



Centre for Distance and Online Education Punjabi University, Patiala

Class: M.A. (Education) Part-II

Semester-III

Paper : II

FOUNDATIONS OF GUIDANCE

Unit : I

Medium : English

Lesson No.

Section-A

- 1.1 : Guidance : Concept, Assumptions, Objectives and Need
- 1.2 : Types : Educational, Vocational, Personal-their Meaning, Objectives and Need
- 1.3 : Understanding the Individual :
 - (a) Major Life Areas of the Individual to be Understood
 - (b) Difficulties in Understanding the Individual
 - (c) Testing Techniques in Understanding the Individual
 - : Tests of Intelligence : Their Nature and Assessment
 - : Tests of Aptitude and Interest : Their Nature and Assessment
- 1.4 : Tests of Personality and Adjustment : Their Nature and Assessment
- 1.5 : Non-Testing Techniques : Case Study, Rating Scale, Anecdotal Record and Cumulative Record Card, Sociometric Method and Observation

Department website : www.pbide.org

PaperII: FOUNDATIONS OF GUIDANCE

Subject code : EDUM2302T

Max Marks:100 marks
External:60+20(practical)marks
Internal:20 marks

(A) COURSE OUT COMES

On completion of this course, the students will be able to:

- Comprehend the relevance of guidance at different stages of education.
- Understand the process involved in guidance.
- Understand the problems of children with special needs and the techniques to be adopted for them.
- Understand the role of various personnel in guidance and how to organize guidance services in schools.
- Understand the role of different tools and techniques in guidance.
- Understand the concept of vocational guidance, job analysis and job satisfaction.
- To acquaint him/her with recent trends of guidance in India.

SECTION–A

Guidance: concept, assumptions, objectives, need; types: educational, vocational and personal; understanding the individual: major life areas, difficulties, testing and non-testing techniques; intelligence, aptitude, interest, personality, adjustment — their nature and assessment; non-testing techniques:casestudy, ratingscale, sociometry, observations, anecdotal record & cumulative record card.

SECTION–B

Guidance Services: individual information service, placement and follow-up services; organization and settingup of the school guidance programme, role of head, counsellor and teacher; Job analysis: meaning, need and methods, Job satisfaction: meaning, need and measurement, guidance of students with special needs; agencies of guidance atthenational, state,district level; problems of guidance in India.

Practicals

Administrationofthefollowing tests

- (a) Aptitude test
- (b) Interest Inventory
- (c) Adjustment Inventory
- (d) Personality assessment using subjective techniques
- (e) Detailed study of any one profession
- (t) Preparation of a blue print for organizing a guidance programme.
- (g) Report of a visit to the local employment exchange.
- (h) Case study of an adolescent for guidance.

The students will maintain the record of any four practical sduly certified by the teacher in the practical note-book. Performance of practical to be evaluated by the external examiner out of 20 marks.

(B) Books Recommended

Aggarwal, J.C. (1989). *Educational, Vocational Guidance and Counseling*. Delhi: Doaba House.

Bansal, S.K. (2021). *Counselling and Guidance*. Agra: SBPD Publishing House.

Bruce, S., & Stone. (1976). *Fundamentals of Guidance*. Houghton: Mifflin Co.

Chauhan, S.S. (1982). *Principles and Techniques of Guidance*. New Delhi : Vikas Publishing House.

Dabas, N. (2019). *Guidance And Counseling*. Chhattisgarh: Evincepublishing

Gibson, R.L., & Mitchell, M. H. (2014). *Introduction to Counseling and Guidance*. New Delhi : PHI Pvt. Ltd.

Jones, A.J. (1970). *Principles of Guidance*. New York: McGraw Hill Co.

Kaur, M. (2003). *Guidance & Counseling*, Kalia Parkashan.

Kochhar, S.K. (1989). *Guidance and Counseling in Colleges and Universities*. New Delhi : Sterling Publishers Pvt. Ltd.

Marhur, S.S. (2020). *Fundamentals of Guidance and Counselling*. Agra : Shri Vinod Pustak Mandir.

Mathewson, R.H., Myers., & George, E. (1976). *Principles and Techniques of Guidance*. New York : McGraw Hill Book Co.

Ohlsen, M.M. (1977). *Group Counseling {2nd ed}*. New York : Holt Rinehart and Winston.

Rao, S.N., & Prem, S. (2013). *Counselling and Guidance*. New Delhi : McGraw Hill Education Pvt. Education.

Reddy, G.L. (2016). *Guidance and Counselling (1st Ed.)*. Ambala Cantt, Harayana : Neel Kamal.

Siddiqui, M. H. (2014). *Guidance and Counselling*. New Delhi: APH Publishing

Corporation. Sidhu, H.S. (2012). *Guidance & Counselling (2nd Ed.)*. Patiala : Twenty First Century

Publications. Sinha, U. (2022). *Guidance and counselling*. Delhi : JTS Publications

Virk, J.K. (2010). *Educational, Vocational Guidance & Counseling (Hindi)*. Patiala : Twenty First Century Publications.

Online Resources

- www.gcoekmr.org/pdf/BEdCourseCode202_AllUnits.pdf
- <https://onlinelibrary.wiley.com/doi/pdf/10.1002/j.2333-8504.1969.tb00165.x>
- https://archive.mu.ac.in/myweb_test/ma%20edu/M.A.%20Edu.%20Guid.%20&%20Coun..pdf
- <https://www.slideshare.net/MyrelleBass/foundation-of-guidance-and-counseling>

(C) EVALUATION

External Examination

Time
Practical

60 Marks

3 Hrs
20

Internal Assessment	20 Marks
Attendance	10
Two Mid-term Examinations	10

(D) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 2 marks each which will cover the entire syllabus uniformly and carry 20 marks in all.

(E) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

GUIDANCE : CONCEPT, ASSUMPTIONS, OBJECTIVES & NEED

Structure

- 1.1.1 Objectives
- 1.1.2 Introduction
 - 1.1.2.1 Concept and Meaning of Guidance
- 1.1.3 Basic Assumptions of Guidance
- 1.1.4 Objectives of Guidance
- 1.1.5 Need of Guidance
- 1.1.6 Summary
- 1.1.7 Key Concept
- 1.1.8 Self-check Exercise
- 1.1.9 Suggested Questions
- 1.1.10 Suggested Readings and Web Sources

1.1.1 Objectives

After going through the lesson, the students' will be able to

1. Define the meaning of guidance
2. Explain the concept of guidance
3. Interpret the aims and objectives of guidance
4. Describe the need of guidance

1.1.2 Introduction

Historically, the term guidance has been used in the field of education to designate the assistance given to students in the solutions of the problems, that lie outside the area of classroom teaching situation.

