

Development of Self Made Situation Test to Measure the Behavior Flexibility

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ABSTRACT

Self Made Situation Test (SMST) was developed as a result of qualitative research insights to evaluate the spread of behavior and to reduce the prevalence of socially desirable responses in selection and recruitment settings for personality evaluation. Flexibility of behavior is a multifaceted idea that includes personal construct, identity, cognitive conflict, motivated forgetfulness, susceptibility, moral injury stressors, and hypocrisy. These factors work together to provide latitude and variances resulting flexibility in a person's behavior. In the beginning, **Study 1** was conducted to develop SMST as a semi-structured projective sentence completion test for qualitative personality assessment of teenagers through reaction behavior of a person across self-made situations of varying complexity of life. A 22-item test based on the grounded principles of the S-O-R model was developed to assess the flexibility of behavior in two key areas of the personality's transformative growth, namely adaptability and resilience. Concurrent validity was found to have a correlation coefficient of 0.30 and split half reliability of 0.35. In **Study 2**, a confirmatory study of behavior manifestation in the social adaptability and resilience aspects of the Thematic Apperception Test with Sentence Completion Test and Self Made Situation Test was conducted. In terms of researching and objectifying projective measures that may objectively screen in/out intense emotions in the personality assessment, this test marks a new frontier.

Keywords: *Projective Test, Situations, Selection and Recruitment, Socially Desirable Response, Elasticity of Behavior*

In order to obtain a job, a candidate must adjust to change and restructure themselves in a number of personality areas (Kowal, Sharma & Pathania, 2020). Due to prevalence of test conscious environment every job applicant strives to overcome the hurdles of screening exam, main test and interview for getting recommended to be employed for the applied job (Kowal, 2020) because applicant's lives are partially determined by how well they perform on tests (Sarason et al., 1960). The suppleness of a person's behavior over a continuum spanning from unfavorable to favorable characteristics of personality is known as the spread of behavior. Instead of measuring the spread of behavior beyond testing condition, selection and recruitment settings for personality assessment of an individual focus on the elicited response, behavior, and test performance of the individual just at that specific testing condition in the present and predict one's employability. When there are

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Development of Self Made Situation Test to Measure the Behavior Flexibility

stakes involved, the person projects their best to emphasize the positive aspects and obscure the negative ones by acting fake, donning a façade, and providing socially desirable responses.

The response behavior is a result of life's variously complex conditions. Numerous overt and covert inputs have dynamic impact on human behavior thus making it the most difficult phenomenon to comprehend and correctly forecast. But some people put on a facade to mask their true behavior and emotions in situations according to societal, cultural, and global conventions. A single situation might cause a diversity of response behaviors among various people because circumstances are not always under the control of the individual. Situations have the tendency to foster intra- and inter-individual variations over time. As a result, reaction behavior is flexible in nature. Due to a person's substantial capacity for self-censorship, there are instances when a situation cannot evoke the genuine reaction behavior. Projective strategies are utilized in this situation to get around the issue with phony, socially acceptable, and predetermined responses. There aren't many projective tools to test behavior flexibility, aside from the Thematic Apperception Test, which presents situations and characters in pictorial form so that participants can create stories as per their imagination. The existence of personality characteristic inconsistencies inside the individual determines how flexible behavior is. The adolescent stage is characterized by flexible behavior, the most inconsistencies, and greater inquisitiveness, less maturity, and motivation to accomplish many life goals. In order to examine the flexibility of response behavior at the intra-individual level, this study set out to develop a projective test that asked participants to conceive the personalized events on their own.

Sentence completion tests (SCTs) are the best examples to elicit the response behavior in situations of varying complexity and to analyze the inconsistencies that lie within individual level. However, the responses elicited by such tests come from a conscious level of mind than responses elicited unconscious level of mind on either the Rorschach or Thematic Apperception Tests. Therefore, participants can significantly conceal, deceive, and manipulate their responses in SCT. A test that allows participants to create situations from their own reality in order to illustrate the flexibility of their behavior was therefore necessary. Two of the most difficult aspects of an adolescent's personality are their difficulties with adjustment and resilient behavior. They have trouble fitting in with their peer group, family, and society conventions. They also struggle with the inability to recover from difficult, traumatic, or stressful life experiences. As a result, a projective self-made situation test has been designed to examine the flexible response behavior and gauge teenagers' capacity for adjustment and resilience.

