT. During the second class period the students were given the test they had not yet taken. Table II shows the order of test administration for both groups.

TABLE II
TESTING PROCEDURE

Normal Group	Order of Tests Taken		Total Subjects
	EPPS-GPPT	GPPT-EPPS	
day 1	15	15	30
day 2	15	15	30
			Normal Total 60
NP Group			
morning	9	9	18
afternoon	8	10	18
			NP Total 36

The experimenter was introduced to the students by a school

counselor who did not remain during the actual testing. The experimenter stated that he was giving the test as a part of his research for an advanced degree and emphasized that results would be kept confidential.

Standard answer sheets and test booklets were distributed by the experimenter and the counselor. The experimenter read aloud the standard instructions for each test.

The experimenter collected the test booklets and answer sheets as students finished but all students were instructed to remain in the testing room until the end of the class period. After testing was completed, the students were thanked for their cooperation and again reminded of the confidentiality of results. Those students who did not finish during the allotted period were allowed additional time to complete the tests.

The thirty-six subjects in the neuropsychiatric group were tested all in one day. Eighteen subjects were tested in the morning and the remaining eighteen were tested in the afternoon. Both morning and afternoon sessions were divided into two periods. During the first period one-half of the subjects were given the EPPS and the other half were given the GPPT. During the second period the subjects were given the test they had not yet taken.

The subjects came to the testing room in small groups escorted by hospital personnel. The experimenter was introduced by a clinical psychologist on the adolescent ward. The experimenter stated that the purpose of the tests was part of the research for an advanced degree; confidentiality of the test results was emphasized.

Standard answer sheets and test booklets were distributed by the experimenter and the staff psychologist. The experimenter read aloud the standard instructions for each test.

The subjects were instructed to raise their hands when they had finished the tests. The experimenter collected the test booklets and answer sheets as the tests were completed. As the subjects completed the tests they were allowed to leave the room and go to a recreation room. Those who did not finish during the allotted period were allowed additional time to complete the tests. After all testing was completed, the experimenter went to the recreation room and thanked the subjects and again reminded them of the confidentiality of results.

Standard scoring procedures were used on all tests. For purposes of analysis, the normal and NP groups were divided into subgroups by sex, giving a total of four sample groups; normal male, normal female, NP male, and NP female. Mean scores were computed for each need scale on the EPPS and on the GPPT for all four sample groups.

Obtained mean scores were compared between the normal and NP male groups and between the normal and NP female groups for each of the 15 need scales on the EPPS; differences were tested for significance at the .05 and .01 levels of confidence using tabled values of t . Also, obtained mean scores were compared between the normal and NP male groups and between the normal and NP female groups for each of the 7 scales on the GPPT; differences were tested for significance at the .05 and .01 levels of confidence using tabled values of t . Obtained mean scale scores for each group were compared with the appropriate normative mean scale scores and differences were tested for significance at the .05 and .01 levels of confidence using tabled values of t .

Pearson product-moment correlation coefficients were computed for each of the four sample groups on the similarly defined need scales on the EPPS and the GPPT. These correlation coefficients were tested for

significance at the .05 and .01 levels of confidence using tabled significant values of r .

CHAPTER IV

RESULTS

The results are discussed in five general areas. EPPS mean scale scores for normal males are compared with those for NP males; normal female scores are compared with those for NP females; and both male and female mean scores are compared with Klett's 1957 high school norms. GPPT mean scale scores for normal males are compared with those for NP males and normal female mean scores are compared with those for NP females. Combined male and female GPPT mean scores for both normals and NPs are compared with Cassel's 1961 normative mean scores for normals and NPs. Similarly defined need scales are correlated for males and females for both groups. Finally group-sex-similarly defined need scale pairings are compared.