For a decade of the previous century guidance has meant, to a large extent, the guidance of students in the area of vocational problems.

Guidance often implies vocational guidance. It is so because of two reasons. Firstly, guidance was launched as vocational guidance in the city of Boston in U.S.A. in 1908 by Frank Parsons. Secondly, the society is chiefly interested in the vocational guidance of its members. S. Lynd has remarked, "One's job is a watershed down which the rest of life tends to flow." Nevertheless, we need not confuse guidance with vocational guidance. Apart from vocational guidance, it implies several other types of guidance as well.

i) Historical Background :

The whole of the Indian society was divided into four classes, like Kshatriya, Brahmin, Vaishya and Shudras. Shudras were not entitled to education. The upper three castes were educated in accordance with their assigned duties. Education, in a strict sense was only continued to Brahmins. Therefore, there

was hardly any question of providing guidance. In the Muslim period, education was given in Mosques and Madrasa. It was mostly a religious nature, there was hardly any kind of guidance provided to the students as regards the selection of courses of study. In British, there were no guidance services up to the end of nineteenth century. The guidance movement gained impetus in the twentieth century. The development of the movement may be conveniently divided into the two wide phases.

1. 1900 to 1947 (Pre-Independence Period)
2. 1947 to the present period (Post Independence Period)

1. Guidance from 1900 to 1947 (Pre-Independence Period) As a matter of fact, the actual guidance movement was introduced in the second decade of the previous century in the year 1915. In India the beginning was made by Dr. G.S. Bose of Calcutta University, who for the first time opened the applied psychological laboratory in the Department of psychology of the University. The Department of Applied Psychology did pioneer work by using mental testing tools in India. They experimented in providing vocational guidance on the basis of testing.

The next in the development of the guidance movement in the establishment of Batliboi, Vocational Guidance Bureau by Mr. S. R. Batliboi in Bombay in the year, 1941. The Bureau developed and standardized some aptitude tests for use in guidance. It introduced the concept of scientific guidance and aptitude testing in the city of Bombay.

The next important development was establishment of an institution of Psychological research and service in 1945 in the University of Patna. The department not only provided educational and vocational guidance to college students but also offered assistance to persons in meeting their social and personal problems. It is necessary to handle the personal, educational and vocational problems of our youth. State governments, universities and private agencies are doing their best to provide guidance services. The guidance services as they exist today do not cater to the needs of masses who really need assistance in selecting educational and vocational courses. There is a great need to strengthen our guidance services to meet the demands of students.

Parsi Panchayat started a vocational guidance bureau (1947) in Bombay with the psychological tests, books and other testing materials. The bureau

performed excellent services to the locality of all communities by providing vocational guidance services. The bureau laid specific emphasis on counselling and individual work. Dr. H.P. Mehta, its director, started the publication of a journal vocational and educational guidance. The greatest landmark in the development of the guidance movement was made by the U.P. Government by establishing Bureau of Psychology at Allahabad in 1947. It started providing educational and vocational guidance to the students of high schools and intermediate colleges in the state. The bureau also started a diploma for graduate of Psychology in Educational and Vocational Guidance.

2. From 1947 to Present Period (Post Independence Era):

Maharashtra and Gujarat started a guidance bureau in 1950 to cater to the needs of the school going children. The bureau emphasized the importance of collecting and disseminating occupational information and to train the guidance personal to effectively manage the guidance services in schools and community.

The Secondary Education Commission was appointed in the year 1952 to study the conditions of secondary education and to make recommendations for its improvement. The commission emphasized the importance of guidance in schools. The Government of India established a central bureau of educational and vocational guidance in 1954.

According to S.S. Chauhan, keeping into consideration the importance of guidance the All India Educational and Vocational association was formed in 1955, to coordinate the work being done in different states. The guidance movement is gaining grounds in our country. There is great wastage and stagnation in our educational system right from primary to university level. The guidance services will certainly reduce the amount of wastage and stagnation. Now the point is, what is guidance?

1.1.2.1 **Concept and Meaning:**

To guide means to indicate, direct, manage or steer. Thus, the guidance worker or counsellor is viewed as one who directs or steers children into or away from certain occupational or educational pursuits. This viewpoint, however, does not convey the exact meaning of guidance. In general, guidance implies help of a personal nature to an individual rather than merely steering or directing him. Guidance is the assistance given to individuals in making intelligent choices and adjustments.

Definitions of Guidance :

A large number of definitions of guidance are available. Let us examine some more representative ones of them.

According to Good "Guidance is a process of dynamic inter personal relationship designed to influence the attitude and subsequent behaviour of a person."

"Guidance involves the difficult art of helping boys and girls to plan their own future wisely in the full light of all the factors that can be mastered about themselves and about the world in which they are to live and work." Quoted by Indu Dave in a paper 'The initial interview' published in 'Siksa' October, 1958.

According to Kitson, "Guidance is an attempt to individualize education. Each pupil should be helped to develop himself in the maximum possible degree in all respects."

Secondary Education Commission defines guidance as, "It involves the difficult art of helping boys and girls to plan their own future wisely in the full light of the factors that can be mastered about themselves and about the world in which they are to live and work."

1. According to Crow and Crow, "Guidance is assistance made available by competent counsellors to an individual of any age to help him, direct his own life, develop his own point of view, make his own decision and carry out his own burdens." This means that guidance is a help provided to any individual so that he understands himself better and is well adjusted. It is a help given to an individual with the aim that eventually he can help himself.

2. A.T. Jones states, "Guidance involves personal help to promote the growth of an individual in self-direction. The help may be given either to the individual or to the group." The key word in this definition emphasizes that guidance is help of a personal nature.

3. Hill states guidance may be defined as "that aspect of educational service which seeks to help the individual child to understand himself, his environment and its demands, and to bring reasonable harmony between the two." 4.

According to Traxler, "At any level, guidance implies that the individual attains self-direction just as fast and as far as his mental, social and emotional ability permit. Guidance of the younger or less mature individuals, of course,

calls for closer direction than does guidance of the older or more mature individuals. The term guidance, moreover, aptly applies to working with an individual all along the lines from early childhood into adulthood." Traxler analyses guidance as under:

- (i) Recognition and understanding of the individual.
- (ii) Creating conditions so that the individual can develop his capacity fully.
- (iii) Enabling the individual to achieve maximum self-guidance and security in economic and social life.

5. Shertzer and Peters present a more comprehensive definition, representing a modern viewpoint of guidance. They emphasize that "guidance places emphasis upon realistic self-appraisal, rational planning, preparation for alternative, individual problem-solving, and the analysis of one's social interactive processes."

