

ASSESSMENT OF PERSONALITY

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- ✘ Personality can be assessed by using appropriate standardized (reliable & valid) psychological tests and methods.

SELF REPORT INVENTORIES

- ✘ A personality assessment technique in which participants answer questions about their behaviour and feeling.
- ✘ **1. MMPI (Minnesota Multiphasic Inventory)**
- ✘ Most widely used tech.
- ✘ can be used in adolescents and adults
- ✘ First published in 1943 and revised in 1989
- ✘ Revised form is called MMPI-2 (Archer, Maruish, Imhof, & Piotrowsen, 1991; Buie, 1989)

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- ✘ Consists of 567 statements to which one responds 'true', 'false' or 'can not say'.
 - ✘ Items cover
 - ✘ physical & psychological health
 - ✘ political & social attitudes
 - ✘ educational, occupational, family and marital factors
 - ✘ Neurotic and psychotic behaviours

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- ✘ Clinical scale measures personality traits as defensiveness, depression, hysteria, mania, paranoia, hypochondriasis and schizophrenia.
 - ✘ Shortcoming-too lengthy

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- ✘ **California Psychological Inventory (CPI)**
 - ✘ Developed in 1957 and revised in 1987 (Gough,1987)
 - ✘ Used in normal people in the age range of 13 & older
 - ✘ Consists of 462 items have 'true or false' responses
 - ✘ Provide 17 personality dimensions including sociability, dominance, self-control, self acceptance and responsibility

✘ 16 PF By Cattell

✘ Low score

- ✘ Reserved
- ✘ Less intelligent
- ✘ Affected by feeling
- ✘ Submissive
- ✘ Serious
- ✘ Expedient
- ✘ Timid

High score

- outgoing
- more intelligent
- emotionally stable
- dominant
- happy
- conscientious
- venturesome

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- ✘ Tough minded
 - ✘ Trusting
 - ✘ Practical
 - ✘ Forthright
 - ✘ Self assured
 - ✘ Conservative
 - ✘ Dependent
 - ✘ Uncontrolled
 - ✘ Relaxed

- sensitive
- suspicious
- imaginative
- shrewd
- apprehensive
- experimenting
- self sufficient
- controlled
- tensed

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- ✘ **Eysenck's Personality Questionnaire (EPQ)**
 - ✘ Extraversion v/s Introversion
 - ✘ Neuroticism v/s Emotional stability
 - ✘ Psychoticism v/s Impulse control

PROJECTIVE TESTS

- ✘ Subjects are presumed to project personal needs, fears, and values onto their interpretations or description of a an ambiguous stimulus.
- ✘ 2 popular tests

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- ✘ Rorschach Inkblot Test (Hermann Rorschach, 1921)
 - ✘ He made inkblots in 20 cards. One card shown to subject at one time and asked to describe what they see.
 - ✘ Examiner also observes behaviour in each session, noting patients gestures, reaction to particular inkblots and general attitude

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- ✘ **Holtzman Inkblot Test (HIT, 1988)**
 - ✘ Consists of 45 inkblots
 - ✘ Easy to interpret and has high reliability
 - ✘ Widely used in research on assessing personality

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- ✘ **Thematic Apperception Test (TAT by Murray & Morgan, 1935)**
 - ✘ Test consists of 19 ambiguous pictures, showing one or more persons and 1 blank card
 - ✘ Pictures are vague about the events depicted and can be interpreted in several ways
 - ✘ Persons are asked to write a story on the basis of the scene on the card
 - ✘ It has an objective scoring system
 - ✘ Dominant motives can be assessed

- ✘ **Sentence completion test**

- ✘ Incomplete sentences are given and asked to complete it.

- ✘ **Word association technique**

- ✘ List of words given (one at a time) and asked to match with the word that first comes to the mind

✘ Clinical Interview

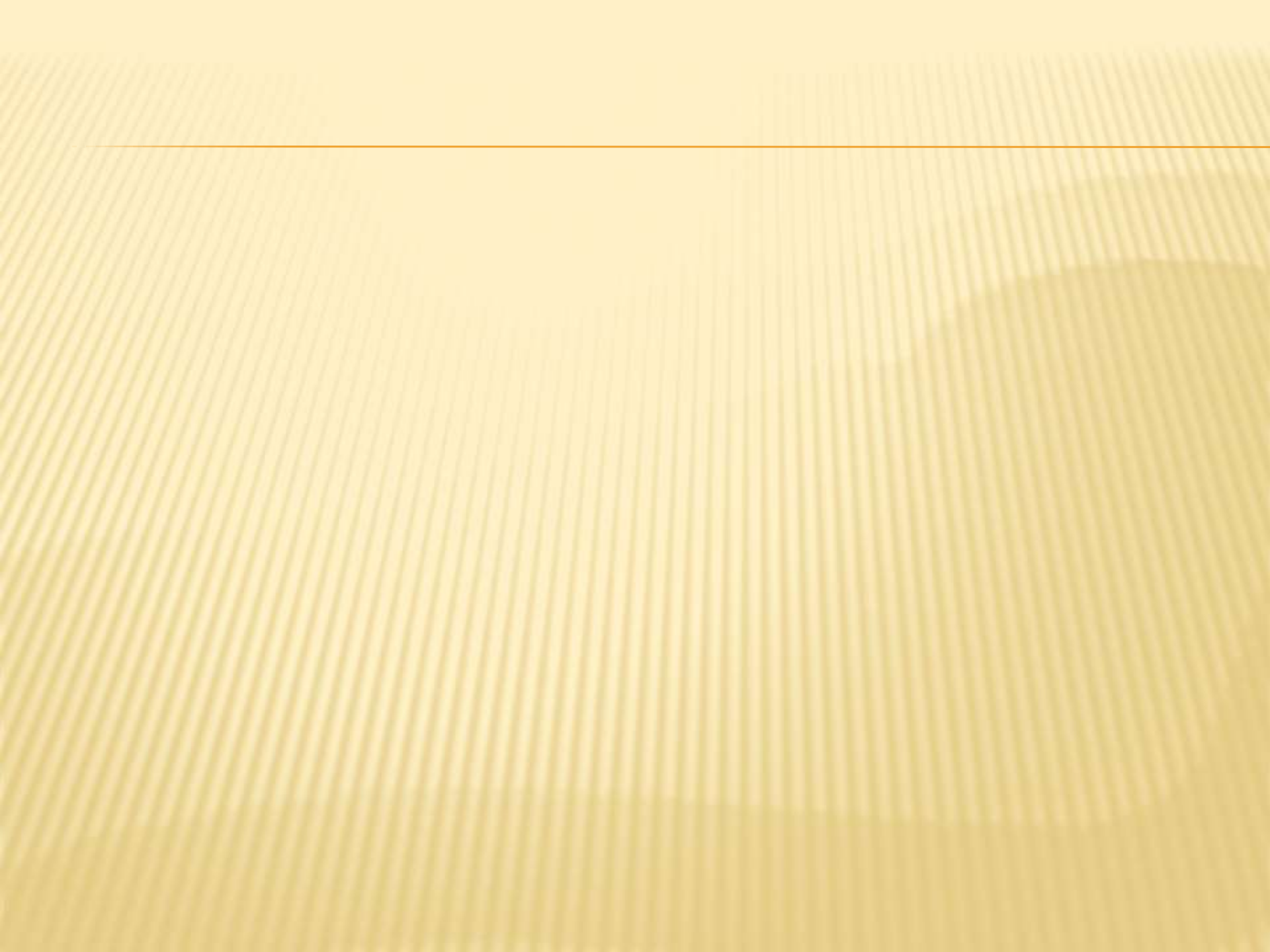
- ✘ Collect information on family, past & present life experiences, social relationships and problems that led the person to seek help.
- ✘ Behaviour, feeling and thoughts assessed by noting general appearance, gestures, pre occupations, degree of self insight, posture, level of contact with reality and facial expressions

✘ Behavioural assessment

- ✘ Observer evaluates a person's behaviour in a given situation
- ✘ Continually observing facial expression, gestures, general appearance, and use it for formulating diagnosis

✘ Thought sampling

- ✘ One's thoughts are observed systematically to provide a sample over a period of time.
- ✘ But thoughts are private and can not be seen, so only the person himself can observe his thoughts
- ✘ Clients are asked to record their thoughts and moods on paper for later analysis by a psychologist




PERSONALITY & ITS THEORIES

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Personality

- Persona-Latin word means mask
- Public face we display to the people around us


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- Enduring characteristics
 - Stable
 - Predictable
 - May vary with the situation
 - Unique

Definition

- Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristic behaviour and thought (Allport ,1961)

Approaches to personality

- Psycho-dynamic approach (psychoanalysis & Neo-psychoanalytic)
- Trait and type approach
- Life-span approach
- Behaviouristic approach
- Humanistic approach
- Cognitive approach
- Social-learning approach

- 
- Theories are different on some points
 - Formal theories or Personal theories
 - Free will or Determinism
 - Nature or Nurture
 - Past or Present
 - Uniqueness or Universality
 - Equilibrium or Growth
 - Optimism or Pessimism

Psychoanalytic theory


- Sigmund Freud (1856-1939)
- Emphasis on
- unconscious processes
- Sex & aggression
- Instincts
- Early childhood experiences
- Sexual conflict as a cause of neurosis

Instinct theory

- Mental representation of internal stimuli, such as hunger, that drive a person to take certain actions.
- Characteristics of instincts
- *Source*
- *Impetus*
- *Aim/Object*

- *Source*: Internal, biological condition (hunger) , Mind transforms it into a wish (mental representation)
- *Impetus* : person experiences a feeling of a tension or pressure. We need to maintain homeostasis (physiological equilibrium)
- *Aim* : satisfy the need. We can channelize our need to some other activity

- 2 types
- **Life instincts** : the drive for ensuring survival of the individual or species by satisfying the basic needs
- *Libido*-Psychic energy (sexual) manifested by the life instincts, drives toward the pleasurable behaviour and thoughts
- *Cathexis* : an investment of psychic energy in an object or person

- 
- **Death instincts** : the unconscious drive toward decay, destruction and aggression (an unconscious wish to die)
 - aggressive drive: the compulsion to conquer, and kill
 - Instincts provide energy, motivation and direction to all facets of life

Topological theory

- 3 levels of awareness or consciousness
- *Conscious mind*
- *Sub-conscious/semi-Conscious*
- *Unconscious*




Structural theory

- 3 structures of personality (anatomy of pty)
- *Id*
- *Ego*
- *Super-ego*


- **Id** : The aspects of personality allied with instincts. It operates on the basis of pleasure principle. Avoid pain & maximize pleasure
- A) *primary-process thought*: childlike thinking by which tries to satisfy needs
- B) *secondary process thought* : Mature thought processes help to deal rationally with the external world


- **Ego** : Rational aspect of personality .works on the basis of *reality principle*
- *Conflicts between id & reality solved by ego*
- **Superego** : the moral side of personality. Internalize the parental and societal values and standards. Follows *morality principle*
- the concept of good or bad


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- 2 parts of superego
 - **Conscience** :The behaviours of children are punished
 - **Ego-ideal** : consists of moral or ideal behaviours for which children have been praised


Economic theory

- *Anxiety* –a feeling of fear or apprehension without an obvious cause. It is a threat to ego
- 3 kinds of anxiety
- *Reality or objective anxiety*: fear of tangible danger
- *Neurotic anxiety*: conflict between id & ego
- *Moral anxiety* : conflict between id & superego

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- Defenses against anxiety used by ego
 - Ego tries to reduce conflicts between id and reality or superego.
 - The strategies used by ego to defend itself against the anxiety provoked by conflicts of everyday life are called *defense mechanisms*.