Comparison of Sample Mean Scores

The EPPS mean scale scores are shown for the normal groups, the NP groups, and Klett's 1957 high school norms in Table III. Table III indicates that the male NP mean score on the scale need for affiliation is significantly higher (.05) than that of the normal male. The NP female mean score on the scale need for order is significantly higher (.05) than the normal female mean score. The normal female mean score on the consistency scale is highly significantly higher (.01) than the NP female mean consistency score. There are no other significant

differences.

TABLE III
COMPARISONS OF EPPS SCORES

Scales	Normal Male	NP Male	Klett Male Norms	Normal Female	NP Female	Klett Female Norms
ach	12.3	13.2	13.9	12.6*	14.3**	11.2
def	10.8	10.9	11.4	10.8	11.7	11.8
ord	10.6	10.2	10.7	8.9**	12.3 ^a	10.7
exh	15.0	14.1	15.4	14.8	13.0*	14.9
aut	14.1	13.6 ^b	14.6	14.1**	12.1	11.9
aff	13.8	15.7 ^b	15.3	16.8	15.8*	17.9
int	13.1	13.4	13.1	17.3	16.2	17.9
suc	12.5	12.3	11.1	12.8	13.3	12.8
dom	13.9	13.6	13.9	11.5	12.8	11.9
aba	15.4	13.9	14.4	16.4	15.7	17.7
nur	14.7	15.1	14.1	17.6	15.5	17.4
chg	15.2*	16.2	17.1	16.8	15.5**	18.1
end	13.1	14.4	13.8	10.7	13.3	11.9
het	19.0	17.4	17.3	15.8	12.3	14.4
agg	14.9	14.5	13.9	12.8*	13.0	11.4
con	10.1	9.7	10.8	11.7 ^a	9.4	11.7

* significantly different at .05 level from Klett sample

** significantly different at .01 level from Klett sample

a significantly higher than same sex sample at .05 level

b significantly higher than same sex sample at .01 level

As shown in Table III normal males have a highly significantly lower (.01) mean score on the scale need for change than Klett's normative males. The normal female group mean score is significantly higher (.05) on the scales need for achievement and aggression and significantly higher (.01) on the scale autonomy and highly significantly lower (.01) on the scale need for order than Klett's normative females. The NP female group is highly significantly higher (.01) on the

scale need for achievement. This group is significantly lower (.05) on the scales need for exhibition and highly significantly lower (.01) on the scales affiliation and change.

The GPPT mean scale scores are shown for the normal and NP groups in Table IV. The normal female mean score on the scale affiliation is highly significantly higher (.01) than the NP female mean scale score. The NP female mean scores are significantly higher (.05) on tension reduction quotient and succorance scale and total score (.01) than the normal female mean scale scores. All other mean scale scores are not significantly different.

TABLE IV
COMPARISON OF NEED SCORES FOR NORMAL AND NP GROUPS
ON THE GPPT

Scales	Normal Male	NP Male	Normal Female	NP Female
TRQ	45.6	43.3	37.6	47.8*
NURT	8.8	9.3	9.4	10.5
WITH	11.4	11.3	11.8	10.5
NEU	18.7	16.1	18.3	20.5
AFF	17.8	16.4	18.6**	14.4
SUCC	10.4	11.4	10.3	13.0*
TOT	65.8	64.1	59.8	69.9**

* significantly higher than same sex at .05 level

** significantly higher than same sex at .01 level

Combined normal male and female mean scores, combined NP male and female mean scores, and Cassel's 1961 norms for both normals and NPs are shown in Table V. The normal group mean scores are significantly higher on the scales tension reduction quotient (.05), succorance, and

total score (.01), and highly significantly lower (.01) on the scale need for affiliation than Cassel's norms. The NP group mean scores are highly significantly higher (.01) on the scale need for succorance and highly significantly lower (.01) on the scales need for nurturance and neuroticism than Cassel's norms for NPs.