6. Hamrin and Erickson, "As the aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his personal situation and to plan his future in line with his interest, abilities and social needs."

7. Lefever : is of the opinion "Guidance is that systematic organized phase of the educational process which helps youth in his power to give point and direction to his own life, to the end that he may gain richer personal experiences while making his own unique contribution to our democratic society." Conclusively, we may say that guidance is assistance of a personal nature given to an individual so that he can help himself. It is a lifelong process and leads to self discovery and self-direction. It is fundamentally a preventive function. Its focus is on helping the student realize and actualize his best self rather than on solving isolated problems. It is a professional, function involving scientific techniques and produces for analyzing the problems and helping the individual to solve the problem.

1.1.3 Basic Assumptions of Guidance:

Basic assumptions of guidance are given below.

- (i) The differences between individuals in the native capacity, abilities and interests are significant. Every person is a unique individual because of his own patterns. Native abilities are not usually specialized.

- (ii) Varied type of Educational, Vocational and Social opportunities have to be selected.
- (iii) Individual development and progress can be predicted to a great extent with the help of intelligence, attitude, interests and achievement tests.
- (iv) Variations with in the individual are significant.
- (v) Many important crisis cannot be successfully met by young people without assistance.
- (vi) The school is in a strategic position to give the assistance needed.
- (vii) Guidance is not prescribed but aims at progressive ability for self-guidance.

1.1.4 Objectives of Guidance :

Erickson has listed such objectives of guidance as making case study of individuals, providing information about educational and vocational avenues, giving counselling, helping in the placement of individuals after schooling and lastly follow up of the work done in guidance programme. In fact, he has mentioned all the services, that guidance programme offers, among the purposes of Guidance.

Under the heading, "Functions of Secondary School Guidance Programme," Mc Daniel and others have listed the following three objectives of any organized guidance programme.

1. To assist the individual student to achieve an understanding and increasing degree of maturity in working towards the solution of his varied personal adjustment problems. When the problems arise, with the help of guidance, the young man must be able to solve these problems.
 2. To assist the school staff in securing, interpreting and using information concerning the characteristics, needs and opportunities of the students.
 3. To assist the school and its staff in understanding and working closely with the community they serve. This function can be performed through such activities as :
 - (a) Encouraging parent's participation in helping students solve problems and develop plans.
 - (b) Developing contacts with employers and young people
- In short, we can say. that guidance specifically aims at:

- (i) To understand the individual
- (ii) Helping the individual in making adjustments.
- (iii) Helping him in the development of personal abilities and potentialities.
- (iv) Helping the individual to develop personal autonomy and identity.
- (v) Improving school activities.
- (vi) Coordinating home, school and society.

1.1.5 Need of Guidance:

Guidance has three fold needs:

1. Adjustmental
2. Orientational
3. Developmental

Guidance is based on the assumption that human beings need help. Everyone need assistance at some time of his life. Some need it constantly and throughout their entire lives, while other to need it only on rare intervals. Younger people need it more than elders. Many situations arise in our life when important decisions with far reaching consequences have to be made. It is therefore of desirable that some agency should be there to enable the individual to prepare himself for such situation.

Various factors have been given in order to highlight the need of guidance. Factors determine the type of guidance. For the purpose of guidance in general, the factors are of two types as given by Myers:

1. Psychological Factors
2. Sociological Factors

1. Psychological Factors: Two sets of difference exist, i.e. differences among the individuals and different opportunities open to individuals. No two persons are alike. Hence the need of offering different individuals or different opportunities in education, vocation and other aspects of social life. In fact, the problem of matching individuals and jobs has become a very big problem. If this problem is not solved misfits in the jobs resulting in lower output will become a common phenomenon.

Psychological Factors :

The spirit of Reinold Neibuhr is to be developed in the individuals:

God grant me the serenity,
To accept the things, I cannot change,
The courage to change the things I can,
And the wisdom to know the difference.

2. Sociological Factors: There are several sociological factors, such as :

- (a) Conservation of Energy
- (b) Changing Conditions of Home
- (c) Lot of Leisure Time
- (d) Changing Moral and Religious Conditions
- (e) Changed Philosophy of Education
- (f) Expansion of the Educational Programme

(a) Conservation of Energy: Most of the people, if not guided or left to themselves, will become misfits in their life and in society and lot of human energy will go waste. This energy is to be saved and used for the betterment of society. Guidance is founded upon this principle of conservation of energy. Lives to be spent purposefully and this can be done with the help of guidance.

(b) Changing Conditions of Home: Those days are gone when the son of carpenter used to be carpenter when the industrial training of the child was carried out at home. For this, it is obvious, the parents played an important role. Those conditions have changed. Joint family system is breaking away and hence the parents influence has been considerably reduced. We are living in an age of specialization. Life is complex. It is mechanical and fast. Both the parents are working. Not much guidance is available to the child at home. Also, because of specialization and lack of education on the part of parents, the need of guidance, has become intense. The responsibility of the school, therefore, has greatly increased.

(c) Lot of Leisure Time: There can be no denying that fact we have a lot of leisure time at our disposal these days. This is due to scientific inventions. Where was the pressure cooker, refrigerator in olden days? Mechanical devices have greatly dispensed with human labour. The result is ample free time at our disposal. This has to be spent properly. Hence the need for guidance.

(d) Changing Moral and Religious Conditions: Moral and religious conditions have changed. We no longer go the temple priest to confess and seek solace. The hold of priest over people is no longer. Again, science too has reduced people's faith in religion. We no longer take troubles as the acts of God. As a result of fast life, tensions have increased. Problems have increased. How to remain adjusted. The answer is provided by guidance.

(e) Changed Philosophy of Education: A new philosophy of education has emerged which emphasis's the person rather than the subject matter as the centre of the learning process. Human needs, interests and problems, have become more important to teachers. It implies that the child should be given freedom to choose his own ways of life and his own activities. It requires an organized programme of guidance so as the child is helped to make long term aims and personal values.

(f) **The Prevalence of Democracy :** The leading objective of government is to clear the path of laudable pursuit to all, to afford an unfettered start and a fair chance of rise in life. The democratic government given equal chance to all the citizens to progress. All are to be treated as equals. Democracy requires that each individual should be respected. To ensure equality of opportunity, the schools have now to take the responsibility for helping student plan and progress towards their' educational and vocational plans, keeping in view individual differences among them.

(g) **Expansion of Educational Programme:** The new system of education has considerably broadened our educational programme. Students have to make a choice between curricular and vocational streams at +2 and +3 stages. A vast variety of courses and work oriented programmes are available to them. An adequate provision of guidance can help them in making wise planning and sound decision.