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- *Repression* : involves unconscious or involuntary removal of something from the consciousness.
 - *Denial* : denying the existence of an external threat or traumatic event
 - *Reaction formation* : expressing an id impulse that is the opposite of the one that is truly driving the person.

- 
- *Projection* : attributing a disturbing impulse to someone else. (I don't hate him, he hates me)
 - *Regression* : retreating to an earlier ,less frustrating period of life and displaying childish behaviours.
 - *Rationalization* : reinterpreting our behaviour to make a more acceptable and less threatening to us (excuses).

- 
- *Displacement* : shifting id impulses from threatening object or from one that is unavailable to an object that is available or less threatening.
 - *Sublimation* : altering or displacing id impulses by diverting instinctual energy into socially acceptable behaviours. Channelize instinctual energy


Theory of psychosexual development

- There are different stages in which we develop our personality.
- In these stages gratification of id impulses depend on the stimulation of corresponding areas of the body

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- Stages
 - *Oral : Birth to 1 or 1.5 years*
 - *Anal : 1 or 1.5 yrs to 3 years*
 - *Phallic : 3 to 5 years*
 - *Latency : 5 to puberty*
 - *Genital : Puberty onwards*

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- ***Fixation*** : A condition in which a portion of libido remains invested in one of the psychosexual stages because of excessive frustration or gratification.

- ***Oral stage*** : Erogenous zone is mouth. Stimulation of mouth gives pleasure. Mother or care giver becomes the primary object of the child's libido.
- Satisfaction through sucking, swallowing, biting, chewing
- First half-taking in behaviour



*Fixation in first phase causes **oral incorporative personality** in later life*

They are excessively concerned with oral activities such as eating, drinking, smoking and kissing

Excessive gratification in this phase-unusual optimism and dependency

- Second half-taking out behaviour (chewing, spitting, biting) due to painful frustrating eruption of teeth.
- Fixation at this stage causes *oral aggressive or sadistic personality* in later life
- Excessive pessimism, hostility and aggression. Argumentative, and sarcastic, making 'biting' remarks and displaying cruelty toward others.
- Tend to be envious of other people and exploit & manipulate others.
- Oral stage ends at weaning

Anal stage

- Erogenous zone is *anus*
- Stimulation of anus gives pleasure (both expulsion & repulsion of feces)
- **Toilet training**
- Child must delay or postpone this pleasure.
- Parents attempt to regulate time & place for defecation.

- If toilet training is not going well or child has difficulty to learn this,
- Child react in 2 ways
- 1. Defecate when & where the parents disapprove. If its satisfying and uses it frequently –causes fixation.
- In later life **anal aggressive personality** will be developed.
- Hostile & sadistic behaviour
- Cruelty, destructiveness, & temper tantrums
- Disorderly & view others as objects o be possessed

- 2. hold back or retain the feces and manipulate the parents
- Secure parental attention and affection
- Causes *anal retentive personality* in later life.
- Stubborn, hoard or retain things to get security feeling, rigid, compulsively neat, obstinate and overly conscientious

Phallic stage

- Display considerable interest in exploiting and manipulating the genitals-their own or playmates
- Phallic conflicts are very difficult to resolve.
- Basic conflict is child's unconscious desire for the parent of opposite sex and hatred toward parent of same sex.

- **Oedipus complex (age 4 to 5):** Unconscious desire of boy for his mother and hatred toward the father
- *Castration anxiety : A boy's fear in oedipal period that his penis will be cut off.*
- **Electra complex (age 4-5) :** Unconscious desire of girl for their father and hatred toward mother
- *Penis envy :* envy females have toward male because male possesses a penis and also the feeling that the female does not have a penis

- But they try to resolve this conflict by identifying themselves with the parent of same sex parent.
- Unresolved conflict lead to **phallic personality** in adult life
- *Female*—narcissism, continually acting to attract the opposite sex, difficulty in mature heterosexual relationship, need continual recognition and approval. She uses her femininity and talents to conquer men.
- *Male*—*barsh* (rude), vain, self-assured, express masculinity by becoming sexually active

Latency stage

- This period is not the psychosexual stage of development
- Sexual instinct is sublimated in school activities, hobbies, sports and developing friendship with the members of same sex.

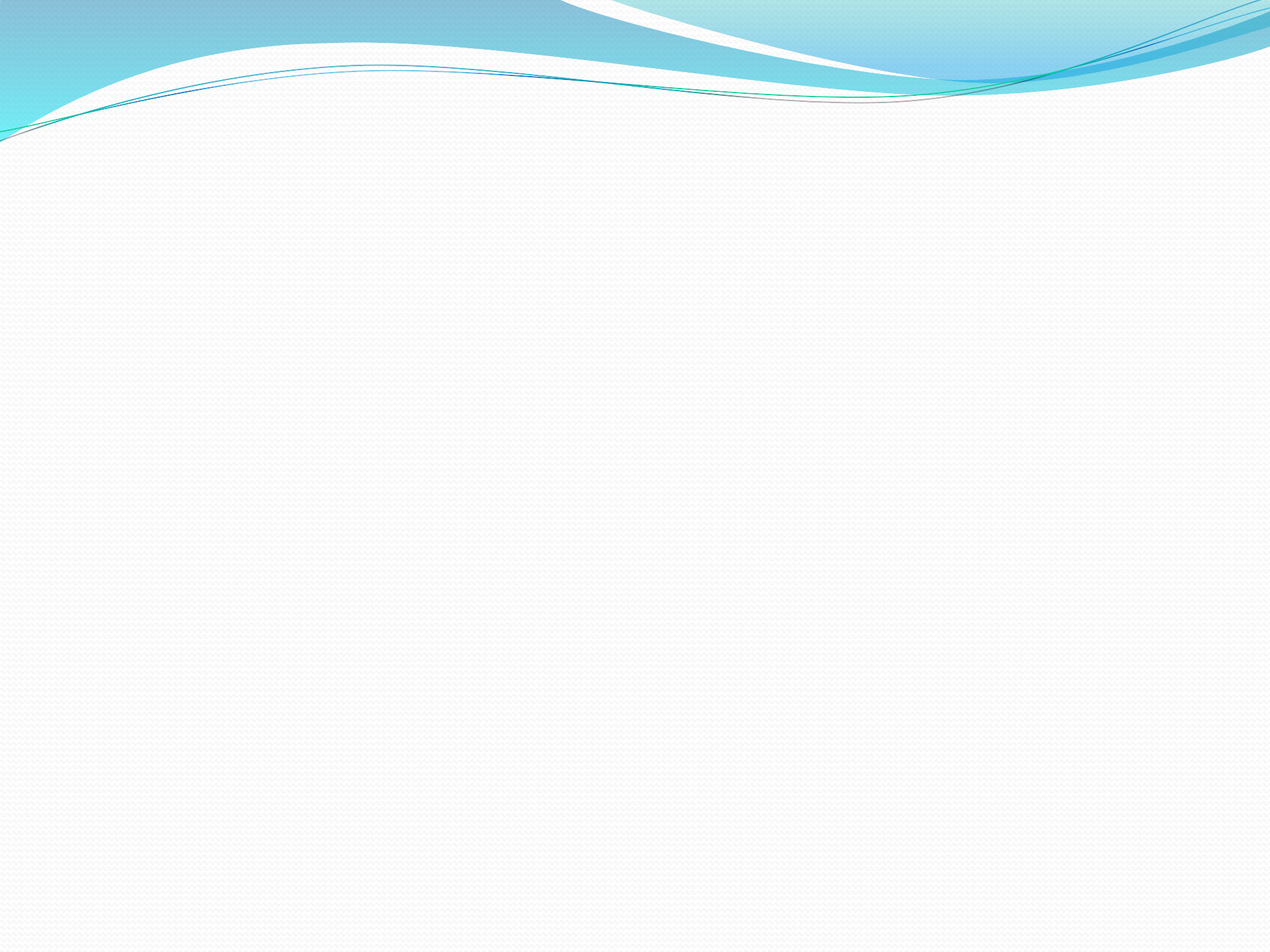
Genital stage

- Final stage begins at puberty
- Mature
- Sexual interest may peak in teen age ,but it should be sublimated in other activities, later it will be satisfied through adult heterosexual relationship.
- The first 5 years determine one's adult life-how we think, feel and behave.





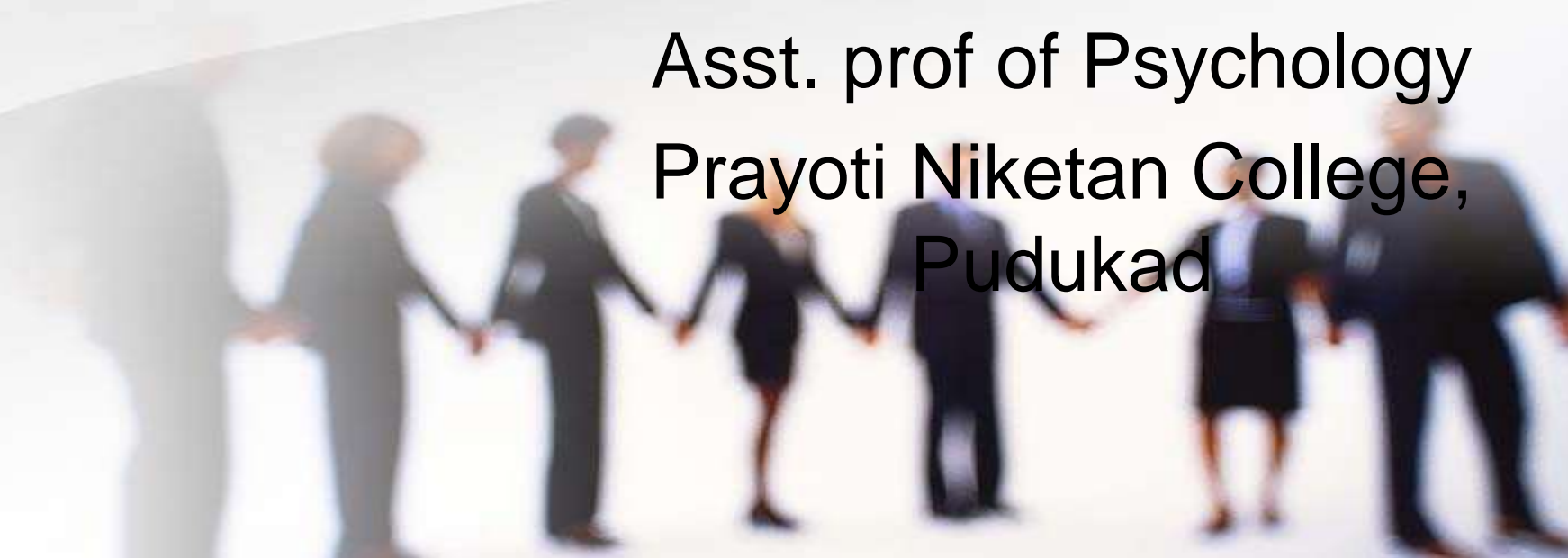




Analytical Psychology by Carl Jung

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- Carl Jung (1875 –1961) is one of the neo-Freudians who
- rejected Freud's emphasis on unconscious sexual urges.
Jung
- focused on the primitive urges of the unconscious positively and
- asserted that they represented a more general and positive life
- force that encompasses an inborn drive motivating creativity and
- more positive resolution of conflict (