TABLE V
GPPT COMBINED SAMPLE SCORES COMPARED
WITH CASSEL'S NORMS

Scales	Normal Sample	Cassel Normal Norms	NP Sample	Cassel NP Norms
TRQ	40.4*	23.0	45.2	46.2
NURT	9.2	9.6	9.8**	11.5
WITH	11.7	11.4	11.0	11.9
NEU	18.4	18.1	17.9**	23.8
AFF	18.3**	22.4	15.6	17.3
SUCC	10.3**	8.2	12.1**	9.3
TOT	61.9**	46.0	66.5	68.6

* significantly different at .05 level from Cassel's norm

** significantly different at .01 level from Cassel's norm

The relationships between EPPS and GPPT similarly defined need scales are shown in Table VI. The NP female score on the nurturance scales has a highly significant (.01) negative correlation between EPPS and GPPT nurturance scales. All other correlations between EPPS and GPPT similar scales are not significant.

TABLE VI

CORRELATION COEFFICIENTS BETWEEN SIMILAR
NEED SCALES ON THE EPPS AND GPPT

Groups	with- end	succ	aff- aff	aff- het	nurt
Normal Male	.2727	.0284	-.0023	.2476	.3519
Normal Female	-.0324	.0523	-.1074	.0684	-.0881
NP Male	.0854	-.2035	-.0637	.3756	.0915
NP Female	.0343	-.1896	-.2332	.3077	-.6981**

** significant at .01 level

CHAPTER V

DISCUSSION

The results indicate that the EPPS does not differentiate between normal and neuropsychiatric adolescents, when the total groups are considered. In comparing males with males, only the scale on affiliation was significantly different, NP males showing the higher score. Two scales differentiated between the female groups, NP females having a higher score on need for order, and normal females having a higher consistency score.

When the results were compared with Klett's (1957) high school norms, normal experimental males showed a significantly lower mean score on need for change than the normative males. Four differences in mean scores were found when normal females were compared with Klett's norms. Obtained mean scores on the scales need for achievement, autonomy, and aggression were higher, and the obtained mean score on the scale need for order was lower in the experimental group. Four scales also differentiated NP females from Klett's females norms, with the obtained mean score on the scale need for achievement being higher and the obtained mean scores on the scales need for exhibition, affiliation, and change being lower. NP male scores were not significantly different from Klett's male norms.

These results on the EPPS do not confirm the findings of Newman (1960) and Gauron (1965) who both reported differences on EPPS scale

scores for their NP subjects when compared with the norms. Newman studied hospitalized adults and found scores on six scales significantly different from Edwards' norms. Gauron worked with hospitalized subjects and found that EPPS scores for NPs were significantly different from Edwards' norms and that NP's scores were different for different age groups and for groups that differed in length of hospital confinement. The explanation for the difference between these earlier studies and the present one may be due to population and age differences; the NP subjects of this study were younger than Newman's and from a restricted geographical area.

The second test, the GPPT, also does not discriminate total NP and normal groups. Four of the seven scales of the GPPT did, however, differentiate normal and NP females. Normal female scores were higher on the scale need for affiliation and NP female scores were higher on the scales need for succorance, tension reduction quotient, and total score.

In comparing the present group scores with Cassel's (1961) norms, the mean scores indicate that the experimental normal group is more similar to Cassel's NP group than to his normal group. A possible explanation might be that the present normal population is different because of age differences, passage of time, and differences in geography. All of the above results indicate that neither test seems to measure any of the personality differences that possibly exist between normal and hospitalized adolescents.

There is no consistent relationship between need scales defined in similar or inverted terms on the EPPS and on the GPPT. The only statistically significant correlation between similar need scales is on the NP female need for nurturance. This is a high negative correlation and therefore, directly opposite from the direction predicted. The

results seem to indicate that either the two tests are measuring unrelated aspects of the Murrayan manifest need constructs or that the tests are not measuring manifest needs but some other factors.