All this shows that guidance is our fundamental need and that it must be provided at all stages of education and throughout the life.

1.1.6 Summary :

The movement of guidance was started in second decade of the previous century in year 1915. Dr. G.S. Bose of Calcutta University, for the first time, opened the applied psychological laboratory and worked by using mental testing tools in India. In the year 1941, Mr. S.R. Batliboi a private person, in Bombay opened vocational guidance bureau. In 1947. vocational guidance bureaus were opened in Bombay, Maharashtra and Gujrat. All India Educational and Vocational Association was formed in 1951.

Guidance is a systematic and well organized activity, guidance is a lifelong process, guidance is an interrelated activity, guidance deals with the whole individuals and emphasizes on self-direction etc.

1.1.7 Key Concept:

1. Guidance should not be confused with only vocational Guidances which is just one type of Guidance.
2. Guidance has been defined in several ways. It has been examined as a verb. Guidance means to steer, to direct, to lead. In simple words, it is a sort of help which enables the individuals to help himself.
3. The essential elements of guidance are:
 - (i) It is complex process.
 - (ii) It is life long process.
 - (iii) It is help of a personal nature.

4. Need of Guidance is for three purposes:

- (i) Adjustment
- (ii) Orientation
- (iii) Developmental

1.1.8 Self-check Exercise

1. Guidance is a lifelong process. (yes/ No)
2. Guidance can be given to all. (yes/ No)
3. Guidance is a complex process. (yes/ No)
4. Guidance helps in improving school activities. (yes/ No)

1.1.9 Suggested Questions

1. What do you understand by the term 'Guidance'? On what assumptions it is based.
2. Trace the history of Guidance? Its Objectives and Needs.

1.1.10 Suggested Readings and web sources

1. Traxler : Principles of Guidance
2. Jones : Principles of Guidance
3. Bengalee, M. : Guidance and Counselling
4. Safaya, B.N. : Guidance and Counselling
5. Sodhi, T.S & S.P. Suri : Guidance and Counselling
6. Egyankosh.ac.in
7. Wikedia.com

TYPES OF GUIDANCE: EDUCATIONAL, VOCATIONAL AND PERSONAL:
THEIR MEANING, OBJECTIVES AND NEED

Structure

- 1.2.1 Objectives
- 1.2.2 Types of Guidance
- 1.2.3 Summary
- 1.2.4 Key concept
- 1.2.5 Self-check Exercise
- 1.2.6 Suggested Questions
- 1.2.7 Suggested Books and Web Sources

1.2.1 Objectives:

After going through the lesson, the students will be able to:

- 1. Know about different types of guidance
- 2. Learn about the objectives of different types of guidance
- 3. Understand the need of different types of guidance

1.2.2 Types of Guidance :

Guidance is of various types. At different stages of the development different thinkers have given their different views on it. Some authorities are of the view that Guidance is of 56 types. Others say that it is of 17 types. Still other limit the types of five, namely, Educational, Vocational, Personal, Civil and Moral and Leisure types Mainly, however, there are three important types of guidance; Educational, Vocational and Personal.

Jones, Brewer and Patterson have given different types of guidance. According to Jones, types of guidance are as under

- (i) Vocational guidance (ii) Courses, curriculum and school guidance (iii) Civil and moral guidance (iv) Leisure time and cultural guidance (v) Guidance for citizenship. (vi) Guidance for personal wellbeing (vii) Guidance for right doing (viii) Guidance in thoughtfulness and co-operation (ix) Guidance in wholesome cultural action.

According to Patterson, five types of guidance are: (i) Educational (ii) Vocational (iii) Personal (iv) Health guidance (v) Economic guidance.

In the ultimate analysis guidance may be grouped into the three major categories as: 1. Educational Guidance 2. Vocational Guidance 3. Personal Guidance

Now we will discuss these three types of guidance.

I. Educational Guidance

Educational guidance is aimed to aid students to their problems related to different levels of education. From primary to university level, Students differ as regards the

intellectual abilities and interests. They are guided to select courses in accordance with their intellectual abilities and interests. So that after completing formal education they may effectively adjust in their environment.

(A) Meaning

In the words of Brewer, "Educational Guidance may be defined as a conscious effort to assist in the intellectual growth of the individual. Anything that has to do with instruction or with learning may come under the term educational guidance."

According to Myers, "Educational Guidance is a process concerned with bringing about between an individual pupil with his distinctive characteristics on the one hand, and differing groups of opportunities and requirements on the other, a favourable setting for individual's development or education.

According to Jones, "Educational Guidance is the assistance given to the pupil in their choices and adjustment with the relation to schools, curriculum, courses and school life."

According to this definition, Educational Guidance may include guidance in the following matters.

How to study, using common tools of learning, adjusting school life to other activities, learning to speak, interview, taking examinations, using libraries, and making important decisions at each of the cross roads in life.

Educational Guidance does not merely end with telling a child which course to take. It is to see him through that course.

Ruthstrang observes that Educational Guidance is a programme concerned with such questions as:

- (a) What is this boy or girl for?
- (b) What kind of education will reveal his capacities and help him to develop himself?

In fact, as Traxler has pointed out, educational guidance is vitally related to every aspect of the school. The curriculum, the methods of instruction, disciplinary procedures, attendance, the extra-curricular activities, the health and physical fitness programmes and community relations.

(A) Objectives of Educational Guidance :

In Educational guidance there is emphasis on the educational and social development of the student so that he is able to achieve healthy adjustment, social relationships and economic prosperity as well becomes a good citizen. Crow and Crow have given the following aims of educational guidance at high school level: -

1. Select the curriculum that best fits abilities, interests and future needs of the student.
2. Develop work and study habits that enable him to achieve satisfactory success in his studies.

3. Gain some experience in learning areas outside the particular field of his special interests and talents.
4. Understand the purpose and the function of the school in relation to his needs.
5. Discover all that his school has to offer and plan a programme of studies accordingly.
6. Learn about the purpose and function of college or school he may wish to attend later.
7. Elect, try out courses or expletory courses in order to gain insight into learning areas that still lie ahead.
8. Participate in out of class activities in which he can develop potential leadership qualities.
9. Appraise his fitness for continued study in a college or other school or in a particular vocation.
10. Develop an attitude which will stimulate him to continue his education in a school selected for its worth to him in relation to his talents and training.
11. Adjust to the curriculum and the life of the school.

(B) **Need of Educational Guidance :**

The following are some of the reasons due to which educational guidance is essential or is needed by pupils.