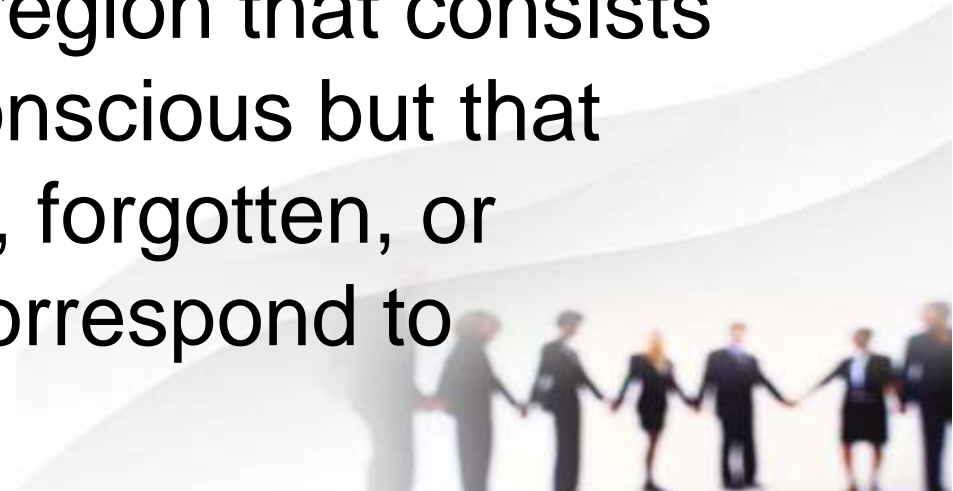
Structures of Personality

- **The Ego**

The ego is the conscious mind. It is made up of conscious perceptions, memories, thoughts and feelings. Ego can be regarded as the centre of consciousness.

- **The Personal Unconscious**

The Personal Unconscious is a region that consists of experiences that were once conscious but that have been repressed, suppressed, forgotten, or ignored. personal unconscious correspond to Freud's concept of the unconscious.



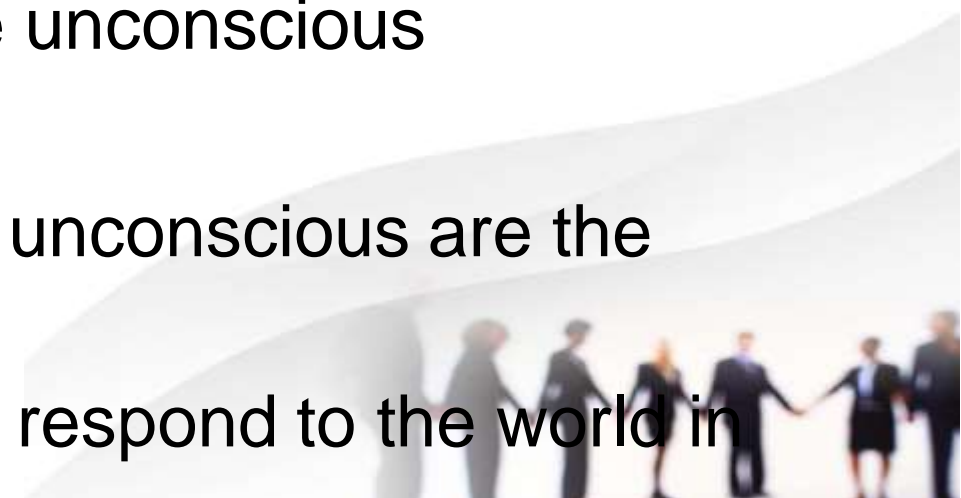
- **Collective Unconscious**

It is the storehouse of latent memory traces inherited from one's ancestral past. Its contents and images appear to be shared with people of all time periods and all cultures. It includes a past that consists of not only the racial history of humans but also their prehuman or animal ancestry as well.

- All human beings share the same collective unconscious

a) Archetypes

- The structural components of the collective unconscious are the archetypes.
- Archetypes are inherited predispositions to respond to the world in certain ways

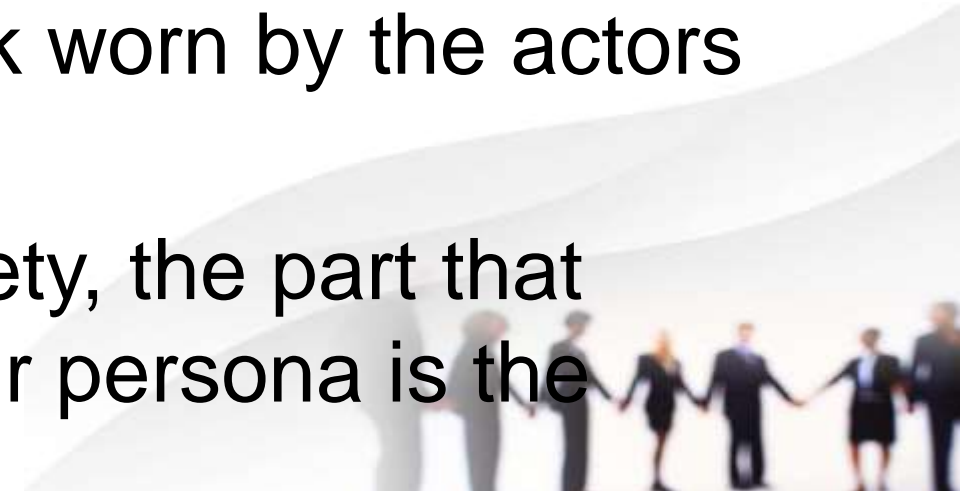


Archetypes are the persona, the anima, and the animus, the shadow, the Great

Mother, Wild old man, Hero etc.

1. **Persona**

- The term persona comes from the Latin word meaning “mask” or “false face”, as in the mask worn by the actors on the Roman stage.
- It is the role assigned to one by society, the part that society expects one to play in life. Our persona is the appearance we present to the world.

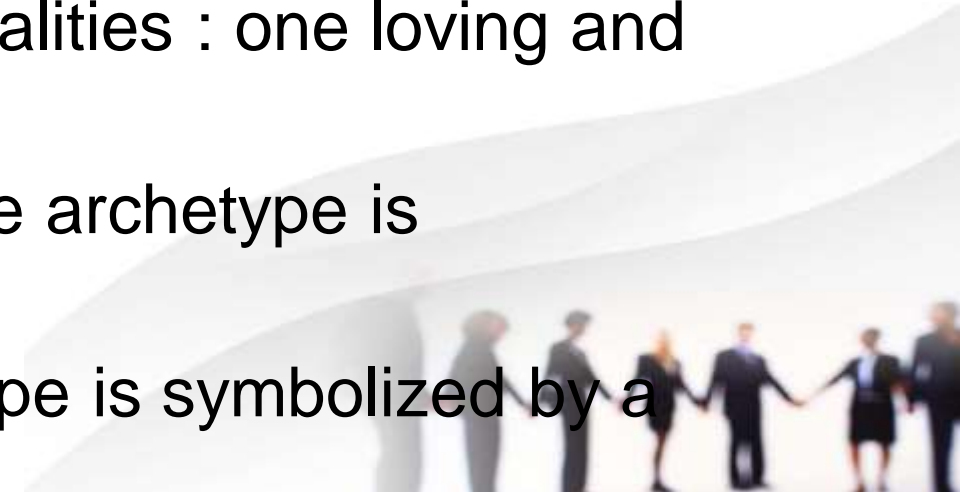


2. The Anima The Animas

- A human being is a bisexual animal on a physiological level. The male secretes both male and females sex hormones, as do females. Both sexes show masculine and feminine characteristics.
- Anima : Jung attributed the feminine side of men personality a
- Animus : the masculine side of women personality
- The feminine archetype in man is called the **anima**, and
- the masculine archetype in a woman is called as **animus**.

3. Great Mother

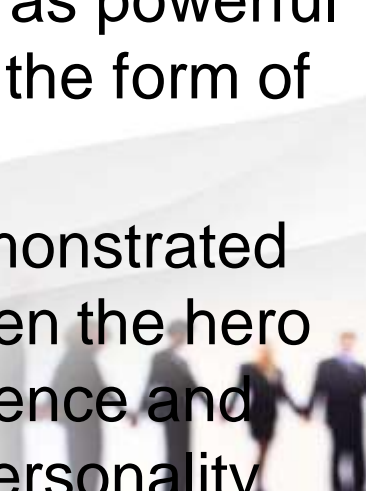
- Every one, man or woman, possesses a great mother archetype.
- This concept of mother is always associated with both positive and negative feelings.
- The great mother represents opposing forces-fertility and nourishment on one side and power and destruction on the other.
- Jung considers mother as having two personalities : one loving and nurturing; the other ruthless.
- The fertility and nourishment dimension of the archetype is symbolized by a tree, garden, church, etc.
- And the destruction dimension of the archetype is symbolized by a godmother, stepmother or witch.



4. Wise Old man

- The wise old man symbolizes humans pre-existing knowledge of the mysteries of life.
- The wise old man archetype is personified in dreams as a father, grandfather, teacher, philosopher, guru, doctor, or priest. He appears in fairy tales as the king, the sage, or the magician

5. The Hero

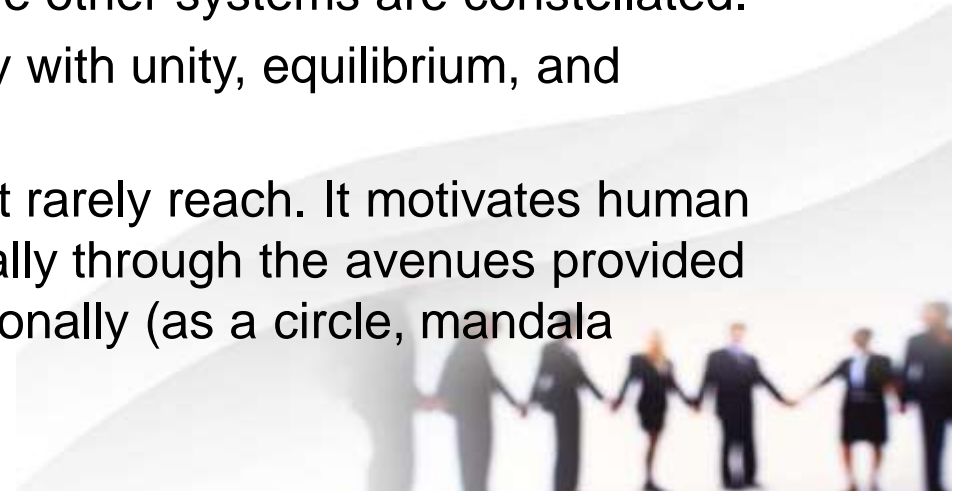
- The hero archetype is represented in mythology and legends as powerful people who fight against odds to conquer or annihilate evil in the form of dragons, monsters, demons etc.
 - The image of the hero touches an archetype within us as demonstrated by our fascination with the heroes of movies, novels, etc. When the hero conquers the villain, he/she frees us from feelings of impotence and misery; at the same time serving as our model for the ideal personality.
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6. □ The shadow

- The shadow archetype consists of animal instincts that humans inherited in their evolution from lower forms of life. The shadow typifies the animal side of human nature. The shadow contains all the negative tendencies the individual wishes to deny, including our animal instincts, as well as undeveloped positive and negative qualities.
- The shadow is most dangerous and then unrecognised. Images of evil, devil are all aspects of the shadow archetype.