Behavior flexibility

Flexibility of behavior is conceived of as a multidimensional notion that describes the latitude and variation present in an individual's behaviors and actions in connection to routine activities of daily life. A spectrum spanning from constructive or pragmatically useful behaviors to destructive or dysfunctional impractical ones reflects this. These include personal construct, identity, cognitive conflict, motivated forgetting, vulnerability, moral injury stressor, and hypocrisy, among other behaviors.

Personal Construct: George Kelly (1958–1969) introduced Constructive Alternatism and developed Personal Construct Theory (PCT), which contends that a person develops a set of personal constructs that serve as the foundation for how they interpret their experiences in order to understand the environment around. These bipolar constructs divide a person's

Development of Self Made Situation Test to Measure the Behavior Flexibility

cognition, emotion, and action into faster-intuitive (preconscious level of mind) and slower-deliberative modes (conscious level of mind). The PCT consisted of a variety of guiding principles and corollaries, including fundamental, construction, experience, dichotomy, organizational, range, modulation, choice, individuality, commonality, fragmentation, and sociality. Flexibility of behavior is influenced by the interaction of personal conceptions with various challenges.

Identity: There are two levels of self, the collective self and the individual self, and within each level there is an interface or integration of different identities. The relationship between the individual and collective identities might be mutually exclusive, entrenched, overlapping, complementary, or comprehensive. The results of the study, in which the experimenter valued each identity differently, show that people tend to compromise when both the individual and collective identities are important and in conflict. First, they tend to give more weight to the identity that was made more salient by the situation. The study showed that context matters in such a way that identity salience is partially a consequence of situational cues that prime particular identities, in addition to how identities interact (Blader, 2007a). The interaction of identities in various contexts influences the flexibility of behavior.

Cognitive Conflict: According to psychoanalytic theorists, conflicts are psychic states in which a subject's opposing internal forces come into conflict with one another, leading to the development of symptoms, behavioral disorders, and personality changes. Conflicts are explained by cognitive-social theorists in terms of "balancing" (Heider, 1946) and "cognitive dissonance" (Festinger, 1967) as motivational dispositions to reconcile incongruent cognitions about social reality. Conflict is explained by constructivist pioneers Kelly (1955) and Piaget (1974) as occurring within the context of the individual's own construction. It implies that because people lack consistency and integration in their construct systems and lack a logical foundation, conflicts must be resolved by reorganizing one's thought processes and implementing defence mechanisms. Conflicts in various contexts interact with one another, which influences how flexible behavior is. Conflicts cause cognitive disorganization, thinking disorders, imbalance, dilemmas, fragmented and contradictory social perception, all of which lead to the emergence of new structures that can be used to integrate events with a person's pre-existing structures.

Motivated Forgetting: Memory is largely motivated. The decision to remember or forget past events requires thought, consideration, and motivation. People are relentless "revisionist historians" when thinking back on the past (Ross, McFrand, Conway & Zanna, 1983). The people frequently only recollect details that support their choices. People tend to over attribute both the positive and negative aspects of the option they choose, a condition known as choice-supportive memory distortion (Mather & Johnson, 2000). Flexibility of behavior is influenced by the interaction of motivation and past experiences in various contexts.

Vulnerability: It has both good and negative worth, which is its vulnerability. Injustice, resentment, failure, weakness, fear, lack of, restraint, and pressure are examples of negative values, whereas the prerequisites for learning, openness to being proven incorrect, reinforcement, and the chance to adapt and transform are examples of good values. Being vulnerable is an aspect of being human, and it's not always useful to view vulnerability negatively (Gilson, 2014). The interaction of vulnerability ethics in various contexts influences how flexible behavior is.

Development of Self Made Situation Test to Measure the Behavior Flexibility

Moral Injury Stressor: Every idea, feeling, behavior, choice, and action must pass the morality test inside the person and feel the moral feelings connected to them. Moral injury is the potential harm that results from violating strongly held moral principles and beliefs (Litz et al., 2009). Betrayal, failing to behave in accordance with one's personal principles, acts of harm, killing, violence, assault, etc., being powerless to stop death or suffering, and ethical disagreements are the most frequent stressors that lead to moral injury (Drescher et al., 2011). Potential causes of moral injury go beyond threats to life, and potential symptoms go beyond emotional responses based on anxiety and terror. Guilt, humiliation, rage, distrust, and contempt are examples of morally negative emotions, while states like compassion, elevation, appreciation, and pride are examples of morally positive feelings (Rime, 2009). The interaction of moral emotions and moral injuries in various contexts influences how flexible behavior is.