1. **Choice of Courses:** Educational guidance is not needed if only one type of course is taught in the school. But when a number of courses are taught, pupils have the opportunity to choose one or other courses. For making an audicious higher secondary education or to go in some vocational course, educational guidance is a must. We proudly boast of the new system (10+2+3) of education which offers a variety of courses. To help the child choose the right course, the course for which he is fit in the light of his aptitude, interest, and intelligence, educational guidance is a must. The success of the new system of education hinges on the care and freedom with which students are, guided in the choice of curricular offering.
2. **To Check Wastage and Stagnation:** As a result of the wrong choice of course many students leave the course mid-way or fail or attain low marks. This leads to wastage and stagnation. It also results in frustration. This is to be avoided and this is possible through proper educational guidance.
3. **Decisions about Future:** When the students have to plan for their future following completion of their course in the school, they need educational

guidance which alone will help pupils decide whether to go in for higher education or for training for some job.

4. For Exceptional Children: There is no denying the fact that in our schools, the teacher proceeds with the average student in mind. Exceptional children, especially the gifted and backward, remain un-attended or are not benefited by the class room teaching. If we are really interested in the welfare of each child, educational guidance is most essential. Exceptional children have to be attended to their potentialities recognized or their limitations taken care of. Plans of their education are to be made and implemented. Similarly, the other types of special children i.e. handicapped, mentally deficient, students with special types of disabilities need guidance the utmost.

5. Need of Making Adjustment in School or College : Adjustment to the educational environment is essential for the proper educational growth and wellbeing of children. The child enters the school directly from his home environment. Here he finds a very formal setting as compared to informal setting of home. He gets novel experiences which are sometimes strange to him. He needs to read, write, speak, obey, discipline, and participate in teaching-learning process. He has to appear in examinations. He has to participate in curricular and co-curricular activities. Hence he is in need of educational guidance.

6. To Realize Aims and Objectives of Education : Education aims at harmonious development of individual. If this aim is to be realized guidance in the field of education is essential. Abilities of children can be developed and utilized through educational guidance.

The need of educational guidance can be summed up in one sentence: "Different educational roads lead to different educational and vocational goals. We are to ensure through educational guidance that the child is on the right educational road."

II. Vocational Guidance: Vocational Guidance has been defined in several ways. Frank person wrote nearly eighty years ago on Vocational guidance. "The Vocational Bureau is intended to aid young people in choosing an occupation themselves for it, finding an opening in it find building up a career or efficiency and success."

National Vocational Guidance association of America, 1937 defined Vocational Guidance's as the process of assisting the individual to choose an occupation, prepare for it, enter upon the progress in it." Their General conference of International Labour Organization in 1949 described Vocational Guidance" as assistance given to an individual in solving problems related to occupational choice and progress with due regard for the individual characteristics and their relation to occupational opportunity."

Vocational Guidance is developmental process which begins in school and continues throughout the working life of the individual. It aims at fitting round peg in round

holes. Vocational guidance is related to increase maturity by to giving detailed and essential carrier information concerning different vocational avenues, understanding the requirements, demands, limitations of vocational development choosing a particular vocation in the light of one own needs, abilities and aptitudes.

At the same time vocational guidance is not to be confused with vocational education. Both terms are distinct. Vocational education may begin where vocational guidance ends.

Some authors have attempted to analyze the various definitions of vocational guide. They describe the following features of vocational guidance.

- (i) To give adequate information regarding the world of work.
- (ii) Help to make proper choice for the future vocation, and sharpen decision making skills.
- (iii) Get adequate training or preparation.
- (iv) Guides to achieve maximum success and satisfaction in the chosen vocation.

(A) Objectives of Vocational Guidance: Vocational Guidance basically emphasis's "choosing preparing for, entering upon, and making progress in an occupation." Hence the main aim of vocational guidance is to collect all information in regard to an individual. Discussing the aims of vocational guidance, Crow and Crow have stated the following as specific aims of guidance.

1. Assisting a pupil to acquire knowledge of the functions, duties, responsibilities and rewards of occupations that lie within the range of his choice.
2. Assisting a pupil to discover his own abilities and skills and to fit them into the general requirements of the occupation under consideration.
3. Assisting the pupil to evaluate his own capabilities and interests with regard to their greatest worth to him and to society.
4. Helping the individual develop an attitude towards work that will dignify whatever type occupation he may wish to enter. The important bases for choice should be personally achieves satisfactions and that will enable the learner to get the feel of several types of activities.
5. Assisting the individual to think critically about various types of occupations and to tell technique for analyzing information about vocations.
6. Assisting the mentally handicapped, the physically handicapped, or the economically handicapped to make that adjustments the will be best for them in their struggle for a fuller life for personal and social welfare.
7. Instilling in the pupil a confidence in the teachers and other guidance personnel that encourage him when he confers with them on personal and vocational problems.

8. Assisting the pupil to secure the necessary information about the facilities offered at various education institutions engaging in vocational training.
9. Providing information for the learner about the admission requirement, the length of training, and the cost of attend any institution of higher learning to which he may wish to graduation from high school in order to continue his vocational preparation.
10. Giving assistance during school years so that the individual will be able to adjust with the job to work conditions and to other workers.
11. Assisting each pupil to appreciate his right full place in a group of workers and to become a functional member of the team.
12. Altering the pupil to the long range training needed to become proficient in most lines of endeavor.
13. Cautioning each learner concerning fads shortcuts to vocational competency.
14. Helping the learner realize that success is purchased at the price of effort, and that satisfaction on the job derives from doing his work conscientiously and competently.

(B) Need of Vocational Guidance:

1. **Changed Scenario of Vocations:** Vocations have changed during the last few decades. The times are gone when son used to acquire the profession of father. The technical and scientific advancement have given rise to a complex world of work. Hence there is a necessity of guidance services for these varied jobs. In the process of modernization, Liberalization, industrialization. Guidance is also to prepare the students, to gain access to these occupations, which are yet to come up in the world of work.
2. **Problems of Unemployment:** Unemployment is the major problem of this country. So many graduates and post graduates are unemployed. One of reason is that they are not guided properly.
3. **Vocational Maladjustment:** The people who are not interested in teaching profession are working as teachers, who are not interested in medicine are working as doctors and so on. This vocational maladjustment is increasing frustrations and stress in society. Hence the need of vocational guidance.

Vocational Guidance is also needed to place the handicapped persons on the right job so that they are not lost to the society.

The movement of guidance was started in second decade of the previous century in year 1915. Dr. G.S. Bose of Calcutta University, for the first time, opened the applied psychological laboratory and worked by using mental testing tools in India.