Under the conditions of this study, the evidence does not support the authors' claims of differentiation of groups. If the assumption is made that hospitalized patients have atypical personality structures (Gauron, 1965), then valid measures of personality should be able to measure some of the personality differences between hospitalized patients and normal individuals.

Implications for Future Research

In the light of the results of this study, future research is indicated to establish directly the validity of these measures of Murrayan manifest needs. Gisvold (1958) and Phelps and Meyer (1966) have provided an important direction for the validation of these tests; validity should be established by direct empirical measurement of the behavior in question. Direct measurement, such as Asch's (1952) procedures for measurement of conformity behavior should be combined with psychometric procedures such as the EPPS and the GPPT to establish the relationship of actual observed behavior to inferred internal motives or needs as measured by a paper and pencil test.

CHAPTER VI

SUMMARY

This study was a comparison of manifest needs of adolescents as measured by the Edwards Personal Preference Schedule and the Group Personality Projective Test. Two groups of adolescents were tested and compared: a normal group of unselected high school students and an NP group of neuropsychiatric hospitalized adolescents of roughly the same age-range. Mean scores of need-scales were compared for males and females of both groups. Neither test differentiated between normal adolescents and hospitalized adolescents.

Need scales from the two tests that seemed by definition to coincide and one pair of inversely defined need scales were correlated to see if individuals who had a measured level of a manifest need on one instrument had a similar level of the same manifest need on the other instrument. The only significant relationship was found on the nurturance need of NP females. This was a high negative correlation, the opposite direction to that predicted. Correlation pairings indicated no relationship between individual group membership status and degree of correlation of similar need scales of the two tests.

Under the conditions of this study, the evidence does not support the claims about the abilities of the tests to discriminate between two groups (normal and NP). It was suggested that the results found were an

artifact of the tests and testing situation and were not measures of Murray's manifest needs.

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APPENDICES

APPENDIX A

THE MANIFEST NEEDS ASSOCIATED WITH EACH OF THE 15 EPPS VARIABLES

1. **ach Achievement:** To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

2. **def Deference:** To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.

3. **ord Order:** To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.

4. **exh Exhibition:** To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words

that others do not know the meaning of, to ask questions others cannot answer.

5. aut Autonomy: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

6. aff Affiliation: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

7. int Intraception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. suc Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. dom Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade

and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

10. aba Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. nur Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. chg Change: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. end Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

14. het Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.

15. agg Aggression: To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.

APPENDIX B

SCALE INTERPRETATIONS OF THE GPPT

Tension Reduction Quotient (TRQ). This score serves as an index of the amount of anxiety-producing tension present in the individual at the time of testing. It represents the proportion that negative feelings projected by S are of total negative plus positive feelings. A high percentage of negative feelings suggests poor mental health; while a low percentage is taken as indicative of general emotional immaturity.

Nurturance (father role). This score is indicative of a need to play a father role, including volunteering and giving aid to others. Where the score is excessively high, the individual tends to behave more in accordance with his own ideas than the behavioral norms of the group; where the score is low there is often a strong inclination on S's part to shirk personal responsibility, in relation both to self and to others.

Withdrawal (escape). This score serves as an indicator of S's needs to avoid or escape activity in the group, and to avoid personal and social responsibility. An excessively high score suggests a general unwillingness to participate in the activities of others; while a low score is often indicative of emotional immaturity.

Neuroticism (inability to make decisions). This score represents the degree to which S is able to arrive at sound and timely decisions, or needs to remain indecisive. An excessively high score appears to

indicate a general state of diffusion or unclearness and vagueness in planning; while a low score often indicates general emotional immaturity.

Affiliation and Psychosexual Needs. Two separate but related types of need are included in this score: (a) affiliation need or need to belong, and (b) psychosexual need, or need for boy-girl relationships. Excessively high scores indicate unusual need for group membership and belongingness, and for activities involving intimacy with members of either sex or both sexes; while a low score suggests general psychosexual immaturity.