Hypocrisy: In order to be considered hypocritical, one must publicly declare their beliefs about how others ought to act before acting in a manner that is in direct opposition to those beliefs (Jordan et al., 2017; Alicke, Gordon & Rose, 2013; Lammers, 2012). It can be described as cognitive dissonance brought on by contradictions between two opposed ideas or between competing ideas and actions. The greatest kind of hypocrisy is when someone acts incongruently in secret rather than in public; this involves two transgressions: the contradictory behavior itself and concealing this information from others. Unless the flexibility of a person's behavior is understood about them through projective testing, this type of behavior cannot be directly tested.

Adaptability and Resilience during adolescent

Adolescence is a crucial transformative developmental phase of social adaptation. The studies carried out among various variable and their interplay which give rise to flexibility of behavior in the recruitment and selection context are described as stressors with emotional maturity, coping mechanisms (Kowal, Sharma & Pathania, 2020), well-being (Kowal & Shukla, 2020), style of learning and thinking (Kowal, 2020, Kowal, Rajavarapu, Katiyar & Shukla, 2018), affect (Kowal & Dadhwal, 2018), emotional intelligence, self-esteem, resilience (Kowal & Heer, 2018; Kidwai & Kowal, 2018), anxiety (Kowal, Masood & Jha, 2017; Masood & Kowal, 2016), risk taking behavior and career choice (Kowal, Kumar & Kidwai, 2016).

Social adaptability: It refers to one's ability to adjust cognitions and modify behavior in response to changing situational demands and threats (Baron & Tang, 2009). Consistency and adaptability of conduct allow for the recognition of changes in significant situations and changes that are necessary in the individual (Savickas & Porfeli, 2012). The knowledge, skills and abilities (KSAs) approach examine personality as a predictor of an adaptive performance (LePine et al., 2000). The Big Five personality qualities conscientiousness (i.e., a personal trait expressing responsibility and dependability) and agreeableness have some overlap with social adaptation (i.e., individual trait reflecting cooperativeness and compassion). Resources enable people to control how adaptable they are to fulfill daily functions (Hochwarter et al., 2008). Individual behavior becomes elastic in response to excess or reduced resource demands.

Resilience: Adolescence is a developmental stage marked by deviations, a downward spiral in emotions, and a propensity for taking risks. Risk is a byproduct of variables like event probability, consequence, and utility. The likelihood that an event will occur, which may be viewed as desirable or undesirable, as well as a subjective or objective evaluation of the

Development of Self Made Situation Test to Measure the Behavior Flexibility

expected or unexpected consequences of the event occurring, as well as the extent to which and in what ways an outcome may be useful in terms of physical, social, cultural, or personal aspects. Consequently, risk is inherent in all activities (Kowal, 2016). Resilience is frequently described as positive or protective mechanisms that lessen the likelihood of unfavourable consequences in risky situations (Masten, 2001; Luthar, 1993). It is a series of strategies for handling stress brought on by danger or adversity. The ability to regulate one's emotions and one's thoughts are the main components of resilience. A person's resilience reveals (a) which risk factors are predictive of different problem developmental stages, (b) the dynamic relationship between risk and protective factors in different developmental phases, and (c) which factors are most likely to shield or protect a person under risk conditions from unfavorable outcomes. The interaction of these resilient elements influences how flexible behavior is.

Sentence Completion Test

The sentence completion test (SCT) is a semi-structured projective psychological assessment tool that consists of incomplete synthetic situations or phrases, referred to as stems that must be answered in the form of open-ended reactions. The SCT is used to assess a variety of general and specific constructs as well as specific personality traits, response patterns, levels of functioning, and intellectual ability. Due to the synthetic character of the stems used in the test, the response answers evoked on it functions at the conscious level of the mind. All SCT have historically been built on Rotter's work evaluating various constructs. Adjustment (Rotter, 1982), locus of control (Aiken & Baucom, 1982; Ames & Riggio, 1995; Smith Trompenaars & Dungan, 1995), emotional problems and learning (Lanyon & Lanyon, 1979), mood (Evans & Wanty, 1979; Aiken & Baucom, 1982), and need for achievement are some of the constructs for which SCTs have been developed (Oshodi, 1999). It is also used as a confirmatory measure to supplement the manifestations in unstructured and semi-structured projective tests like the Rorschach, Thematic Apperception Test (TAT), and Word Association Test (WAT).