In the year 1941, Mr. S. R. Batliboi in Bombay opened vocational guidance bureau. In 1947, vocational guidance bureaus were opened in Bombay, Maharashtra and Gujrat. All India educational and vocational association was formed in 1956.

III. Personal Guidance

The third kind of guidance is the personal guidance. It is concerned with the problems of health, emotional adjustment, social adjustment including recreation and leisure time activities.

(A) Definition of Personal Guidance :

Personal guidance may be defined as the assistance offered to the individual to solve his emotional, social, ethical and moral as well as health problems. Thus personal guidance deals with all those problems of an individual's life which are not covered under educational and vocational guidance.

According to Crow and Crow:

"Personal guidance refers to help given to an individual for better adjustment, the development of attitudes and behaviour in all areas of life."

(B) Objectives of Personal Guidance :

The objectives of personal guidance can be better understood if we keep in mind that personal guidance does not exclude social life of the individual. In personal guidance, the individual and social aspects of life and problems are taken into account. In his matter, personal guidance is concerned with social and civic activities, health and physical activities, worthy use leisure time and character building activities.

The purpose of personal guidance is to help the individual in his physical, emotional, moral, social and spiritual development and adjustment. As regards physical development play activities of children have to be properly organized. Emotional development of children has to be provided with opportunities for self-expression.

Our purpose of personal guidance is to help young boys and girls to solve their problems. Some problems are so highly personal in nature that the individual out of fear, shame or guilt is not willing to discuss these problems. In such a situation, he needs an individual in whom he can confide and seek clarifications of his problems. Some of the problems may pertain to health and emotions and others may be related to social and moral issues.

(C) Need of Personal Guidance:

Some of the needs as given by Crow and Crow are as follows:

- (i) To give the individual the assistance that will enable him to overcome the awkward years in physical development.
- (ii) To assist the pupil to become a good school citizen in his civic and social relations.

- (iii) To assist the pupil to move gradually from dependence on others to independence of judgement and action.
- (iv) To encourage the pupil to work to the limit of his capacity with full knowledge that he may not be as capable as other pupils.
- (v) To help the pupil to participate in social life through joining clubs and taking part in other school activities.

(D) Imparting Personal Guidance

Following steps are involved in imparting personal guidance:

1. Collection of Information :

Information data is collected from all aspects of the individual. His intellectual, social, emotional, physical, academic personality traits, interest and aptitudes are the various aspects from where data is collected.

2. Diagnosis of the Problem:

The analysis of the data is done. Ways and means of solving the problems are worked out. This is basically diagnosis.

3. Prognosis of the Problem:

Prognosis consists of visualizing extent to which the guidance personnel will succeed in solving person's problem. Guidance personnel visualizes the result of the guidance which he proposes to the individual in order to solve his problems.

4. Therapy:

Here the guidance personnel come forward with a satisfactory solution of problem. He tries to make the individual gain an insight into his problem. Different techniques which are used in therapy are suggestion, sublimation, rational persuasion, re-education, play therapy, change in environment, psycho-analysis and non-directive therapy.

5. Follow up Action:

After giving guidance it is essential to know that up to what extent the problems had been solved. Hence follow up is necessary, personal guidance is more or less incomplete without follow up study. Method of follow up studies is given below:

1. Card file method
2. Questionnaire method
3. Contact through letters.

1.2.3 Summary :

Educational Guidance, in the words of Brewer, may be defined "As to conscious effort to assist in the intellectual growth of the individual. Anything that has to do with instruction with learning may come under the term Educational Guidance."

Its need is felt because of such things as choice of courses out of a large number of courses made available in the school, of checks wastage and stagnation, enables to make decisions about future, and helps children in making adjustment.

Vocational Guidance is defined as, "the process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it."

Vocational Guidance is a long, continuous process which begins in the school and is needed throughout the working life of the individual.

Personal Guidance is needed because of such reasons as individual difference availability of large number of occupation, for personal and social problems, and the like.

1.2.4 Key Concept

Guidance is mainly of three types

1. Educational Guidance
2. Vocational Guidance
3. Personal Guidance

1.2.5 Self-check Exercise

1. Guidance is of _____ types.
2. Educational guidance is need for choosing _____.
3. Vocational guidance is to give adequate information regarding the _____.
4. The purpose of personal guidance is to help the student in his social, _____, moral, emotional and spiritual development.

Answers 1. Three 2. Courses 3. World of work 4. Physical

1.2.6 SUGGESTED QUESTIONS

1. Discuss various types of Guidance ? Explain their importance.
2. What is the meaning .of Educational Guidance ? Discuss its need in detail.
3. What do you mean by Vocational Guidance? Discuss its need in detail.
4. What do you mean by term "Personal Guidance ?" Discuss the steps in imparting personal guidance.

1.2.8 Suggested Books and Web Sources

S. K. Kochar : Educational and Vocational Guidance in

Secondary School

S. B. Kakkar : Educational Psychology and Guidance

J. S. Walia : Foundations of Educational Psychology

Sitaram Jayaswal : Guidance and Counselling

Kanwarjeet Singh	:	An Introduction of Educational Psychology and Guidance
S. S. Chauhan	:	Principles and Techniques of Guidance
Shertzer and Stone	:	Fundamentals of Guidance
S. K. Kochhar	:	Guidance in Evaluation (Punjabi)
T. S. Sodhi and S.P. Suri	:	Educational and Vocational Guidance (Punjabi)
Meenakshi Sharma	:	Educational and Vocational Guidance (Punjabi)

Wikipedia.com

Egyaankosh.ac.in

Structure

- 1.3.1 Objectives
- 1.3.2 Meaning of Understanding the Individual
- 1.3.3 Major areas of individual's life to be understood
- 1.3.4 Difficulties in understanding the individual
- 1.3.5 Testing Techniques
 - 1.3.5.1 Psychological Tests
 - 1.3.5.2 Test of Intelligence : Their nature and assessment
 - 1.3.5.3 Test of Aptitude : Their nature and assessment
 - 1.3.5.4 Test of Interest : Their nature and assessment
- 1.3.6 Summary
- 1.3.7 Key Concept
- 1.3.8 Self-check Exercise
- 1.3.9 Suggested Questions
- 1.3.10 Suggested Readings and Web Sources

1.3.1 Objectives

After going through the lesson the students will be able to:

1. Learn the meaning of understanding the individual
2. Know about major areas of individual's life to be understood
3. Understand different testing techniques and its uses.

1.3.2 Meaning of Understanding the Individual:

The individual's life is getting complex day by day. The individuals have to face many types of problems, and difficult situations. Understanding an individual is dependent upon knowledge of how he acts in different situations. This understanding may come from observations by those who know him in school, at home or in the community. So there is a need of guidance. For providing guidance there is a need for the understanding of the individuals. There are major areas of guidance like educational institutions, vocational institutions, home environment, religious situations and Health status etc. To give a programmed guidance to any individual there is need to understanding the individual.

