UNIT-13 MEASUREMENT OF PERSONALITY

UNIT STRUCTURE

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13.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- identify the different methods of personality assessment
- discuss the different techniques used in personality assessment
- Identify different subjective, objective and projective methods of personality assessment

13.2 INTRODUCTION

You must be curious to know about your own personality or that of others. It is natural from our part to know what type of personality or personality traits are possessed by us or others. For that you should have the knowledge and skill for the assessment of personality. It is easy to understand some traits of someone's personality but assessing his or her personality is a difficult task. In your earlier semester, you have come across the concept of personality and its theories. As you know that personality is a dynamic phenomenon and it is ever in a process of change and modification. In spite of that there are various methods and techniques for assessing personality which can help us make this difficult task easy. In this unit, we

will discuss various subjective, objective and projective methods or techniques used for assessing personality.

13.3 METHODS OF ASSESSING PERSONALITY

As mentioned above, personality assessment is a difficult task. Nevertheless, psychologists have been trying to develop various methods or techniques for assessing personality. These methods may be broadly classified as below:

i) Objective methods
ii) Subjective methods
iii) Projective methods

Methods and techniques of personality assessment may also be categorised as standardised and non-standardised. Some experts also use the terms such as testing and non-testing techniques to assess the personality. Self-reporting methods like autobiography, interviews, questionnaires and personal inventory are also used in which the person to be assessed, reports about himself. On the contrary, some methods such as rating scales, biographies, case history, etc., are those in which assessment of personality is done on the basis of what others feel about an individual. In some cases, we may use behavioural measures for assessing personality in which the actual behaviour of an individual is observed in real life situations. We may also use projective techniques by which we can find how an individual reacts to an imaginative situation involving fantasy. Lastly, there are techniques by which we can determine some personality variables in terms of physiological responses by machines and technical instruments. We may categorise the different personality assessment methods as depicted below in the Table-13.1

Table 13.1: List of Personality Assessment Methods

Standardised Tests (Objective Methods)	Non-standardised Tests (Subjective Methods)	Projective Techniques
1. Achievement Tests 2. Aptitude Tests 3. Intelligence Test 4. Interest Tests 5. Personal Inventories	1. Anecdotal Records 2. Autobiography 3. Case study 4. Cumulative Record Card 5. Interview 6. Observation 7. Parent's Views 8. Personal Data Blanks 9. Questionnaire 10. Rating Scale or Attitude Scale 11. Schedule 12. Score Card 13. Sociometry	1. BG Test 2. Blocky Picture Test 3. Children's Apperception Test 4. Clay Modelling 5. Cloud Picture Test 6. Draw-a-Man Test 7. Graphology Test 8. Mosaic Test 9. Psychodrama 10. Rorschach's Ink Blot Test 11. Sentence Completion Test 12. Socio-drama 13. Szondi Test 14. Thematic Apperception Test 15. Toy and Doll Playing Test(word game) 16. Word Association Test (Free and Controlled)

Source: Aggarwal, J.C.(2015). Essentials of Educational Psychology. New Delhi:Vikash Publishing House Pvt. Ltd. P.376

From the Table-13.1, it is obvious that a large number of methods and techniques are available to assess personality. But, it is not possible to give details of all the methods or techniques here. So, we are going to discuss only a few select methods and techniques in the following sub-sections of this unit. We shall discuss subjective methods first.

13.3.1 SUBJECTIVE METHODS

The subjective methods are those in which the individual is allowed to express or disclose what s/he knows about himself/herself as an

object of observation. They are based on what the subject himself or herself to say about his/her traits, attitudes, personal experiences, aims, needs and interests.

(a) Case-Study Method

A Case-study thoroughly investigates the family history, medical history, social environment and other relevant facts. This method helps to diagnose the causes of mal-adjustment. This is basically a clinical method which helps the psychiatric social worker to deal with the patient. Some important headings of data collection for case-study are as below:

- General information: Name, age, sex, address
- Present Problems: Symptoms and diseases
- Health History: Diseases from which s/he suffered in the past
- Educational History: progress done in school and colleges
- Inter-personal relationship: the subject's behaviour towards others
- Psycho-sexual relationship: Sexual habits, sexual relation, disease, if any
- Personality Traits: Moods, sentiments, and reaction of the subject.