7. The Self

- Self is the most important personality archetype and Jung called the Self, the ***central archetype***.
- The self is the midpoint of personality, around which all of the other systems are constellated.
- It holds these systems together and provides the personality with unity, equilibrium, and stability.
- The self is life's goal, a goal that people constantly strive but rarely reach. It motivates human behaviour and causes one to search for wholeness, especially through the avenues provided by religion. The self is depicted in images or dreams impersonally (as a circle, mandala etc.) or personally as a royal couple, divine child etc.



- **The Attitudes: Introversion and Extraversion**
- Jung explained two major attitudes or orientation of personality, the attitude of introversion and the attitude of extraversion.
- The extraverted attitude directs the person toward the external, objective world.
- The introverted attitude orients the person toward the inner, subjective world. These individuals can be characterised as primarily inward-oriented or more comfortable with the inner world of thoughts or feelings.



- **The Functions of ego**

- 4 psychological functions: thinking, feeling, sensing, and intuiting.
- **Thinking** is ideational and intellectual. Through thinking, humans try to comprehend the nature of the world and themselves. It is concerned with objective truth, judgement,
- **The Feeling** is focused on the value. It may include the judgments of good versus bad, right versus wrong with respect to the subject.
- **Sensation** refers to perception or reality function. It focuses on direct sensory experience, perception of details, and concrete facts.
- **Intuition** refers to the way of comprehending perceptions in terms of possibilities, past experience, future goals and unconscious processes.

To sum up, various systems and attitudes and functions interact with

Adler's theory (Individual Psychology)

- Alfred Adler (1870 –1937) proposed Individual Psychology
- Adler used the term “Individual Psychology’ to emphasise the uniqueness of every individual.
- According to Adler, we are social creatures governed by social urges, not by biological instincts.



- Adler explained that everyone strives for superiority. This striving does not necessarily translate into the pursuit of dominance or high status.
- It is our response to the feelings of inferiority that young children experience when they interact with stronger and powerful people. These early feelings of inferiority motivate them to acquire new skills and new talents. Thus Adler suggested that striving for superiority is the major goal of life.



- **Inferiority feelings and compensation**

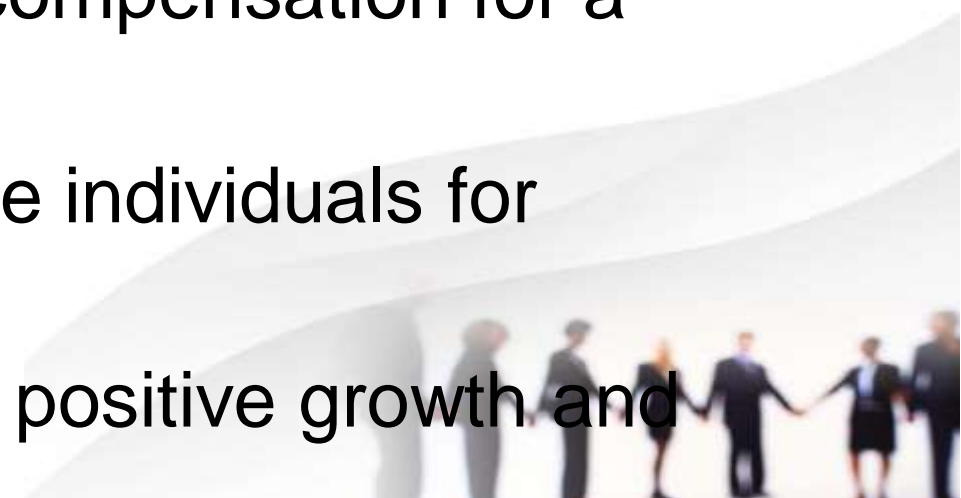
According to Adler, children are deeply affected by a sense of inferiority, which is an

inevitable consequence of a child's size and lack of power. Children are helpless in this world.

The struggle to attain power is the child's compensation for a sense of inferiority.

Moderate feelings of inferiority can motivate individuals for constructive achievements,

whereas a deep sense of inferiority affects positive growth and development.



- **Striving for Superiority**

- Striving for superiority is striving for perfect completion. It is a great upward drive. It is innate.
- It motivates individuals to improve themselves, to develop their capacities and potential.



- **Life Goals**

- Individuals develop a specific life goal that acts as a focus for achievement. An individual
- life goal is influenced by personal experiences, values, attitudes, and personality.

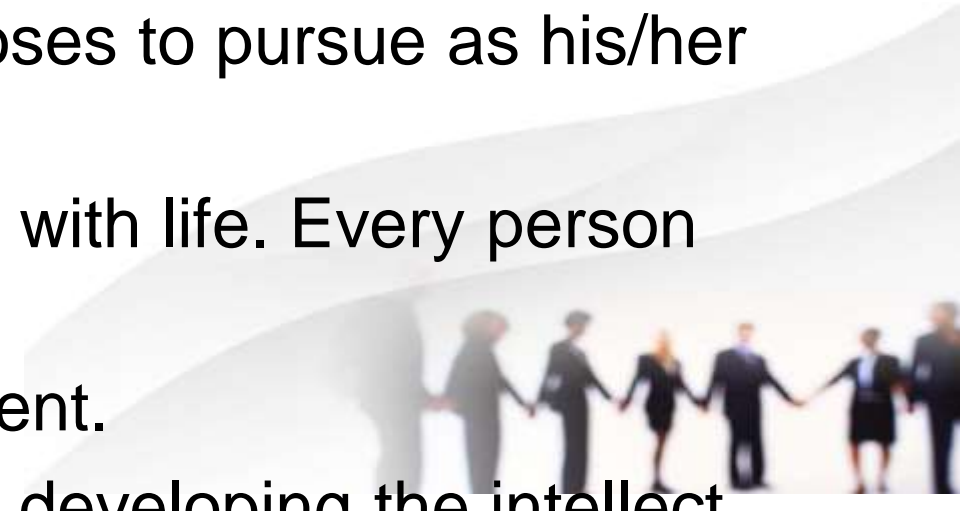
- **Style of Life**

Lifestyle is a unique way that an individual chooses to pursue as his/her life goal. It is an

integrated means of adapting to and interacting with life. Every person has the same goal

that of achieving superiority, but ways are different.

One person strives to become superior through developing the intellect



- **Creative self**

- Adler emphasized the existence of the creative self, which indicates that humans create
- their personalities through choices and experiences. According to Adler, the creative self /personality subjective, dynamic, unified, personal, and uniquely stylized.

- **Social Interest**

- Social interest is defined as the individual's innate potential to cooperate with other people
- to achieve personal and societal goals.
- “Social interest is the true and inevitable compensation for all the natural weakness of individual human beings” (Adler,1929).

- We develop in a social environment and our personalities are socially

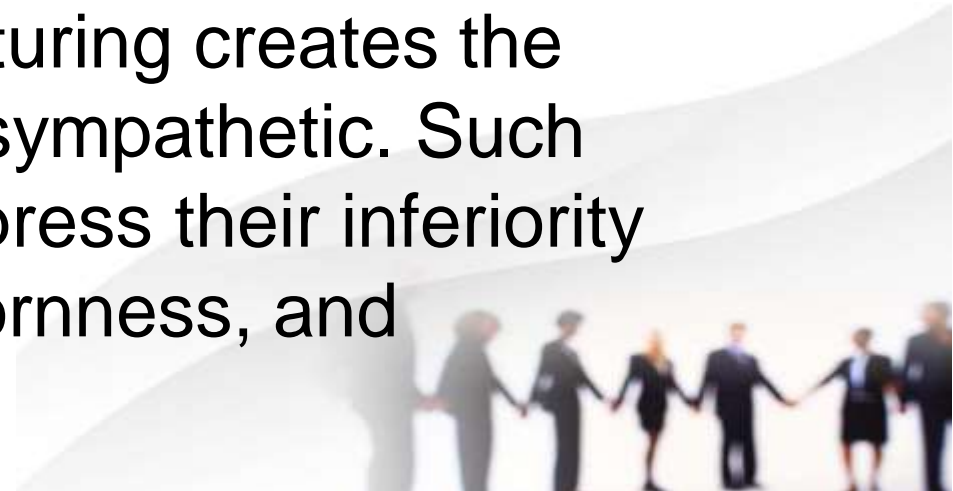
Negative Factors in personality development

- **Pampering**

- The most serious parental error is to shower the child with excessive attention, protection, and assistance. Such pampering robs children of their independence and initiative, shatters their self-confidence and creates the impression that the world owes them a living.

- **Neglect**

- Failing to provide sufficient care and nurturing creates the impression that the world is cold and unsympathetic. Such children regard life as an enemy and express their inferiority complex through suspiciousness, stubbornness, and maliciousness.

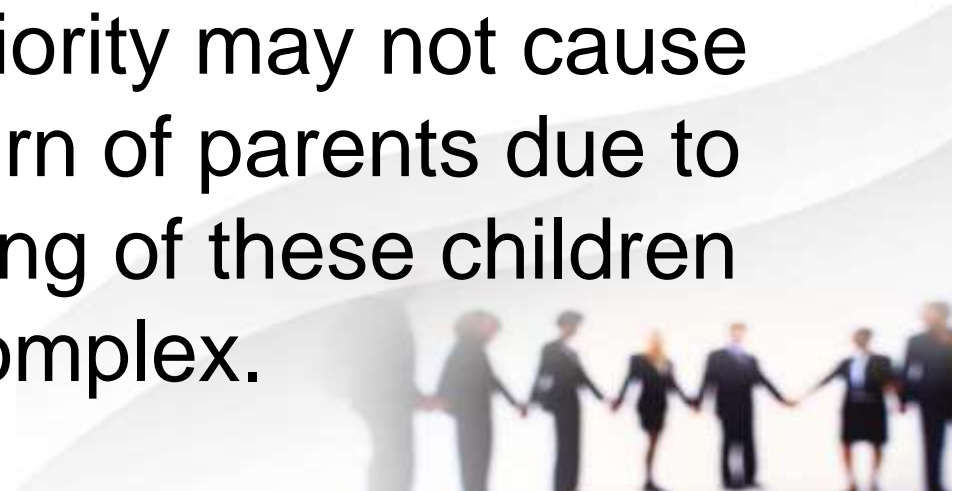


- **Other Parental Factors**

Excessive criticism of other people will prejudice the child against sociability and cooperation.

- **Organ Inferiority**

- A physical deficiency or severe illness may cause strong feelings of helplessness. Organ inferiority may not cause psychopathology. But the over concern of parents due to organ inferiority leads to the pampering of these children resulting in a destructive inferiority complex.