1.3.3 Major areas of individual's life to be understood:

1. Educational Institutions
2. Vocational Places
3. Home Environment

4. Religious Situation
5. Health Status
6. Sexual Guidance

1. Educational Institutions:

Educational Guidance is concerned with the assistance given to pupils in their choices and adjustments with relation to schools, courses and school life problems. So educational institutes are important areas of guidance in making their choices and to enable them to make proper adjustment with school programme. Education, therefore, is an important guidance area.

2. Vocational Places:

Every vocation requires certain educational and professional qualifications and preparation and only those having the specific qualifications can succeed in it.

3. Home Environment:

Students wish to be effective as individuals in society. They have to sit with classmates, they do not like to be guided in social behaviour relationships making new friends and becoming leaders in their own groups. Students in schools come from heterogeneous, linguistic and socio economic backgrounds. There should be an arrangement to give adequate direction for their proper social adjustment. Students need guidance for the right choice of a life partner. The principle of child development has long suggested that the child's interaction with his parents is an important determinant of his total behaviour.

4. Religious Situation:

Religious situation is an important area of guidance of any individual's life Science has reduced people's faith in religion, yet there is need to understand the individual religious situation.

5. Health Status:

Health status is also an important area of understanding of individuals. Society has a special stake in the health and physical well-being of its students. A sound mind can only be possible in a sound body for which the pupils have to guide in the knowledge and practice of good habits and ways of improving their physique.

6. Sexual Guidance:

Sex Guidance is a new and very important area of guidance. Students need information on sex for which their parents are not well equipped. It has still more importance in the light of deadly diseases like Aids. Education programmes have to be so planned that the sex urge in the students finds healthy outlets.

1.3.4 Difficulties in Understanding the Individual:

The human being is a complex organic unit. He is "more than sum of all his parts." We can gather the information about his family, personality traits and his experiences-

and still not understand him. In order to understand a person in the real sense we have to put ourselves in his place but at the same time have to remain impersonal.

The nature and attitudes of the individual are ever changing. By the time the data are detained and recorded, the persons get changed. Although this data shows a developmental picture about the individuals, yet it does not tell what he is now.

To secure meaningful understanding of an individual is a very difficult task. At times parents, teachers and peers of the individual fail to understand him fully well. They rely on the information fed by others and develop a hatred for the particular individual. These prejudices acts as barriers in understanding the individual.

1.3.5 Testing Techniques: Techniques in order to understand an individual some non-testing techniques like interview, questionnaire, rating scales and personal records etc. are implied. In implying these techniques, guidance experts or counsellors are required who are very difficult to get. Again because of intensely personal nature of our lives, some people especially the younger lot are reluctant to reveal themselves. Hence these techniques rather than helping us in understanding the individual become barriers in our way.

Psychological tests are also used to understand the individual. The world is moving at a very fast pace and we don't have both experts and time to cater to needs of each and every individual. Hence it is a very difficult task to understand each and individual.

1.3.4.1 Psychological Tests:

A Psychological Test has been defined in different ways. According to Anastasi. "It is essentially an objective and standardized measure of a sample of behaviour." Freeman says, "A psychological test is a standardized instrument designed to measure objectively one or more aspect of a total personality by means of samples of verbal or non-verbal response, or by means of other behaviours." The psychologists have an opinion that the psychological test is a pattern of selected and organized responses which will reveal certain psychological characteristic of the person.

*** Characteristics of a Good Psychological Test:**

A good psychological test should have the following characteristics:

1. Validity
2. Reliability
3. Objectivity
4. Standardization
5. Norms
6. Simplicity

7. Economical

8. Interesting

* Need of Psychological Tests in Different Areas of Guidance: Man being a complex individual has different traits such as intelligence, interests and aptitudes. With the background of all these differences, the individuals have to make various choices. To help him there is a need for some objective measurement in the form of psychological tests of different types. The psychological tests in different areas are supposed to meet the following needs:

1. To help students at critical points when they have to make a decision. For example, the single factor that Tinku's parents want him to go in for architecture. Tinku's choice is in favour of architecture. But if the quantitative data is also available signifying the capacity of Tinku to go in for architecture, the situation becomes more clear and satisfactory decisions can be arrived at. Psychological test can help a pupil to decide whether he should continue his studies or start the business.
2. The test enables the counsellor to uncover as many promising opportunities as possible for the counsellor. It is not enough in a guidance setting to know that Kuldeep has aptitude for medical studies if he has also the potential of an electronics engineer. Kuldeep and counsellor need to know that too. It is important that a number of psychological tests be used to uncover as many promising opportunities as possible to enable the counsellor to make a choice based on knowledge.
3. The test helps teachers to adapt teaching to the needs of students. If the teacher objectively assesses the interests and capacities of the students with the help of psychological tests, he can adapt his teaching methods to their needs. He can also differentiate between the slow learners and under achievers and can help them accordingly.
4. Students in the universities, colleges and schools have to decide about courses, co-curricular and curricular activities. Many decisions in fact, may be made on the basis of chance, situational factors. Psychological tests can be used to provide some additional basis for a decision.
5. The tests help in the selection of students for special schools, for the award of scholarships for residential schools like Navodaya school to which children from the weaker sections of society can be admitted. This can be found with the help of psychological and standardized achievement tests.
6. Some colleges provide individual counselling for pupils with respect to their educational and vocational plans. Many colleges also provide some

sort of clinical service for maladjusted students. Counsellor uses the meaningful and relevant data obtained from the tests as a partial basis for the client centered interviewing and clinical judgements.

7. The tests help in the selection of students for admission to special institution like the National Defense Academy, Indian Military Academy, Naval Academy, Air Force Academy, Armed forces etc. There is also a number of professional colleges and institutions where psychological standardized achievement tests are used for admission to these institutions.
8. The tests can be used to help establish homogeneous groups with in elementary and secondary school system and college set ups. The placement in class appropriate to the student's potential can accelerate development and improve self-concept.
9. The tests help in the distribution of guidance personnel in various branches of services.
10. The tests help in the psychological diagnosis of students. In any school or college there are numbers of students who have emotional 'problems, which effect their learning ability.
11. The tests help the teachers in dealing with educational and behavioural problems.
12. The tests help in the treatment of psychiatric problem. When a patient comes to a mental hospital clinic, it is essential to find out the type of person he is and the way he responds to the treatments. Psychological tests can be helpful in taking this crucial decision.