Succorance (infant role). This sixth and last scale of the test can indicate both (a) a need to seek aid and play an infant role, and (b) a general distrust of others. An excessively high score is often associated with excessive dependence on others and general distrust of others; while a low score suggests general emotional immaturity.

Total Score (state of mental health). This serves as an index of general level of emotional disturbance. It can indicate degree of anxiety-producing tension present and general level of need activeness at the time of the test. A Total Score that is excessively high suggests poor mental health, while an excessively low score indicates general emotional immaturity. Total Score is useful in making two other evaluations:

Delinquency Proneness Total Scores above 60 are characteristic of delinquency-prone Ss.

Neuro-psychiatric Proneness Total Scores above 70 are highly indicative of N-P proneness.

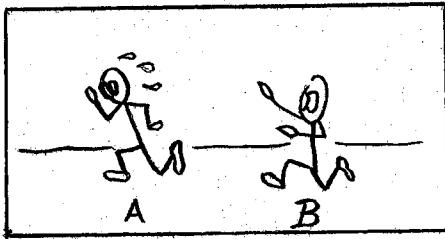
APPENDIX C

A SAMPLE OF EPPS ITEMS

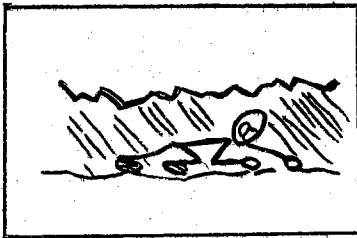
1. A I like to help my friends when they are in trouble.
B I like to do my very best in whatever I undertake.
5. A I like to be able to come and go as I want to.
B I like to be able to say that I have done a difficult job well.
13. A I like to finish any job or task that I begin.
B I like to keep by things neat and orderly on my desk or work-space.
20. A I like to criticize people who are in a position of authority.
B I like to use words which other people often do not know the meaning of.
24. A I like to ask questions which I know no one will be able to answer.
B I like to criticize people who are in a position of authority.
25. A I get so angry that I feel like throwing and breaking things.
B I like to avoid responsibilities and obligations.
30. A I like to be able to come and go as I want to.
B I like to share things with my friends.
41. A I would like to write a great novel or play.
B When serving on a committee, I like to be appointed or elected chairman.
50. A I like to criticize people who are in a position of authority.
B I feel timid in the presence of other people I regard as my superiors.
100. A I feel that I am inferior to others in most respects.
B I like to avoid responsibilities and obligations.
188. A I like to keep working at a puzzle or problem until it is solved.
B I like my friends to treat me kindly.
217. A I like to meet new people.
B I like to kiss attractive persons of the opposite sex.

APPENDIX D

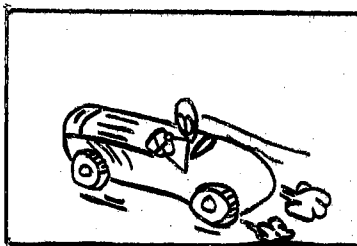
A SAMPLE OF GPPT ITEMS



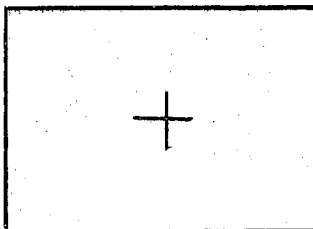
1. What will happen if B catches A?
- a. They are only playing a game of tag.
 - b. A will be spanked.
 - c. B will make up and become A's good friend.
 - d. A will play ball on B's team.
 - e. B will teach A not to lie or tell untruths.



3. What is the person in the picture doing?
- a. On a vacation in the mountains.
 - b. Hiding from the police.
 - c. Trying to discover gold.
 - d. Spying on the enemy.
 - e. Crying because he was punished.



9. What is the man in the automobile doing?
- a. He is trying to win a race.
 - b. Going for a ride on Sunday afternoon.
 - c. Going home to make up with his wife after having a big argument with her.
 - d. Going on a date with his girl friend.
 - e. Going to visit mother.