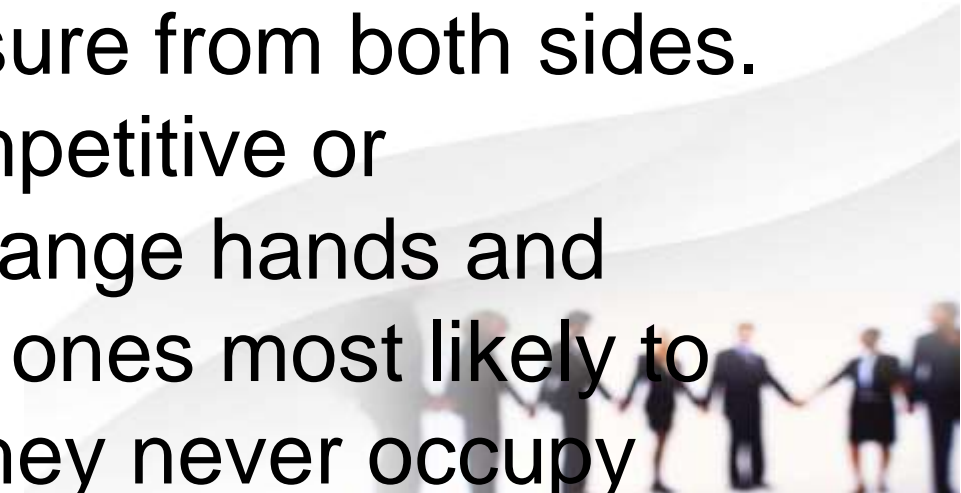


Birth Order

- The oldest child enjoys a temporary period as the unchallenged centre of attention. This pleasurable position is likely to involve considerable pampering, which comes to an abrupt and shocking end with the arrival of a sibling.
- Unless the parents prepare the eldest child to cooperate with the new comer and continue to provide sufficient attention after the second child is born, this painful dethronement can cause an inferiority complex. For this reason,



- **firstborn** children are the ones most likely to become neurotics, criminals, alcoholics, and perverts.
- They also express the fragility of their childhood superiority by having frequent dreams of
- falling.
- **The middle child** experiences pressure from both sides. Second-born children tend to be competitive or revolutionary, prefer to see power change hands and have dreams of racing. They are the ones most likely to develop favourably however, since they never occupy



- **The youngest child**, confronted with the presence of several older rivals, tends to be highly ambitious. Such children often follow a unique path. Although they avoid the trauma of being dethroned by a younger sibling, their position as the baby of the family makes them
- the most likely target of pampering.



- **Only children** are usually pampered, developed unrealistic expectations of always being the centre of attention, and form exaggerated opinions of their own importance.
- They also tend to be timid and dependent since parents who refuse to have more than one child are typically anxious or neurotic and cannot help communicating their fears to the child.
- ***The third of three boys or girls*** often face an inevitable situation, namely parents who longed to have a child of the opposite sex. And a firstborn boy who is closely followed by a girl will probably suffer the embarrassment of being overtaken in maturity by his younger sister, since the girl's physiological development proceeds at a faster rate.



- Individual psychology stresses that the best distance between the births of siblings is approximately *three years*, by which time the elder children have matured sufficiently to accept the preparation for an addition to the family



Karen Horney (Feminine Psychology)

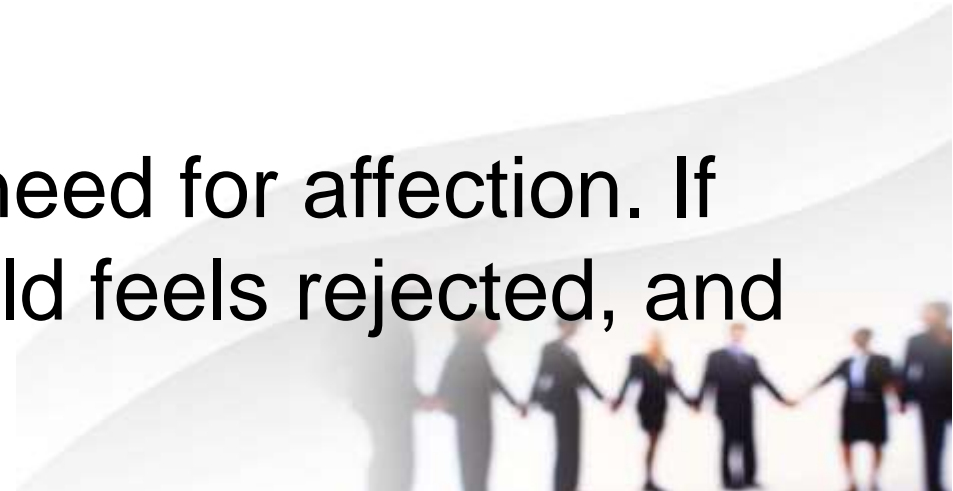
- Horney (1885-1952) viewed that children naturally experience anxiety, helplessness, and vulnerability. Children may develop basic anxiety if they don't get loving guidance to cope with threats imposed by nature and society.



- **Basic anxiety** refers to “the feeling has of being isolated and helpless in a potentially holistic world. A wide range of adverse factors in the environment can produce this insecurity in a child
- Horney viewed that anything that disturbs the security of a child in relation to his/her parents creates basic anxiety. The basic evil experienced by the child produces resentment or basic hostility. This, in turn, results in conflict or the dilemma, because expressing the hostility would cause punishment or parental rejection



- Horney viewed that repression can be fuelled by three different strategies:
- “ I have to repress my hostility because I need you”.
- “I have to repress my hostility because I am afraid of you”.
- “I have to repress my hostility for fear of losing love”.
- The anxiety produces an excessive need for affection. If these needs are not satisfied, the child feels rejected, and the anxiety and hostility intensify

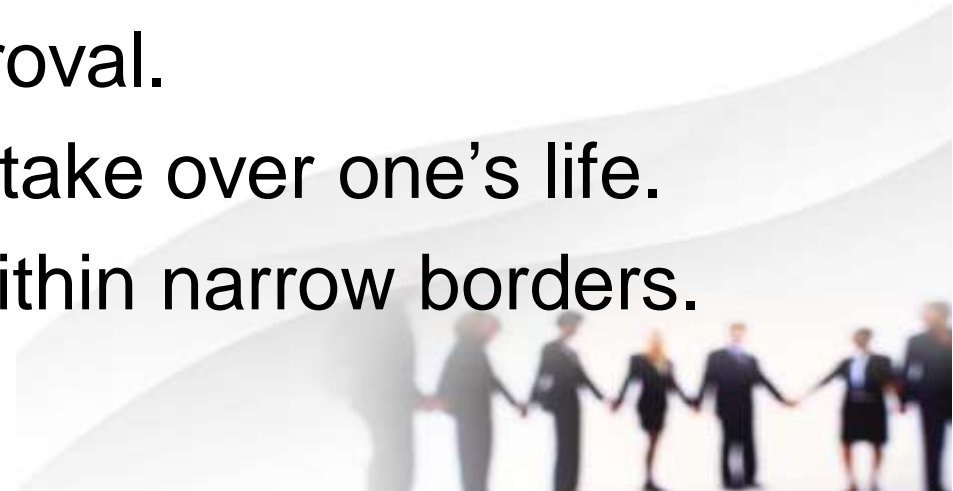


Neurotic Needs

- The insecure, anxious child develops different strategies to cope with feelings of isolation and helplessness

Horney explained **ten needs** which are acquired as a consequence of trying to find solutions for the problem of disturbed human relationship. These needs are called neurotic because they are the irrational solution to the problems.

- The neurotic need for affection and approval.
- The neurotic need for “partner” who will take over one’s life.
- The neurotic need to restrict one’s life within narrow borders.



- The neurotic need for power.
- The neurotic need to exploit others.
- The neurotic need for prestige.
- The neurotic need for personal admiration.
- The neurotic ambition for personal achievement.
- The neurotic needs for self-sufficiency and independence.
- The neurotic need for perfection and unassailability



- Horney classified these ten needs under three headings:

1) Moving toward people.

- The neurotic who moves toward people tries to reduce anxiety and gain safety by being cared for and protected. The sufferer acts as though others “must love me, protect me, forgive me, desert me because I am so weak and helpless



2) Moving away from people.

- The neurotic who moves away from people tries to reduce anxiety and gain safety by avoiding contact with others.
- These individuals consciously believe that they are completely self-sufficient and no other person or thing is indispensable



3) Moving against people.

- The neurotic who moves against people considers life as a jungle where only the fittest survive and tries to reduce anxiety and gain safety through mastery and domination.
- These individuals consciously believe that they are strong and dominating



Feminine Psychology

- According to Horney, psychic difference between men and women who degrade or envy men do so because of the neurotic competitiveness that existed in many societies.
- She argued that basic anxiety is at the core of men's need to subjugate women and women's wish to humiliate men. She asserted that the male envy of pregnancy, childbirth and motherhood, and of the breasts and suckling, leads to an unconscious tendency to devalue women and that men's impulse toward creative work is overcompensation for their small role in procreation.

-



- The womb envy of the male must be stronger than the so-called penis envy of the female because men need to depreciate women more than women need to depreciate men.



- Horney recognized the existence of the Oedipus complex, she explained that it was due to environmental conditions and not the result of anatomy.
- She argued that it is found only in some people and is an expression of the neurotic need for love



Type Approaches to Personality

- Personality theorists have categorized people into personality types on the basis of distinctive personality characteristics.
- According to Morgan and King, “A type is simply a class of individuals said to share a common collection of characteristics.”



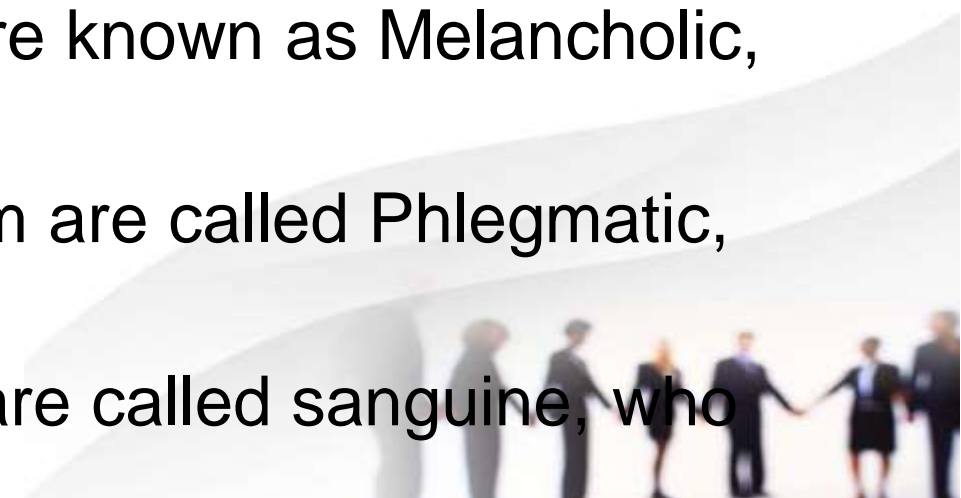
- In 400 BC, **Hippocrates** classified people's personalities according to their body types.
- He classified personality types into four,

1. Choleric : People with more yellow bile are known as choleric, who gets easily angered

2. Melancholic : People with more black bile are known as Melancholic, who is sad, brooding and depressed.

3. Phlegmatic: Those with an excess of phlegm are called Phlegmatic, who are calm, slow, apathetic and sluggish.

4. Sanguine : Those with an excess of blood are called sanguine, who are cheerful and buoyant.



- **Triguna theory (Eastern thought)**

In traditional Indian writings, there are “**Satva, Rajas, and Tamas**”.

The Satva represents a good, clean, and spiritual nature.

Rajas is an active, energetic, action-oriented type.

Tamas represents laziness, sloth, aggression, anger and all the dark emotions of human nature.



- However, every person has each of these three strands, like the strands from a rope.
- The three traits are always present in a person. However, through training and discipline, even a person who is lazy, slothful, and aggressive by nature can raise himself to develop his spiritual trait.