(b) Interview

Interviewing is a commonly used method of collecting information directly from subject or interviewee. It is a dynamic face-to-face relationship. The purpose of personality assessment interview of a student or a child is to find out the status of development of his/her personality. It can be used effectively to collect information about an individual. For that the interviewer should have a balanced outlook towards the interaction and have a good plan for the interview. The interviewer should prepare for the interview by collecting all data concerning the interviewee. S/he should set clear objectives for the interview. Establishing a good rapport with the interviewee in the beginning of the interview is very important for the interviewer to

extract real information from the respondent. Rapport does mean here the feelings of friendliness, security and mutual confidence between the interviewer and the interviewee. The interviewer should frame questions with proper phrasing and asks sequentially to the interviewee. The interviewer should give useful comments and elaboration during the interview in need. The environment of the interview must be very warm, reciprocal and congenial one. Imposition of discipline during the interview makes the interaction very mechanical. So, no discipline should impose to the interviewee. To conduct an interview successfully, the interviewer needs adequate training and practice.

Types of Interview

Interview may be of many types. In the context of personality assessment we may classify it into the following types:

(i) Introductory Interviews: This is like an ice-breaking session in which a good rapport develops between the interviewer and the interviewee. This is basically a pre-interview interaction to familiarise to each other, build up an atmosphere of friendliness and removes emotional blocks for setting the platform for future interaction.

(ii) Fact-finding Interviews: The main purpose of these interviews is to extract such information which cannot be obtained by other methods. Some important information such as the interviewee's attitude, interest and feelings may be found out through this kind of interaction.

(iii) Informative Interviews: The interviewer collects information about the interviewee from different sources. The purpose of this interaction is to inform this information to the interviewee. For example, interviewee may be informed about his/her abilities and interests.

(iv) Therapeutic Interviews: These types of interview are used for purpose of treatment. There are three types of such interviews:

- **Counsellor-directed interview:** Counsellor himself plans the solution of the patient on the basis of the interaction.
- **Non-directive interview:** The subject (interviewee) himself takes the lead and during the course of interview identifies his/her own desires and wishes.
- **Electric interview:** In this particular interaction both the above approach is used to treat the interviewee.

(c) Observation

Observation is widely used in assessing personality. It helps to study the behaviour pattern of an individual in actual life situation. Normally, an observer first decides what personality traits or characteristics of a particular person or a group to be observed and accordingly s/he observes relevant activities of the subject in real life situation. This observation may be done in two ways- participant observation and non-participant observation. In participant observation, the observer more or less becomes part of the group under observation. On the other hand, in non-participant observation the observer takes a position at place for observation where his presence is not disturbing or influencing the behaviour of the individual under observation. The observer may use tape-recorder, photographic camera, video camera, telescope to get clear idea of the observation. The reliability of the observation may be established by going for repeated observation of the individual or group under observation in the same situation a number of times. The subject may be observed by a number of observers and results may be pooled together. While making observation, the following principles to be kept in mind:

- The whole situation should be observed.
- Observe one student at a time.
- Students should be observed in different situations, such as in classroom, on the play ground or while interacting with their peers etc.
- Observation should be made over a period of time.

How to plan and execute the observation?

(i) Planning Stage

Proper planning of observation is the key for successfully getting desired results from it. So, a good planning for observation is necessary before going out to observe somebody. The following points should be kept in mind while someone plan for observation to assess an individual's personality:

- Specific activities or behaviours that are to be observed during observation should be identified and defined well in advance.
- An appropriate group of subjects should select for observation.
- Decide whether go for individual observation or group observation.
- The length of the observation period, number of periods and interval between periods should be fixed.
- The form of recording should be decided.
- Decided the instruments to be used for observation.
- Observer should decide the place to take the physical position from where s/he observes the activities/behaviour of the individual or group under observation.
- The tools to be used for recording should be kept handy.

(ii) Execution of Observation

To translate the plan of observation into the field well, the observer should have appropriate skills and resourcefulness, which depends upon on the following points:

- Properly arrange the special condition under which the subjects are being observed.
- Take proper physical position by the observer for observation so that neither his presence influences the behaviour of the subject under consideration nor he finds any difficulty to observe the subjects.
- The observer should minutely observe the each specific activity or behaviour that is shown by the subjects under observation.