45. What could the symbol in this picture represent?
- a. Money in the bank.
 - b. Not anything but a plus sign.
 - c. Cross roads of life and mystery.
 - d. Religion.
 - e. The symbol of a gangster or of a group of bad boys.

APPENDIX E

TABLES OF MEAN SCORES , STANDARD
DEVIATIONS AND t VALUES

EPPS Scores

Scales	Normal Male		NP Male		Normal Female		NP Female	
	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.
ach	12.3	3.27	13.2	2.58	12.6	3.88	14.3	3.43
def	10.8	4.68	10.9	3.73	10.8	3.57	11.7	3.59
ord	10.6	4.33	10.2	5.14	8.9	4.48	12.3	4.40
exh	15.0	2.86	14.1	3.15	14.8	3.74	13.0	2.67
aut	14.1	4.10	13.6	4.69	14.1	4.38	12.1	3.71
aff	13.8	3.06	15.7	2.71	16.8	3.69	15.8	6.15
int	13.1	3.19	13.4	3.39	17.3	4.79	16.2	3.71
suc	12.5	4.02	12.3	4.94	12.8	4.25	13.3	4.12
dom	13.9	3.14	13.6	4.09	11.5	3.88	12.8	2.91
aba	15.4	3.53	13.9	5.08	16.4	5.31	15.7	5.23
nur	14.7	3.72	15.1	3.42	17.6	3.62	15.5	3.72
chg	15.2	3.87	16.2	3.16	16.8	4.76	15.5	3.81
end	13.1	3.26	14.4	3.09	10.7	5.04	13.3	4.23
het	19.0	5.08	17.4	5.82	15.8	7.36	12.3	4.87
agg	14.9	3.36	14.5	4.69	12.8	4.56	13.0	3.02
con	10.1	2.10	9.7	2.43	11.7	2.12	9.4	2.06

GPPT Scores

Scales	Normal Male		NP Male		Normal Female		NP Female	
	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.	\bar{x}	s.d.
TRQ	45.6	17.06	43.3	11.73	37.6	15.71	47.8	13.77
NURT	8.8	2.46	9.3	3.04	9.4	3.13	10.5	2.69
WITH	11.4	2.99	11.3	3.86	11.8	3.59	10.5	2.69
NEU	18.7	4.23	16.1	5.09	18.3	3.89	20.5	5.26
AFF	17.8	5.04	16.4	3.39	18.6	4.45	14.4	5.97
SUCC	10.4	2.99	11.4	4.57	10.3	3.64	13.0	3.92
TOT	65.8	15.69	64.1	11.07	59.8	12.76	69.9	10.77

Calculated t Values From Comparison of
Same Sex Group Mean Scores

EPPS Scales	Normal x NP	Normal x NP
	Males	Females
ach	-.9933	-1.4428
def	-.0728	-.8404
ord	.2599	-2.4829
exh	1.0247	1.6718
aut	.4205	1.6129
aff	-2.0838	.6822
int	-.3285	.7877
suc	.1369	-.4416
dom	.3385	-1.1633
aba	1.0582	.4219
nur	-.4286	1.9169
chg	-.9169	.9481
end	-1.2636	-1.7727
het	.9607	1.7150
agg	.3406	-.1407
con	.6180	3.6659
<hr/>		
GPPT		
Scales		
TRQ	.4954	-2.1977
NURT	-.6138	-1.1534
WITH	.0446	1.2565
NEU	1.8454	-1.7398
AFF	1.0777	2.7920
SUCC	-.8796	-2.4046
TOT	.4205	-2.7295
	degrees of freedom = 40	degrees of freedom = 52

VITA 2

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Master of Science

Thesis: A COMPARISON OF THE NEEDS OF ADOLESCENTS AS MEASURED BY THE
EPPS AND THE GPPT

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