Melancholic

- Anxious
- Worried
- Unhappy
- Suspicious
- Serious
- Thoughtful



Choleric

- Excitable
- Egocentric
- Exhibitionist
- Impulsive
- Histrionic
- Active



Phlegmatic

- Reasonable
- Principled
- Controlled
- Persistent
- Steadfast
- Calm



Sanguin

- Playful
- Easygoing
- Sociable
- Carefree
- Hopeful
- Contented



- In 1925 E.Kretschmer explained about physique and temperament.
- There are three types of bodies, namely, **“the asthenic, the athletic and the picnic” types.**
- ***The “asthenic” type*** is a tall, thin, narrowly built person. He is generally reserved, withdrawn, sensitive to criticism and critical of others. He makes only very few friends.
- ***The “athletic” type***, on the other hand, has a well-developed muscular body and interested in action rather than in ideas or thoughts.
- ***The “picnic” type*** is short, round and fat, good natured, sociable, fun loving and hilarious.



somatotype theory

William Sheldon (1954) developed a theory of body type and personality. This theory is known as somatotype theory that precise charts reveal distinct body types, which in turn are associated with certain personality characteristics.

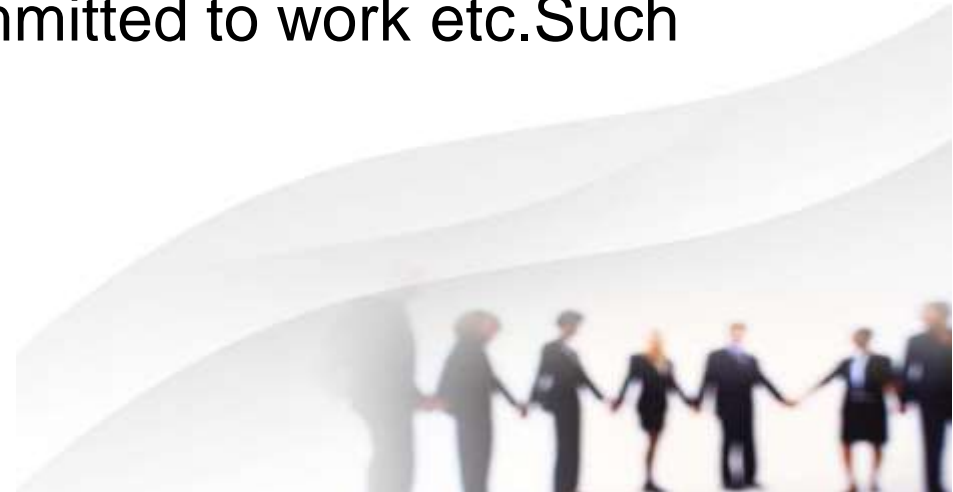
According to this theory, individuals basically are one of three types- endomorph, mesomorph and ectomorph.

1. **Endomorphs** are characterised by a soft, round, large-stomached person who is relaxed, gregarious and food-loving.
- 2. **Mesomorphs** are strong athletic powerful persons who are energetic, assertive, and courageous.
- 3. **Ectomorphs** are characterised by a tall, thin, fragile person who is fearful introverted and restrained



Type A and Type B theory

- Type A and Type B theory of personality emerged from the medical field, linking heart ailments to certain personality types. It was **Meyer Friedman and Ray Rosenman** who identified a coronary prone behaviour pattern called “Type A” and another type, “Type B”.
- People of **Type A** always feel a sense of time urgency, are highly achievement-oriented, exhibit a competitive drive, and are impatient when their work is slowed down for any reason. They are competitive, restless, high achieving, active, aggressive, highly committed to work etc. Such people are more prone to a heart attack.



- **Type B** : less motivated and relatively free of pressures. They are easy going, does not have urgency for time and do not experience the competitive drive. They are less competitive, and less committed to work and has a weaker sense of time urgency.
- Most researches show that the two kinds of personalities, Type A and Type B are different in their reactions to stress.



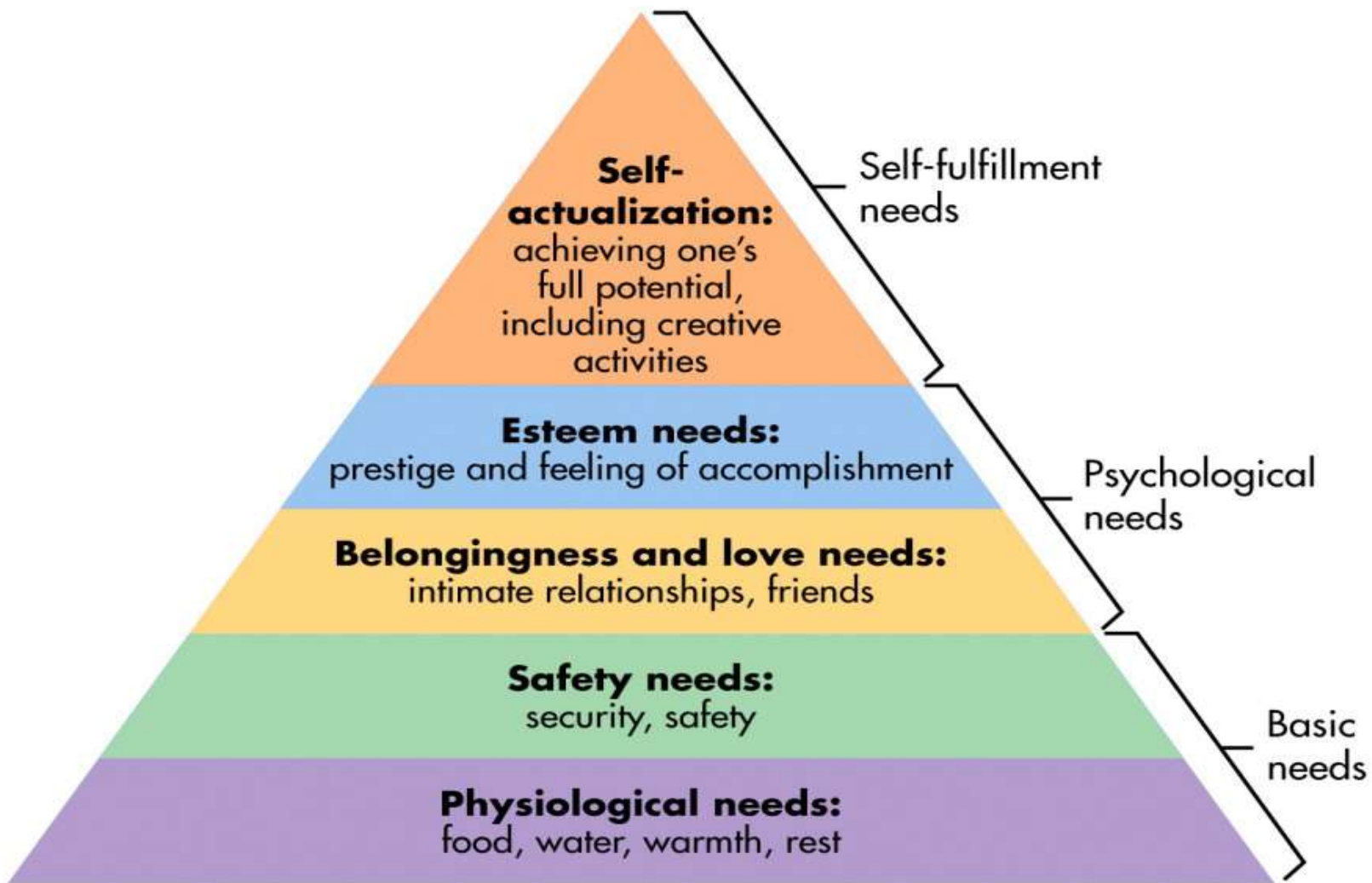
HUMANISTIC THEORIES OF PERSONALITY

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- ⦿ Humanistic approach had given emphasis on growth of an individual
- ⦿ Focus on here & now principle
- ⦿ Focus on present & future but not the past
- ⦿ Importance had given to actualization of self

HUMANISTIC THEORY BY ABRAHAM MASLOW (1908-1970)

- ◉ Maslow proposed a hierarchy of needs that activate and direct human behaviour
- ◉ An arrangement of innate needs-from strongest to weakest



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- ◉ **Self esteem**-feeling of self worth and from others in the form of status, recognition, prestige
- ◉ Need respect from ourselves
- ◉ **Self-actualization** : The fullest development of the self
- ◉ For actualization we must free of constraints by ourselves & society
- ◉ Must not be distracted by lower needs
- ◉ Must be secure in self image-love & to be loved
- ◉ Must have realistic knowledge about our strengths & weaknesses

CHARACTERISTICS OF NEEDS

- ◉ Lower levels needs are its strongest, potent and priority
- ◉ Higher needs arise later. Esteem needs in adolescence and actualization need in midlife
- ◉ Higher needs-less necessary for survival
- ◉ Higher needs do contribute to longer life, improved health and enhanced biological efficiency
- ◉ Satisfaction of higher needs is productive & beneficial, both physically & mentally-happiness, sense of fulfillment

- Satisfaction of higher needs require better circumstances (social, economic & political) than gratification of lower needs (freedom of expression need for actualization)
- A need does not have to be fully satisfied before the next need in the hierarchy becomes important

TWO TYPES OF NEEDS

Deficit need (D-Need)

- Lower need.
- Failure to satisfy these needs causes deficiency in body

Growth need (B (being)- need)

- Higher needs
- They involve in the realization and fulfillment of human potential

- **Cognitive need** : need to know and to understand

CHARACTERISTICS OF SELF ACTUALIZERS

- ◉ An efficient perception of reality
- ◉ An acceptance of themselves, others & nature
- ◉ Spontaneity, simplicity and naturalness
- ◉ Focus on problems outside themselves
- ◉ A sense of detachment & need for privacy (independent)
- ◉ A freshness of appreciation

- ◉ Mystic or peak experiences (a moment of intense ecstasy during which self is transcended)
- ◉ Social interest
- ◉ Profound interpersonal relations
- ◉ A democratic character structure
- ◉ Creativeness
- ◉ Resistance to enculturation

HUMANISTIC THEORY BY CARL ROGERS (1902-1987)

- ◉ Every individuals are good or have potential to become good.
- ◉ Had given **importance to self** -an autonomous self as a factor in own development
- ◉ External factors like environment, health, intellectual devlopment, economic circumstances, social interactions and educational level influence one's development
- ◉ Internal factors as self understanding or self insight is also important

- ⦿ **Actualization as basic human tendency**
- ⦿ It aids and support growth
- ⦿ Even in the case of genetically determined physical growth & functioning ,one's motivation to grow or actualize is important (eg,child's first step)
- ⦿ We evaluate all life experiences in terms of actualization tendency.

- ◉ Organismic valuing process
- ◉ The process by which we judge experiences in terms of their value for fostering or hindering our actualization or growth
- ◉ Those experiences that are perceived as fostering actualization considered as *good & desirable and assign them positive value* .
- ◉ Experiences perceived as hindering actualization are seen as *undesirable and have a negative value*.
- ◉ We avoid undesirable experiences and repeat desirable experiences.