METHOD

Objective

To develop the Self Made Situation Test (SMST), a semi-structured projective sentence completion test with the primary objective of gauging a person's flexibility of behavior. It is a modified sentence completion test that is projective in character and uses the unconscious level of the mind to respond in order to imagine the stems on one's own, as opposed to the typical way of responding over already formed synthetic stems using the conscious level of the mind.

Utility

The test reflects the level of social adaptability and resiliency an individual possesses in dynamic situations when one can succumb to similar circumstances. It also helps determine the path of psycho-diagnostic research and treatment for those who are poorly adapted and prone to stress.

Rationale

The existing gap of SCT is that it operates on the conscious level of the mind and leaves the synthetic stem with room for synthetic reaction. The synthetic replies are not indicative of genuine behavior and result in faking and predetermined response patterns. To ensure the sensitivity of projective techniques, it is essential to establish a consistent output of spontaneous reactions from participants' unconscious level of mind. Consequently, the need

Development of Self Made Situation Test to Measure the Behavior Flexibility

has arisen for the development of the Self-Made Situation Test (SMST) for assessing the subject's personality. It will allow-

- i) The subject to conceive situations based on projective hypothesis; hence, the test will function on the unconscious level of the mind.
- ii) To evaluate the flexibility of a person's behavior. It will extract genuine responses and minimize false response patterns for personality evaluation.
- iii) To validate SMST as a confirmatory test for adaptability and resilient personality qualities relative to TAT.
- iv) To predict potential conditions relating to adaptability and resilience in which an individual may succumb.

Grounded principle

Self-Made Situation Test (SMST) was developed in which respondents were given an "answer as stem" and instructed to imagine and describe the most plausible situation for the stem. As indicated, the S-O-R model equation for SCT was inverted for SMST: -

$S_i \rightarrow 'O' \rightarrow R_i$ -----equation 1 {SCT}

$R_j \rightarrow 'O' \rightarrow S_j$ -----equation 2 {SMST}

Where S_i & R_j are stems for the subject

Where R_i & S_j are responses of the subjects

and O stand for respondent

Item sample: When -----, I will run away.

Participants and Procedure

Targeted population

This test was developed to assess the flexibility of the behavior based on the respondent's individual cognitive, behavioral, and emotive reaction, which is characterized by qualitative and objective study of responses by evaluating personality traits in adolescents and young adults who are going through a transformative stage in their development as resilient social beings.

Analytic Strategy

Study 1: SMST Development

The Self Made Situation Test (SMST) was developed with three distinct phases. The first phase focuses on identifying constructs and developing initial items. Second phase included item selection for final form of test based on expert panel ratings, construction of stems, and development of scoring procedure. In the third phase, a subset of undergraduate students were administered a test.

Phase I

A thorough job analysis was conducted from both the research and practice viewpoints to study the dynamic character of adolescent personality and their issues in life. As a consequence, two concepts have emerged: social adaptability and resilience. The items were constructed using both an inductive and a deductive technique. In conversations and brainstorming sessions, six subject matter experts (SMEs - psychologists and academicians) used an inductive approach. For each construct, a deductive method was used to collect critical incidences from 300 college-eligible male respondents between the ages of 17 and 25. These critical incident generated themes that were clustered under corresponding frameworks. These themes were considered during the construction of the SMST item stem. Initially, 45 item stems were developed based on the dimensions listed in Table 1.