- Observing directly the length and the number of periods and interval decided upon.
- Properly utilise the instruments used for recording the observation.
- Taking instant decision during observation in need and execute that decision without breaking the flow of observation, for example, changing the physical position of the observer or introducing something new stimulus to the observed condition etc.

(iii) Recording of Observation

According to the nature of the activities or behaviour of the individual or group, the method for recording should be employed. Normally, two methods may be employed for recording. The skill of the observer also plays a key role in deciding on the method.

The first method is to record the observation on the spot during observation. But, at times, it may not be feasible when the action or activity performed is very swift. This may likely to distract the subject or subjects.

In the second method, facts may be recorded immediately after the observation is over. This method is useful because this does not distract the mind of the subjects. One risk involves in this method is that the investigator may not be able to recall facts accurately after the interval of a few minutes.

(iv) Device Used in Observation

Check-lists, Rating scale, Score Cards, Blank form of tallying frequencies

(v) Interpretation:

Results of the observation should be cautiously interpreted after taking into account various limitations of planning, sampling or procedure.

(d) Rating Scales

A rating scale is a technique which is used to know from others where an individual stands in terms of certain personality traits. The

ratings are done by parents, teachers, a board of interviewers and judges and by self as well. It reflects the impression the subject has made upon the person who rates him or her. The three basic things involved in this technique are:

- The specific trait or traits to be rated.
- The scale by which degree of possession or absence of the trait has to be shown.
- The appropriate person or judges for rating.

The very first step requires the selection of the traits or characteristics, which have to be evaluated by the judges, are to be stated and defined clearly. Following this, a scale for rating work is to be constructed. Suppose you wish to have rating on the 'Level of Need for Achievement' among the students of a class. You can make division of this quality into degrees such as very high, high, average, low, very low etc. Now, arrangement of these divisions along a line at equal intervals, from high to low or otherwise will be named as Rating Scale for assessing the level of Need for Achievement. Usually the degrees are indicated by numbers, 1 to 3 to 5 to 7, comprising three points, five points or seven points scale. For example, the seven points scale is of the following type-

7	6	5	4	3	2	1
Excellent	Very high	High	Average	Below average	Low	Very Low

Now the raters (say teachers), who are in a position to rate the individual (say students) properly, can be asked to rate them and give them scores, rating from 1 to 7, according to the degree of Need for Achievement they (students) possess.

Principles Governing Rating Scales

- The specific trait or mode of behaviour to be rated must be defined properly.
- The scale should be clearly defined, i.e., whether ratings are at a 3-,4-, 5- or 7- point scale.
- The trait to be evaluated should be readily observable.

- Uniform standards of rating scale should be observed.
- The observer should observe rates in different situations for the traits to be rated in.
- The number of characteristics to be rated should be limited.
- In the rating scale card, some space may be provided for the rater to write some supplementary materials.
- The direction of using the rating scales should be clear and comprehensive.
- Several judges may be employed to increase the reliability of any rating scale.
- Well-informed and experienced persons should be selected for rating.



CHECK YOUR PROGRESS

Q 1: What is the purpose of using therapeutic interviews?

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Q 2: Briefly describe how do you record the observation.

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Personality is sometimes measured by inventories. A personality inventory is basically a standard set of questions about some aspects of the individual's life history, feeling, preferences or activities, presented in a standard way and scored with a standard scoring key. It is like a questionnaire in several aspects except two aspects: Firstly, the questionnaire is a general device and can be used for collecting all kinds of information. On the other hand, a personality inventory is specially designed to collect information about an individual personality. Secondly, the questions set in the

questionnaire are generally addressable to the second person like:

Do you often feel anxiety? Yes/No?

In case of the personality inventory, questions are usually addressed to the first person such as:

I often feel anxiety. Yes/No.