◉ The experiential world

We are exposed to many stimuli everyday. Some are threatening and some are rewarding

Our perception is more important than the objective reality

Perception may be influenced by time & circumstances

Our view of reality is more private. This subjective world is the experiential world

The Development of Self in Childhood

- ◉ **Positive regard** : acceptance, love, and approval from others. Infant's behaviour very much guided by the amount of affection and love
- ◉ **Unconditional positive regard**
- ◉ Approval granted regardless of a person's behaviour. Gradually we internalize attitude of others.
- ◉ **The positive self-regard**
- ◉ The condition under which we grant ourselves acceptance & approval. positive regard comes from within than from others

Conditions of worth

- ◉ Conditions of worth evolve from positive regard to positive self regard.
- ◉ Unconditional positive regard involves love & acceptance without conditions
- ◉ Conditional positive regard is opposite

- A belief that we are worthy of approval & acceptance only when we express desirable responses and attitudes and refrain from expressing behaviour and attitudes that bring disapproval from others.

Anxiety

- ⦿ Those experiences that are incongruent with our self concept causes anxiety
- ⦿ Incongruence : a discrepancy between a person's self concept and aspects of his or her experiences
- ⦿ Actualized people are freely open to all kinds of experiences

Characteristics of Fully Functioning Person

- ◉ Exhibits an awareness to of all experiences. No experience is denied (open to both positive & negative emotions)
- ◉ Live fully & richly in each moment (fresh & new)
- ◉ Emotionally healthy and trust in their own organism
- ◉ Feel sense of freedom and make choices without any constraints or inhibitions

- Creative and live constructively and adaptively as environmental conditions change

There are difficulties involved in being a fully functioning person (Continually testing, growing, striving, and using all one's potentials



TRAIT THEORIES

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Trait theory by Allport (1897-1967)

- Traits are consistent and enduring ways of reacting to the stimulus aspects of external environment
- Characteristics of traits
 - real
 - cause behaviour
 - can be demonstrated empirically
 - traits are interrelated (aggression & hostility)
 - traits may vary with the situation (neatness in one situation but not in other)


- 2 categories of traits
- **Individual traits & common traits**
- Later he called individual traits as **personal dispositions**
- **3 types of personal dispositions**
- **Cardinal traits**
- **Central traits**
- **Secondary traits**

- *Cardinal* : Most pervasive and recurrent behaviour. It touches almost all aspects of life
- *Central* : Few outstanding traits describe a person's behaviour
- *Secondary* : Least influential , which appear less consistently.
- Displayed occasionally

Habits & attitudes

- Habits & attitudes are guiding and initiating our behaviour
- Habits : specific inflexible response to stimuli. Several habits combined to form a trait. (eg. Brushing as cleanliness)


- Attitudes_ A positive or negative evaluation of something. It has an object of reference. Attitude is toward something.
- Positive or negative
- For something or against
- It is judgment or evaluation

- 
- What motivates us ?
 - Allport emphasized on the present
 - Our deliberate, conscious plans and intentions are essential parts of personality
 - Emphasis on the present in terms of future not the past

Functional autonomy

- Motives are autonomous
- Motives in the normal adult are independent of their childhood experiences in which they originally appeared (eg. tree—no longer functionally related to its seed)

- Two levels of functional autonomy
- ***Perseverative functional autonomy*** : relates to low level and routine behaviours
- ***Propriate functional autonomy*** : Relates to our values, self-image and life style.
- Allport used the term **proprium** to refer ego or **self**

- 
- Our propriate functioning is an organizing process-
how we perceive the world, what we remember
from our experiences, and how our thoughts are
directed

Principles of appropriate functional autonomy

- 1. *Organizing the energy level* : These motives arise from excess energy that we might otherwise express in destructive or harmful way (after retirement engage in new interest & activities)
- 2. *Mastery & competence*: Mature adult is motivated to perform better and increase their competence
- 3. *Propriate patterning*: Striving for consistent & integration of the personality. Organize or pattern out perceptual and cognitive processes around the self and reject rest


Characteristics of mature adult personality

- 1. The mature adult extends the sense of self to persons and to activities beyond the self
- 2. The mature adult relates warmly to others expressing intimacy, passion and tolerance.
- 3. show self acceptance and thus achieves emotional security

- 4. the mature adult holds a realistic perception, develops his or her skills, and makes a commitment to work
- 5. exhibits a sense of humour and an understanding or insight into he self.
- 6. has a unifying philosophy of life, which directs the personality toward future goals
- By meeting all these criteria one become functionally autonomous, independent of our infancy and childhood

TRAIT THEORY
BY RAYMOND CATTELL (1905-
1998)



- 
- Trait : a reaction tendency derived by factor analysis
 - Relatively permanent part of personality
 - Cattell classified traits in several ways

Common traits

- Traits possessed in some degree by all persons

Unique traits

- Traits possessed by one or few persons

Ability traits

Describe
our skills
and how
efficiently
we work

Temperament trait

Describe
our general
behavioural
style in
responding
to our
environment

Dynamic trait

Describe
our motives
and
interests

Surface traits

Personality characteristic that correlate with one another but do not constitute a factor & not determined by a single source trait.

Less stable & permanent

Less important (eg. Neuroticism)

Source traits

Stable & permanent .
Basic factor of personality
Derived from factor analysis.
Combine to form a source trait

Source Traits



Constitutional Traits

- Source traits depend on physiological characteristics (eg. carelessness & talkativeness due to alcohol intake)



Environmental-mold traits

- Source traits are learned from social & environmental interactions (eg. Character based on SES & occupation)


Source traits

- Cattell identified 16 Personality Factors (source traits) as basic factors of personality

Dynamic trait as motivating force

- Motives & interests
- 2 kinds of dynamic traits
- 1. Ergs : basic, innate unit of motivation.
Stable constitutional trait. It may stronger or weaker but don't disappear
- 2. Sentiments : environmental-mold source trait that motivate our behaviour.
 - Its learned.
 - can be unlearn

- Attitudes also motivate us
- Our interests in & emotions and behaviours toward some person, object or event.
- Includes emotions, actions and opinions
- Each person's pattern of sentiments is organized by a master sentiment called **self-sentiment**. **It is the self concept**


- 
- Cattell argued that one-third of our personality is genetically determined and two-thirds is determined by social and environmental influences

6 stages of personality development

- **Infancy** : 0-6 yrs, toilet training, formation of ego, superego
- **Childhood** : 6-14, independence from parents & identification with peers
- **Adolescence** : 14-25, conflicts about independence, self assertion & sex
- **Maturity** : 25-50
- **Late maturity** : 50-65
- **Old age** : 65- , adjustment to loss of spouse, friends, career

Theory by Hans Eysenck (1916-1997)

- All personality traits subsumed under three types or dimensions. These personality dimensions are combination of traits or factors

- 
- 3 personality dimensions (superfactors)
 - **Extraversion versus introversion (E)**
 - **Neuroticism versus emotional stability (N)**
 - **Psychoticism versus impulse control (P)**



- **Extraversion v/s introversion**

- Sociable

- Lively

- Active

- Assertive

- Sensation seeking

- Carefree

- Dominant

- venturesome



- **Neuroticism versus emotional stability (N)**

- Anxious

- Depressed

- Guilt feeling

- Low self –esteem

- Irrational

- Tense


- Shy


- Moody


- **Psychoticism versus impulse control (P)**
- Aggressive
- Cold
- Ego-centric
- Impersonal
- Impulsive
- Anti-social
- Creative
- Tough minded

- E & N dimensions have biological causes
- Extraverts & introverts are differ in their level of cortical arousal
- E- have lower level of arousal than introverts.
- Because their cortical arousal are low,they actively seek excitement & stimulation

- Introverts are shy and away from excitement & stimulation because their cortical arousal is already high (Davis & Cowles, 1988)
- Another research showed that I & E differed in their response to sensory stimulation.
- People high in Neuroticism tended to have overreactive nervous system, which leads to instability

- 
- Eysenck argued that
 - people of all kinds of personality can contribute to the betterment of society.
 - There is no good or bad personality.
 - He had given importance to heredity than environment
 - Conducted twin studies & adoption studies


- 
- Almost same type of personality in identical twins
 - Twins reared apart also showed same personality traits
 - Adopted children showed similar personality characteristics with their biological parent.
 - 3 types of personalities have been found in the world


- 
- Studies conducted in 35 countries
 - The traits and dimensions have been found to remain stable throughout the life, from childhood to adulthood.
 - Situations may change but types remain consistent




ACHIEVEMENT & APTITUDE TEST


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- achievement tests are designed to measure the effects of a specific program of instruction or training.
 - It has been customary to contrast achievement tests with aptitude tests
 - Aptitude tests include general intelligence tests, multiple aptitude batteries, and special aptitude tests
- 

- standardized tests of achievement (not to be confused with aptitude tests)...be administered at major transition points from one level of schooling to another and particularly from high school to college or work”.
 - The purposes of testing would be to certify a student’s credentials, identify needs for remedial instruction and identify opportunities for accelerated work
- 


- Definition: “Assessment is designed to measure knowledge and skills. An achievement test may assess general knowledge and skills or those related to particular school subjects” (Ravitch, 2007)
 - The standardized objective achievement test based on a normative sample was first developed by Rice in 1895. His spelling test of 50 words (with alternate forms) was administered to 16,000 students in grades 4 through 8 across the country
- 


Commonly Used Achievement Tests

- **Group Administered Achievement Tests**
 - **1. California Achievement Tests** : CTB/McGraw Hill (1984). California Achievement Tests. Monterey, CA: Author.
 - **2. Iowa Test of Basic Skills** : Hieronymus, E. F., Lindquist, H. D., & Hoover, D., et al. (1978). Iowa Test of Basic Skills. Chicago: Riverside Printing
 - **3. Metropolitan Achievement Test** : Hieronymus, E. F., Lindquist, H. D., & Hoover, D., et al. (1978).
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- **4. Stanford Achievement Test:** Gardner, E. G., Rudman, H. C., Karlson, B., & Merwin, J. C. (1982). Stanford Achievement Test. Cleveland, OH: Psychological Corporation
 - **5. SRA Achievement Services (SPA) :** Naslund, R. A., Thorpe, L. P. & Lefever, D. W. (1978). SRA Achievement Series, Chicago: Science Research Associates.
- 


Individually Administered Achievement Tests


- 1. Basic Achievement Skills Individual Screener (BASIS) : Psychological Corporation (1983). Basic Achievement Skills Individual Screener. San Antonio: Author
 - 2. Kaufman Test of Educational Achievement : Kaufman, A. S., & Kaufman, N. G. (1985). Kaufman Test of Individual Achievement, Circle Pines, MN: American Guidance Service.
 - 3. Peabody Individual Achievement Test-Revised : Markwardt, F. C. (1989). Peabody Individual Achievement Test. Circle Pines, MN: American Guidance Services
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- 4. Wide Range Achievement Test 3 : Wilkinson, G. S. (1993). Wide Range Achievement Test 3. Wilmington, DE: Jastak Associate
 - 5. Woodcock Johnson Psychoeducational Battery Revised : Woodcock, R. W. (1989). Woodcock Johnson Psychoeducational Battery-Revised: Technical Report. Allen, TX: DLM Teaching Resources.
- 