Development of Self Made Situation Test to Measure the Behavior Flexibility

Table 1: Dimensions of behavior flexibility under social adaptability and resilience

S.No.	Behavior Flexibility	Social Adaptability	Resilience
1	Personal Construct	Perception of the environment	Nature of obstacles and setbacks
		Adjustment to the social surroundings	Sustained effort to achieve goal
2	Identity	Self-esteem	Self confidence
		Introvert / Extrovert	Drive
3	Cognitive Conflict	Attitude towards mother, father and siblings	Application to work
		Attitude towards seniors, friends and juniors	
		Management of feelings	
4	Motivated Forgetting	Decision making in social situation	Decision making in dynamic situation
5	Vulnerability	Courage of conviction	Risk taking behavior
6	Moral Injury Stressor	Understanding of values and societal norms	Mental endurance
			Anxiety level
7	Hypocrisy	Way of Interaction with individuals	Way of accepting dynamism

Phase II

In the second part of the study, item stems were selected for final form. A preliminary panel of six subject matter experts received only 45 item stems. The criterion for the final selection of items was expert consensus of 80%.

Table 2: Inter-Rater Agreement of Six Subject Matter Experts for Retaining Items in the Final Form

Ite ms	SM E1	SM E2	SM E3	SM E4	SM E5	SM E6	ME AN	SD	AGGREGMENT (%)	REMARK S	Ite ms
1	1	1	1	1	0	1	0.83	0.43	83	RETAINED-SA	1
2	0	0	0	1	1	1	0.5	0.44	50		2
3	1	1	0	1	1	1	0.83	0.43	83	RETAINED-SA	3
4	1	0	1	1	1	1	0.83	0.07	83	RETAINED-R	4
5	1	1	0	0	0	1	0.5	0.44	50		5
6	1	0	0	1	1	0	0.5	0.5	50		6
7	0	1	0	0	1	1	0.5	0.5	50		7
8	1	1	0	1	1	1	0.83	0.43	83	RETAINED-SA	8
9	1	1	1	1	0	1	0.83	0.43	83	RETAINED-R	9
10	0	0	0	0	1	1	0.33	0.50	33		10
11	1	0	1	1	1	1	0.83	0.07	83	RETAINED-SA	11
12	1	0	1	0	1	0	0.5	0.5	50		12
13	1	1	1	0	1	1	0.83	0.43	83	RETAINED-SA	13
14	0	0	1	1	0	1	0.5	0.44	50		14
15	1	0	1	1	1	1	0.83	0.07	83	RETAINED-R	15

Development of Self Made Situation Test to Measure the Behavior Flexibility

16	1	0	0	1	0	0	0.33	0.43	33		16
17	1	1	1	1	0	1	0.83	0.43	83	RETAINED-R	17
18	0	0	0	0	0	1	0.16	0.43	16		18
19	0	1	1	1	1	1	0.83	0.07	83	RETAINED-SA	19
20	1	1	1	0	0	0	0.5	0.44	50		20
21	0	1	0	1	0	0	0.33	0.43	33		21
22	1	1	1	0	1	1	0.83	0.43	83	RETAINED-R	22
23	1	1	0	0	0	1	0.5	0.44	50		23
24	0	1	0	1	0	0	0.33	0.43	33		24
25	1	1	0	1	1	1	0.83	0.43	83	RETAINED-SA	25
26	1	1	0	1	1	1	0.83	0.43	83	RETAINED-R	26
27	0	1	1	1	1	1	0.83	0.07	83	RETAINED-SA	27
28	1	0	0	0	0	1	0.33	0.43	33		28
29	1	0	0	1	1	0	0.5	0.5	50		29
30	0	1	1	1	1	1	0.83	0.07	83	RETAINED-SA	30
31	1	0	0	0	1	1	0.5	0.5	50		31
32	1	1	0	1	1	1	0.83	0.43	83	RETAINED-R	32
33	0	0	0	1	0	1	0.33	0.50	33		33
34	1	1	1	1	1	0	0.83	0.43	83	RETAINED-R	34
35	1	1	0	0	1	1	0.66	0.50	66		35
36	1	1	1	1	0	1	0.83	0.43	83	RETAINED-SA	36
37	1	0	0	0	1	0	0.33	0.43	33		37
38	1	0	1	1	0	0	0.5	0.5	50		38
39	1	0	1	1	1	1	0.83	0.07	83	RETAINED-R	39
40	1	1	0	0	0	0	0.33	0.14	33		40
41	1	1	0	1	1	1	0.83	0.43	83	RETAINED-R	41
42	0	1	1	0	0	0	0.33	0.43	33		42
43	0	0	1	0	0	0	0.16	0.43	16		43
44	0	1	1	1	1	1	0.83	0.07	83	RETAINED-SA	44
45	1	0	1	1	1	1	0.83	0.07	83	RETAINED-R	45

1 shows 'agree' and 0 shows 'disagree'; SA –Social Adaptability ; R - Resilience

Among the attributes of the individual reactions attended by raters were as follows:-

- a) Attitudes expressed toward individuals important in the life of the subject, such as mother, father, siblings, friends, relatives and neighborhood people.
- b) Attitude expressed with regard to the subject's past life.
- c) Sources of conflict.
- d) Linguistic and stylistic aspects of the subject's completion.
- e) Personal problems and the attitudes towards them.
- f) Possible unconscious tensions and conflicts.
- g) Ways in which affect is expressed.
- h) Degree of contact with reality.