Description of Some Famous Personality Inventory

A large number of personality inventories have been developed since 1918. R.S. Woodworth, for the first time prepared an inventory namely 'Personal Data Sheet' which was consisted of 116 questions in 1918 for finding neurotic tendency among soldiers. R. G. Bernreuter prepared an inventory containing 125 items to measure neurotic tendency, self-sufficiency, introversion, extroversion, dominance and submission. Likewise, Flabagan, Guilford and many others have also prepared inventories. These inventories have basically been developed in America and Western Countries, notably in Britain etc. Personality inventories have developed and used in India also, for example, Aligarh University Vocational Guidance Centre has used adjustment inventories. Now we shall describe a few of the most important inventories in brief.

i) **Bell Adjustment Inventory:** There are two forms of this inventory available, one for high school and college students, and other for adults. At the preparation stage of this inventory, 223 items of Thurston Personality Schedule were used and additionally 188 items added. The final inventory consists of 140 items after eliminating unsuitable items. This inventory has been designed to measure adjustment of students in four areas: (i) home adjustment, (ii) health adjustment, (iii) social adjustment and (iv) emotional adjustment. There are 35 items in each area. The reliability of this inventory is very high. The inventory contains items such as, "Do you day-dream frequently?"

ii) **Allport and Allport's A-S Inventory:** G.W. Allport and F.H. Allport conducted a study with a view "to discover the disposition of an individual to dominate his fellow (or to be dominated by them) in

various face to face relationships of everyday life." The study is available in two forms- for man and women. The study for men has 33 items and that for women 34 items. Each item begins with a brief description of a situation which we usually encounter at a meeting, in school, on a bus or in other familiar settings. In these items, some situations are presented verbally. The responses to these items are given. The subject is asked to indicate one of the two or four alternative ways, listed for meeting the situation for each item. The total score gives an idea whether ascendance is dominant in the subject or submission. The study is self-administered and no time limit is prescribed. The purpose of the study should not disclosed to the subject till the administration is complete, otherwise responses may be affected.

Reliability and validity coefficients have been provided in the manual of the inventory. Split-half reliability for men was .85 and for women .90. Test-retest reliabilities are also high. Moderate validity coefficients have been obtained. Rating was used as a criterion. The study has proved helpful in self-knowledge and in vocational selection and scores guidance.

iii) The Minnesota Multiphasic Personality Inventory (MMPI):

This inventory was published in 1943. It is one of the most widely used inventories in America. It consists of 550 items and can be applied to persons of 16 years of age or above. Each item is printed on a separate card and the subject sorts it into three groups: 'True, False, and Cannot Say.' Items are classified into 26 heads such as family, general health, religious attitudes, phobias, delusions, etc. Items can be grouped in separate scales to measure nine personality traits- hypochondriasis(Hs), depression(D), hysteria(D), psychopathic deviate(Pd), masculinity-femininity(Mf), paranoia(Pa), psychasthenia(Pt), schizophrenia(Sc), and hypomania(Ma). Their clear description have been given- (1) Hs-physical complaints, seclusive,

apathetic not orderly, indecisive; (2) D- shy not energetic moody, not relaxed; (3) Hy-physical complaint, flattering, friendly, trustful; (4) Pd-sociable, frivolous, incoherent, clever, dishonest, not practical, not friendly; (5) Mf- unrealistic, not popular, unemotional etc., are symptoms of masculinity, while worldly, sensitive, shy, etc., those of feminity; (6) Pt- kind, quite, soft-hearted, dependant, irritable; (7) Sc- depressed, constantly in the same mood, escapist; (8) Pa- arrogant, hard-hearted, sociable, shrewd; (9) Ma- boastful, enterprising, jealous, popular, energetic, self-confident.

Some items of the inventory are: "I wish I could be as happy as others seem to be." Items are answered as 'T', 'F' or 'Cannot Say'. Various keys have been supplied such as psychiatric discriminative keys for various scale, control keys and supplementary keys.

The M.M.P.I. is mainly used for clinical and diagnostic purpose. It is also suitable to distinguish between pathological and normal person. It has high predictive validity. Details for administration and scoring are given for both individual (card) form and group (booklet) form separately. Scoring in the booklet form can be done by hand as well as machine. In machine scoring, seventeen keys are used. It is desirable that all items be answered. The shortened version consisting of 336 items is also available for emergency use.



CHECK YOUR PROGRESS

Q 3: What do you mean by personality inventory?

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Q 4: Briefly describe about Bell Adjustment Inventory.