Modality Specific Achievement Tests


- **1. Classroom Reading Inventory** : Silvaroli, N. J. (1986). Classroom Reading Inventory (5th ed.). Dubuque, IA: Wm. C. Brown.
 - **2. Diagnostic Reading Scales** : Spache, G. D. (1981). Diagnostic Reading Scales. Monterey, CA: CTB/McGraw-Hill.
 - **3. Durrell Analysis of Reading Difficulty** : Durrell, D. D., &Catterson, J. H. (i 980). Durreli Analysis of Reading Difficulty (3rd ed.). Cleveland, OH: Psychological Corporation
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- **4. New Sucher-Allred Reading Placement Survey** : New Sucher-Allred Reading Placement Survey
 - Gates-MacGinitie Reading Tests
 - **5. Gates-MacGinitie Reading Tests**: MacGinitie, W.H., et al. (1978). Gates-MacGinitie Reading Tests. Chicago: Riverside Publishing. Wiederholt, J. L., Bryant, B. R. (1992).
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- **6. Gray Oral Reading Tests** : Wiederholt, J. L., Bryant, B. R. (1992). Gray Oral Reading Tests, Third Edition. Austin, TX: Pro-Ed.
 - **7. Woodcock Reading Mastery Tests-Revised** : Woodcock, R. W. (1987). Woodcock Reading Mastery Tests-Revised. Circle Pines, MN: American Guidance Service.
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USE OF ACHIEVEMENT TESTS

- The many roles that achievement tests can play in the educational process have long been recognized. As an aid in the assignment of grades, such tests have the advantages of objectivity and uniformity
 - Achievement tests also constitute an important feature of remedial teaching programs.
- 


- For all types of learners, the periodic administration of well-constructed and properly chosen achievement tests serves to facilitate learning
 - The incentive value of “knowledge of results” has been repeatedly demonstrated by psychological experiments in many types of learning situations, with subjects of widely varying age and education
- 

- The major gaps in knowledge revealed by the test results.
- Finally, achievement tests may be employed as aids in the evaluation and improvement of teaching and the formulation of educational goals



- In general, then, achievement tests are used to make decisions, decisions which may involve instructional, guidance, or administrative issues. For example, what is the efficacy of a particular method of instruction? What are the specific outcomes of learning? Is there a need for remediation? Are the grading practices accurate? Is the curriculum responsive to the acquisition of basic and specific academic skills? Is counselling appropriate for any given student? Is appropriate placement a concern? etc T
- 


PURPOSE OF TESTING


- **1. Screening** : Identification of students potentially eligible for remedial programming
 - **2. Classification/Placement** : Specific academic deficiencies have been ascertained. Question now arises regarding whether student meets eligibility criteria.
 - **3. Prescriptive Intervention** : A specific developmental arithmetic disorder is manifest in a child identified with visuo-perceptual processing problems.
 - **4. Program Evaluation** ; Administrators seek to evaluate benefits of an accelerated reading program for gifted students.
- 


APTITUDE TESTS

- Aim to measure either how knowledgeable or skilled an individual is about a certain topic, how an individual reacts to different situations or someone's proficiency in a particular area.
- **General Aptitude Test - Battery (1947)**
- developed by the U.S. Employment Service (USES) for use in occupational counselling, primarily by national agencies and in state employment offices. The battery assessed multiple cognitive, perceptual, and psychomotor abilities as preferred rather than general mental abilities when classifying people into jobs..The primary goal of the GATB was to match employee abilities to specific jobs.


Achievement and aptitude tests include logical reasoning, spatial ability, vocabulary tests, numerical reasoning and verbal reasoning.

- **Differential Aptitude Test (DAT):** eight–test battery designed to measure an individual’s ability to learn or to succeed in a number of different areas, such as mechanical reasoning, verbal reasoning, numerical reasoning and space relations.
 - Since the first edition was published in 1947, the DAT has been widely used for educational placement and vocational counselling of students in Grades 8 through 12
 - DAT has been used extensively for occupationally oriented assessment of adults and post_x0002_secondary students.
 - Area of Assessment includes: *Verbal Reasoning, Numerical Reasoning, Abstract Reasoning, Perceptual speed and accuracy, Mechanical Reasoning, Space Relation, Spelling and Language Usage.*
- 

- **Sensory Test**
 - A test designed to measure any of various sensory abilities, such as visual acuity, depth perception, colour discrimination, or auditory acuity. (APA)
 - Sensory analysis is the identification, scientific measurement, analysis and interpretation of the properties (attributes) of a product as they are perceived through the five senses of sight, smell, taste, touch and hearing
- 

- **Motor-Dexterity Test :**
 - Dexterity testing products examine a person's motor skills with regards to the fingers, hands, and arms.
 - Various tests exist to measure such performance abilities as eye-hand coordination, quickness at performing assembly tasks, and overall motor skill development.
 - Dexterity tests are used in assessing progress when doing physical and occupational rehabilitation, screening applicants for necessary job skills, and evaluating the extent of an injury or other disability.
- 

Types of motor dexterity tests

- *Finger Dexterity Test,*
 - *Tweezer Dexterity Test,*
 - *Steadiness Test,*
 - *Purdue Pegboard Test*
 - *The Minnesota Dexterity Test*
 - *The O'Connor Fingers*
 - *Tweezers Tests*
 - *Roeder Manipulative Aptitude Test.*
- 

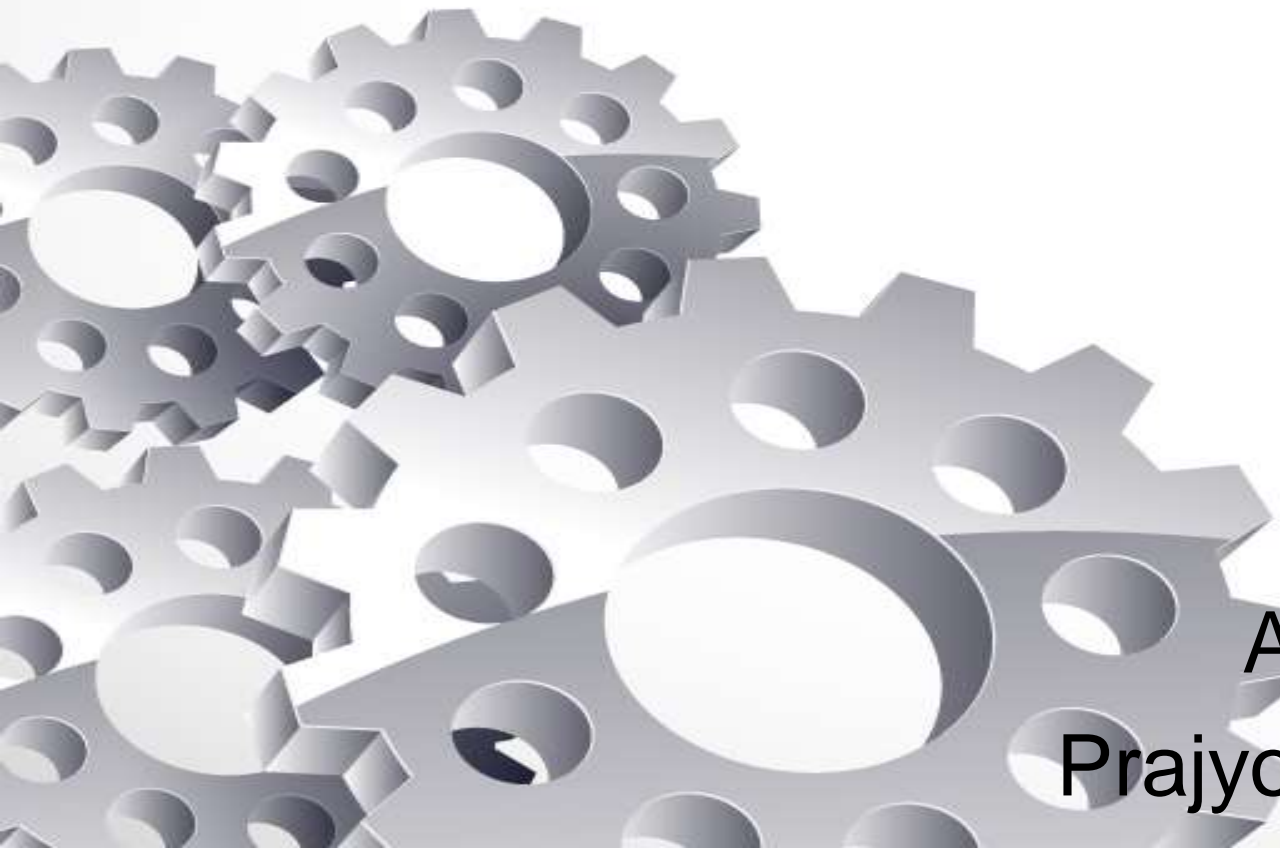
THANK YOU



Measurement of Interest

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- Measurement of Interest

Measurement of interests, values and attitudes of a person is a prerequisite for a complete and coherent assessment of one's personality. Preference for one activity over another activity is termed as interest. The interest can be expressed as the selection and ranking of various activities in like and dislike dimensions. A person engages in activities depending upon his interests.

Expressed interest, Manifest interest, Inventoried interest are the major three types of interest based on the way in which an investigator can seek out the



- ● In expressed interest, the person directly states his choices. Thus in this way, it is easier
- to attain information regarding the interest of a person. It is a simple and direct way of
- identifying the interest.
- ● In manifest interest, the person expresses his interest by participating or engaging in
- certain activities voluntarily. For example, if a person takes part in a drama workshop
- without any compulsion, if given it as an option from many choices, it is clear that he is
- interested in that activity.
- ● In inventoried interest, interests are measured using specific interest



- Interest inventories are concentrated on a person's interest in vocations. In these tests,
- they have to express their preferences. But responses may be unreliable as they are giving responses to direct questions asked, especially responses from adolescents and young people as they didn't have a clear idea about what activities they have to do in a given occupation and most of the responses also depends on the stereotypes formed on the basis of exposure to certain media which does not give a true picture of a particular occupation.



Thus investigators tried to develop more indirect tests for assessing interests. Several standardized interest tests were developed.

The Strong Vocational Interest Blank (SVIB) is the earliest popular interest inventory, which is developed by E K Strong, Jr in 1951.

Even though it has undergone several revisions, the major revision was done in 1966. It included eight parts containing 3999 items. Men and Women have separate forms, and it can be used from 17 years onwards. The five parts of this consist of school subjects, amusement, occupation, day to day activities and types of people on which preferences are entered in the form of encircling one of three responses , like, indifferent, dislikes. In the other three parts, the individual has to rank the given activities according to preference after comparing his interest in terms of the pairs of items and making self-ratings of his present abilities and traits.



Fifty four occupational scales and thirty two occupational scales are present in the men's and women's SVIB forms, respectively. For each occupation, separate scoring keys are there for scoring. It compares the person's response to those of successful person in a given occupation in order to identify whether an individual's preference is similar to that successful person in a particular career. Distinguishing a person in a particular occupation from men in general and women in general can be achieved by each scoring key. Items in each occupational scale are scored and weighed on the basis of the differences in frequency of preferences by persons in that occupation and persons in general. A positive score indicates that people in a given occupation mark it more frequently compared to people in general.

A criterion key is a scoring key that is used to discriminate the frequency of choice or preference between people in a particular occupation from that of the general population.

The total raw score is the sum of positive and negative weight on each of these occupational scales. It is then converted into standard scores, and thus, from SVIB, a person may be scored on single or on all occupations.



- Along with occupational scales, four non-occupational
- scales named Specialization level (SL) scale, Masculinity- Feminity scale (MF) scale,
- occupational level (OL) Scale, and Academic Achievement of College and School
- Students (AACH) Scale are present in SVIB. SL scale determines the difference between
- the interests of medical specialists and physicians-in-general. The MF scale reflects the
- extent of similarity of the interests of an individual to that of men-in-general and women-in-general, The OL scale assesses the extent to which the interests of unskilled workers are
- similar or dissimilar to the interests of professional and businessmen-in-general. The AACH
- Scale intends to know the differences in scientific and intellectual achievements among the