Development of Self Made Situation Test to Measure the Behavior Flexibility

- i) Risk taking behavior.
- j) Dynamism of the personality.

The inter-rater reliability was carried out. Trained and experienced psychologists were given the data and asked to assess each subject's response in terms of directionality and intensity. Only items of 80% inter rater agreement and above were retained in the final test. Thus, the final test consists of 22 items, eleven items for each social adaptability and resilience (Table 3).

S.No.	Domains	Item numbers	Total items
1	Social Adaptability	1,3,8,11,13,19,25,27,30,36,44	11
2	Resilience	4,9,15,17,22,26,32,34,39,41,45	11
4	Total		22

SME	Items (N)	Mean	SD
1	45	0.68	0.46
2	45	0.57	0.49
3	45	0.48	0.50
4	45	0.64	0.48
5	45	0.60	0.49
6	45	0.71	0.45

Phase III

The preliminary try-out and grading of the items made up the third step of the study. A preliminary try-out was conducted on a sample of 200 male undergraduates from different socioeconomic tiers of the nation. The following scoring methodology was used to evaluate the response to the item. The formal analysis and content analysis were both used to assess the responses. The response's content was evaluated using an objective scoring system. Each SMST response was evaluated for the presence of a quality and its estimated intensity using a scale from 1 to 3 as (1) low, (2) moderate and (3) high.

Positive comments received ratings of +1, +2 and +3, and negative responses received ratings of -1, -2 and -3. In terms of social adaptability, for instance, a response expressing dissatisfaction was evaluated -1, an open dislike was rated -2, and strong hatred was rated -3. Additionally, a rigorous study was conducted to group responses into six distinct contexts, including: - Real Life Event Situation: A real life event situation showed that a person was directly involved in the given stem at hand. Elastic Situation: Reactions that typically take place at the ideational or mental level and are an indication of a person's behavioral flexibility, or how quickly a subject can react in a situation like that. Fantasy: When the respondent gave a fictional response. Sentence incomplete: When the subject stopped reacting half way through. Blank responses occur when a subject is unable to react to a certain stem. To determine the exam's validity and reliability, 126 male subjects took the test.

Reliability

Rather of drawing broad conclusions about population trends, qualitative researchers are typically more interested in investigating subtle interacting processes that take place in

Development of Self Made Situation Test to Measure the Behavior Flexibility

specific contexts. Because of this, this study of the development of the projective test (SMST) aims for theoretical, vertical, or logical generalization of results rather than statistical generalization. Due to the flexibility of behavior, this test would not expect results to be precisely duplicated over time within a person. Instead, it would hope that insights acquired from data in one context can share certain attributes of an individual in comparable or slightly different environment. Test re-test evaluation is not acceptable since the SMST evaluates flexibility of behavior, which is a feature that is always changing. In order to calculate split half reliability, items were split into two halves at random and responses were graded on a scale of high, medium, and low. Due to the subject's subjective perception of the difficulty level, it was not a problem to divide things into halves. As a result, $r = 0.35$ was discovered to be the coefficient of correlation between the two test halves.

Validity

These SMST items were given to subject matter experts to determine the quality of each variable was likely to provoke in confirmation to the responses displayed in Thematic Apperception Test in order to establish the validity of the test. Subject matter experts were once more given SMST items and responses after the test battery comprising of TAT, WAT and SCT had been administered in order to judge the quality of the responses. The features of the stem and the information collected to evaluate adaptability and resilience traits were taken into consideration for assessing validity based on the experts' assessment. The SMEs in the setting of recruiting and selection reported a validity of $r = 0.30$.