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13.3.3 PROJECTIVE METHODS

In our earlier discussion, we have discussed various methods or techniques which evaluate the conscious or over behaviour of an individual. Bur covert or unconscious behaviour of an individual is also very significant to understand his/her personality in totality. In this regard, Sigmund Freud believes that our conscious behaviour is only one-tenth of our total behaviour. So, there should be some techniques which not only stress on the observable part of human personality but also can reveal a person's inner or private world and go deeper in the unconscious of an individual and consequently ascertain the repressed feelings, wishes, desires, fears, hopes and ambitions, etc. These techniques, on account of their using projection phenomena are called projective techniques. According to Anne Anastasi, "It is expected that the test material of projective techniques will serve as 'a sort of screen' upon which the subject projects his characteristics ideas, attitudes, aspirations, fears, worries, aggression and the like.' Ruth Strang observed, "Projective techniques are a method of understanding the inner world of the individual."

Projective techniques are very useful with young children, illiterates and person with language handicaps or speech defects. Non-verbal media is readily applicable to all these groups.

Common Characteristics of Projective Techniques

The most distinguishing feature of projective techniques is in their assignment of relatively unstructured task to the subject. The task in projective technique permits almost unlimited variety of possible responses. Brief general instructions are provided in such tests to allow free play to the individual's fantasy. That is why, the test stimuli is ambiguous and weakly structured. The subject is expected to provide meaning, significance, organisation, or some other ways leave the impression of his personality on the situation. An attempt is made to explore the psychological reality or the

underlying basic personality features of the individual such as his hopes, aspirations, needs, motives, moods, attitudes, conflicts, complexes, and fear, etc.

Projective techniques represent disguised testing procedure. As the subjects or examinees do not know how their responses will be psychologically interpreted, Projective techniques are characterised by a global approach to the appraisal of personality. These techniques are regarded very effective in revealing covert, latent or unconscious aspects of personality.

Projective techniques are not only concerned with emotional, motivational and inter-personal characteristics, but also with some intellectual aspects of behaviour.

Kinds of Projective Techniques

There are many standardised projective tests which are used widely by the psychologists across the world. They include Rorschach's Ink Blot Test, Thematic Apperception Test and various other picture tests like Children's Apperception Test, Blocky Pictures, the Michigan Picture Test, Rosenzweig Picture-Frustration Study, etc. Out of these tests, Rorschach's Ink Blot Test and Thematic Apperception Test (TAT) are very popular and widely used for personality assessment. Now, we discuss in details below about these two most popular tests.

(i) Rorschach's Ink Blot Tests: Harmann Rorschach was a Swiss psychologist who experiment with the use of ink blots as a means of diagnosing mental disorders in 1921. Perceptual approach was the basis of this test. The perception of an individual was influenced by the emotional and social make-up when s/he was asked to perceive a figure which was not well defined.

Material of the test consists of 10 cards with ink blots. Five of them are in black and white and five are multicoloured. These ink-blots are commonly unstructured, that is the shapes of the blots do not have any specific meaning as shown in Fig. 13.1:



Fig. 13.1: Two inkblots of the type used in Rorschach inkblot test

ADMINISTRATION OF THE TEST:-

The test is administered individually. Each card is given to the subject, who in turn is asked what he sees in the ink blots, what that means to him and what that might be. The subject has to tell the movement or motion if perceived.

The subject is allowed as much time as s/he wants for a given card and is permitted to give as many responses to it as s/he wishes. The subject is also allowed to turn the card around and look at it from any angle to find things in it.

The examiner notes down the time taken for each response, position in which cards are being held, spontaneous remarks, emotional expression and other incidental behaviour of the subject during the test session.

After all the cards have been presented, the second phase of inquiry follows. It is intended to seek clarification or addition to original responses.

SCORING:-

There are several systems of scoring and interpreting the Rorschach. But the most common scoring categories include location, response determinants and content.

1. **Location:** This includes the total area perceived by the examinee. Whether s/he perceives the whole ink-bolt (W) sub-division (D) or unusual detail (Dd).

2. **Determinant:** This category includes characteristics of the bolt, e.g. movement and colour etc. Different determinants are depicted by following symbols:
   - **Form (F):** The intellect, thinking capacity, contact with reality etc. are known through form. When a good form is perceived F+ is given. In case of blurred form F- is given.
   - **Colour (C):** The emotions are depicted through colour. When form is main and colour is also mentioned then FC category is scored, when colour dominates the response and form becomes secondary then CF category is given, and in case of pure colour only C is given.
   - **Shading (Y):** Shading may be perceived as representing depth, texture, hazy forms such as clouds. It also tells about the depression, joy etc. of the examinee.
   - **Vista (V):** Under this category, FV, VF and V are scored, depending on the performance of figure or height and depth.
   - **Texture (T):** This aspect represents the want for love.
   - **Movement (M):** M+ is indicative of creativity, while M- point towards fantasy.
3. **Contents:** Certain major scoring categories are employed under this head. Chief among these are human figure, human details (or part human figures), animal figures, animal details, and anatomical diagrams.

In addition to these three categories, popular response and organisation responses are also scored.

INTERPRETATION:-

The interpretation of this test is quite different. Movement responses show intellectualism and inter-psychic, i.e., inwards living. Persons with strong M responses are inventive and introspective, while those who low M responses are stubborn and practical-minded. Colour responses indicate emotion to outward stimuli. 'Form' denotes realistic outlook. These interpretations should not, however, be made in an absolute way. The whole family background, training, health,

past life etc. should be taken into account. The interpreter should be trained and should have long experience. Inference, analogy, impression, all may be useful in the interpretation.

(ii) Thematic Apperception Test (TAT): This test was devised by C. D. Morgan and Henry Murray. It was first introduced by Henry Murray to measure the need for achievement. Later, it was fully developed for the assessment of personality with the help of the psychologist Morgan. The test consists of perception of certain picture in a thematic manner, i.e. revealing imaginative things. The test involves a systematic use of pictures representing a number of dramatic events. It consists of 30 pictures.

Test Materials and Administration: As stated above, the test material consists of 30 pictures which portray human beings in a variety of actual life situations. In the original 30-picture tests, 10 pictures are for men, 10 pictures are for women and 10 pictures are for both sex. The maximum number of pictures used on any one subject is thus, twenty. The test is usually administered in two sessions, using ten pictures in each session. Generally, it takes about an hour to administer the test. The pictures are presented to subject one at a time. Pictures are vague and indefinite. At the very outset, the subject is told clearly that this is a test of creative imagination and that there is no right and wrong response. After that pictures are shown to the subject one after another and the subject is asked to make up a story for each of the picture keeping in mind the following aspects while knitting the story:

- What is going on the picture?
- What has led to this scene?
- What would happen in such a situation?



Fig. 13.2 Sample pictures from TAT

The Examiner encourages the subject to create as dramatic story as possible. It is important for the story to have a title, a beginning, a body, a hero and the end. The general idea is that with his/her story, the subject reveal his/her needs, desires, along with their hidden motivations, expectations and intentions, which otherwise would not be out for display on the open.

Scoring and Interpretation: The present system of scoring and interpretation of TAT stories has been conducted by taking into account the following aspects:

- **Hero of the story:** What type of personality does he have?
- **Theme of the story:** What is the nature of the theme or plot used in making the story?
- **Style of the story:** Length of the story, language used, direct or indirect expression, forced or poor expression, organisation of the contents, originality and creativity etc.
- **The content of the story:** What interests, sentiments and attitudes do they depict? In which manner (reality or fantasy) has the behaviour been expressed? What inner state of the mind does the story reveal?
- **Test situation as a whole:** The subject's reaction to be listed as whole.
- **Particular emphasis or omissions:** The omission, addition, distortion, and attention to the particular details,

- Subject's attitude towards authority and sex.
- Outcome: Conclusion of the story-happy, unhappy, comedy etc.

The T.A.T. test is more useful in knowing general personality dynamics, rather than the diagnostic aspects. The test has good reliability. Stability coefficient are, however, not very high. It has moderate validity.



CHECK YOUR PROGRESS

Q 5: How do you administer the Rorschach's Ink Blot Tests?

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Q 6: What are the three aspects the subject of T.A.T. has to keep in mind while creating his/her story?

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13.4: LET US SUM UP

The unit can be summarized as-

- These methods personality assessment may be broadly classified under Objective methods, Subjective methods, and Projective methods.
- The subjective methods are those in which the individual is allowed to express or disclose what s/he knows about himself/herself as an object of observation. They are based on what the subject himself or herself to say about his/her traits, attitudes, personal experiences, aims, needs and interests.
- Case-study thoroughly investigates the family history, medical history, social environment and other relevant facts.
- The purpose of personality assessment interview of a student or a child is to find out the status of development of his/her personality.