RESULTS

Study 2: Confirmatory study of behavior manifestation in the social adaptation and resilience dimensions of the Thematic Apperception Test (TAT) with Sentence Completion Test (SCT) and Self Made Situation Test (SMST).

The percentage of confirmations obtained in SCT and SMST with regard to behavioral manifestations that appeared in TAT is shown in Tables 5 and 6. Thirty subjects and three TAT evaluation experts participated in the study. The professionals evaluated and identified the behavioral manifestations.

Table 5: Behavior manifestations in TAT and their confirmation obtained in SCT and SMST in the social adaptability dimension (n = 30)

S.No.	Dimensions	Behavior manifestation in TAT	Confirmations of TAT obtained in SCT, n (%)	Confirmations of TAT obtained in SMST n (%)
	Social Adaptability			
1	Personal Construct	Perception of the environment	-	25 (83.33)
		Adjustment to the social surroundings	5 (16.66)	20 (66.66)
2	Identity	Self-esteem	4 (13.33)	20 (66.66)
		Introvert / Extrovert	-	18 (60)
3	Cognitive Conflict	Attitude towards mother, father and	2 (6.66)	9 (30)

Development of Self Made Situation Test to Measure the Behavior Flexibility

		siblings		
		Attitude towards seniors, friends and juniors	2 (6.66)	6 (20)
		Management of feelings	8 (26.66)	19 (63.33)
4	Motivated Forgetting	Decision making in social situation	-	10 (33.33)
5	Vulnerability	Courage of conviction	2 (6.66)	21 (70)
6	Moral Injury Stressor	Understanding of values and societal norms	3 (10)	17 (56.66)
7	Hypocrisy	Way of Interaction with individuals	3 (10)	10 (33.33)

Table 5 makes it abundantly evident that, as compared to SCT, SMST yields more confirmations of TAT. Some aspects of social adaptability that surfaced in TAT including perception of the environment, introvert/extrovert, and decision-making in social situations were not at all reflected in SCT, however SMST was able to capture all of these aspects. Comparing TAT confirmations in SCT and SMST on a percentage basis reveals that SMST is more likely to provide confirmations of TAT behavior manifestation.

Table 6: Behavior manifestations in TAT and their confirmation obtained in SCT and SMST in the resilience dimension (n = 30)

S.No.	Dimensions	Behavior manifestation in TAT	Confirmations of TAT obtained in SCT, n (%)	Confirmations of TAT obtained in SMST n (%)
	Resilience			
1	Personal Construct	Nature of obstacles and setbacks	-	10 (33.33)
		Sustained effort to achieve goal	-	27 (90)
2	Identity	Self confidence	10 (33.33)	20 (66.66)
		Drive	4 (13.33)	12 (40)
3	Cognitive Conflict	Application to work	5 (16.66)	10 (33.33)
4	Motivated Forgetting	Decision making in dynamic situation	4 (13.33)	24 (80)
5	Vulnerability	Risk taking behavior	3 (10)	23 (76.66)
6	Moral Injury Stressor	Mental endurance	5 (16.66)	25 (83.33)
		Anxiety level	14 (46.66)	25 (83.33)
7	Hypocrisy	Way of accepting dynamism	10 (33.33)	16 (53.33)

DISCUSSION

The concept of behavioral flexibility is still in its infancy and has room for further theoretical advancement in order to inspire and direct qualitative research. This test proved helpful in providing explanations for why employees after recruitment behave in certain ways in workplaces. The SMST has proven to be a tool that can help assessors with both evaluation and inquiry-related tasks. When making an evaluation choice, it's crucial to be able to synthesize data from several sources in order to gauge the severity and scope of severe emotions. The SMST promotes a cutting-edge method of evaluating people. The SMST offers a more insightful look into the adolescent's personality and worldview in addition to screening relative degrees of pathology, adjustment, or discomfort. As a result, it can become a widely used and respected tool for identifying traits that are least trainable and exhibit intense emotions. Current studies on the situational judgment test (SJT) can aid in establishing the advantages of this novel measurement. In fact, SMST opens up fascinating new vistas for research and objectification of projective measures that can objectively check for intense emotions in personality traits.

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Conflict of Interest

The research appears to have been conducted without any conflicts of interest, which could have led readers to believe they were being misled or duped. Professionally speaking, it is a unique concept for independent qualitative study that lacked any ties to certain organizations or groups that would have influenced one's decisions or behavior.

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