- In Non-directive interview, the subject (interviewee) himself takes the lead and during the course of interview identifies his/her own desires and wishes.
- Observation is widely used in assessing personality. It helps to study the behaviour pattern of an individual in actual life situation.
- According to the nature of the activities or behaviour of the individual or group, the method for recording observation should be employed
- A rating scale is a technique which is used to know from others where an individual stands in terms of certain personality traits.
- A personality inventory is basically a standard set of questions about some aspects of the individual's life history, feeling, preferences or activities, presented in a standard way and scored with a standard scoring key.
- Bell Adjustment Inventory has been designed to measure adjustment of students in four areas: (i) home adjustment, (ii) health adjustment, (iii) social adjustment and (iv) emotional adjustment.
- The Minnesota Multiphasic Personality Inventory (MMPI) was published in 1943. It is one of the most widely used inventories in America.
- The M.M.P.I. is mainly used for clinical and diagnostic purpose. It is also suitable to distinguish between pathological and normal person. It has high predictive validity.
- Sigmund Freud believes that our conscious behaviour is only one-tenth of our total behaviour.
- Ruth Strang observed, "Projective techniques are a method of understanding the inner world of the individual."
- The most distinguishing feature of projective techniques is in their assignment of relatively unstructured task. The task in projective technique permits almost unlimited variety of possible responses.
- Thematic Apperception Test (TAT) was devised by C. D. Morgan and Henry Murray
- The T.A.T. test is more useful in knowing general personality dynamics, rather than the diagnostic aspects.

13.5 FURTHER READING

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13.6 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Therapeutic interviews interview are used for purpose of treatment.

Ans to Q No 2: According to the nature of the activities or behaviour of the individual or group, the method for recording should be employed. Normally, two methods may be employed for recording. The skill of the observer also plays a key role in deciding on the method.

- The first method is to record the observation on the spot during observation. But, at times, it may not be feasible when the action or activity performed is very swift. This is also likely to distract the subject or subjects.
- In the second method, facts may be recorded immediately after the observation is over. This method is useful because this does not distract the mind of the subjects. One risk involves in this method is that the investigator may not be able to recall facts accurately after the interval of a few minutes.

Ans to Q No 3: Personality inventory is basically a standard set of questions about some aspects of the individual's life history, feeling, preferences or activities, presented in a standard way and scored with a standard scoring key.

Ans to Q No 4: Bell Adjustment Inventory is available in two forms, one for high school and college students, and other for adults. At the preparation stage of this inventory, 223 items of Thurston Personality Schedule were used and additionally 188 items added. The final inventory consists of 140 items after eliminating unsuitable items. This inventory has been designed to measure adjustment of students in four areas: (i) home adjustment, (ii) health adjustment, (iii) social adjustment and (iv) emotional adjustment. There are 35 items in each area. The reliability of this inventory is very high. The inventory contains items such as, "Do you day-dream frequently?"

Ans to Q No 5: The test is administered individually. Each card is given to the subject, who in turn is asked what he sees in the ink blots, what that means to him and what that might be. The subject has to tell the movement or motion if perceived.

- The subject is allowed as much time as s/he wants for a given card and is permitted to give as many responses to it as s/he wishes. The subject is also allowed to turn the card around and look at it from any angle to find things in it.
- The examiner notes down the time taken for each response, position in which cards are being held, spontaneous remarks, emotional expression and other incidental behaviour of the subject during the test session.
- After all the cards have been presented, the second phase of inquiry follows. It is intended to seek clarification or addition to original responses.

Ans to Q No 6: The subject is asked to make up a story for each of the picture keeping in mind the following aspects while knitting the story: (i) What is going on the picture? (ii) What has led to this scene? (iii) What would happen in such a situation?

13.7. MODEL QUESTIONS

Short Questions (Answer each question in around 150 words)

Q 1: Briefly describe about Case-study method.

Q 2: How fact-finding interviews help in assessing personality?

Q 3: What do you mean by rating scale?

Q 4: What do you understand by projective techniques?

Long Questions (Answer each question in around 300-500 words)

Q 1: Discuss briefly about the Minnesota Multiphasic Personality Inventory (MMPI).

Q 2: Discuss about the common characteristics of Projective techniques.

Q 3: Explain how to conduct the Thematic Apperception Test (TAT).

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