According to Kochhar, carefully constructed and wisely administered psychological tests can provide good measures of the liabilities, interests, attitudes, aptitudes and personally traits. They can help in diagnosis and prediction, selection and classification and can be of immense use in many situations and jobs.

* **Limitations of Psychological Tests :**

Psychological tests are good instruments for measuring human trait. Limitations of psychological tests are given below:

1. Human behaviour is often subtle and the psychological force motivating or influencing persons in a test situation may be elusive and difficult of evaluation.
2. It is not possible to determine the inherent difficulty of an item in psychological tests terms of the constant units as it is possible to find the length or weight of any pupil. No direct measurement and comparisons are possible in psychological tests.
3. Classification by ability measures proves detrimental. The classification labels of bright and average based on psychological test go through

the school and college career of individual. According to Murphy, "The struggling and starvation go on in school hospitals, clinics, family. Wherever we freeze our expectations a child's potentialities. Judgements are too often weighted on the negative side."

4. The quantitative data of psychological testing are not as definite precise and uniform as the data of physical measurement. Also the interpretation of test findings is quite difficult.
5. The test gives a partial view of the student's capacity. Many psychologists are of the opinion that testing fosters limited conception of ability, achievements and personality. They feel the tests are based heavily upon verbal and quantitative skills that not encompass all types of achievement needed in our society.
6. Psychological tests respect cultural background of special class. Hence are valid and reliable instrument for measuring ability, achievement and personality. No wonder children bred in culturally different environment, are penalized because their experience limit the effectiveness in a test situation.

* **Uses of Psychological Test:**

According to Kochhar, the usefulness of psychological tests depends upon their proper implementation which implies proper selection, careful administration, objective securing and sensible interpretation.

1. Selection of Tests:

A great care needs to be exercised in the selection of psychological tests. Test should be, chosen which help in the achievement of the objective and are suitable to the level of the testees. These should be valid, reliable, standardized on a fairly good sample, and should have proper norms. They should also be simple, economical and interesting. It needs to be properly understood that norms of the test once worked out are not applicable for all times to come. These needs to be revised periodically. It becomes still of greater importance in the light of social changes which are fast coming up.

2. Administration of Tests :

Administration counsellors expect to use the results of the tests of on influence the life long careers of the testees. Nothing less than first class administration of a psychological test is fair to testees.

3. Rehearsal of Procedure:

The procedure needs to be rehearsed with one or more trial subjects. The best method for a teacher who intends to give the test to his pupils is to give the complete test for practice to another teacher or some pupil who will not be included later in the test. Such an experience equips the teacher to administer the test

without difficulties. They should observe the pupils from various points in the room and promptly respond to help in case pupils have difficulty in following the directions.

4. Place:

The room in which the tests are to be administered should have adequate light. The temperature should be comfortable and the room well-ventilated. It should be free from noise and distraction and have sufficient seats and working space for the subjects.

5. Time:

Testing should be scheduled at times when students are fresh and alert and when interesting activities are least likely to occur. The morning time is suggested if half day sessions are to be used.

6. Testing Conditions:

Establishment rapport is one of the necessary parts of testing procedure. As far as possible, the examiner should make sure that the testees are ready to put in the maximum work.

1.3.4.2 Test of Intelligence : Their Nature and Assessment : The term intelligence is vague and ambiguous in its meaning. Different psychologists have been interpreting it in different ways and are in disagreement on the meaning of the term.

Dictionary meaning of intelligence is "the capacity to acquire and apply knowledge." The most general definition stresses versatility (for flexibility) of adjustment. Some psychologists define intelligence as ability to carry on, abstract thinking. Freeman (1963), in his book, *Theory and Practice of Psychological Testing* has classified the definitions of intelligence into three groups or types:

The first type of definitions emphasizes adjustment and adaptation of the individual to his environment. The individual is intelligent if he is able to meet the demands of the situation and to bring about changes in his mode of life in order to adjust socially.

The second type of definitions emphasize the learning ability of an individual. The more intelligent the individual is, the more readily and extensively he is able to learn.

In the third category of definitions, emphasis has been given on the ability to think in abstract terms, i.e. it calls for the use of concepts, symbols, signs.

Vernon's Classification:

Vernon classified definitions of intelligence under three broad categories: Biological, Psychological and Operational.

Biological Approach: It emphasizes the adaptive nature of human beings.

Intelligence, according to this approach, is the capacity to adapt relatively in new situations of life.

Psychological Approach: According to this approach, intelligence is an innate, general cognitive ability.

Operational Approach: Operational definitions are important to understand the concept of intelligence in clear and definite terms.

Thorndike's Classification: Thorndike too has classified it into three categories which are as follows:

(a) **Concrete Intelligence:** It is intelligence in relation to concrete materials. It is the ability of an individual to comprehend actual situations and to react to these adequately.

(b) **Abstract Intelligence:** It is the ability to respond towards numbers and letters. All tests of intelligence which require manipulation of symbols are tests of abstract intelligence.

(c) **Social Intelligence:** This means stability of an individual to react to social situations in the daily life. Adequate Adjustments in social situations is the index of social intelligence.

Now, let us examine some specific definitions of intelligence. According to Alfred Binet, Intelligence is judgement or common sense, initiative, the ability to adapt on self and again, "To judge well, understand well, reason well-these are the essentials of intelligence."

His definition refers to the following qualities

1. Concentration of attention
2. Ability to adjust in a new environment
3. Faculty of self-introspection (Auto criticism).

According to Terman, "Intelligence is the ability to think in abstract terms". Besides, it refers to the following aspects:

1. Understanding inter relationship between various things concerned.
2. Ability to solve problem.

Colvin defines intelligence as the "ability to learn and adjust the environment."

According to Cyrill Burt, "Intelligence is the capacity for flexible adjustment."

Freeman feels that "Intelligence is general mental ability to carry on abstract thinking.

Spearman observes, "Intelligence is the ability to discriminate or perceive differences."

Thorndike regards intelligence as the sum total of specific abilities.

Wechsler: According to him, "Intelligence is the aggregate or global capacity of

the individual to act purposefully, to think rationally and to deal effectively with his environment."

Stoddard, presents a comprehensive description of the intelligence. According to him, "intelligence is the ability to undertake activities that are characterized by (i) difficulty (ii) complexity (iii) abstraction, (iv) economy (V) adaptiveness to a goal, (vi) social value and (vii) the emergence or originality, and to maintain such activities under conditions that demand a consideration of energy and resistance to emotional forces.

Boring was dissatisfied by a number of definitions of intelligence and remarked that intelligence is what intelligence tests, test."

On the basis the different views about the intelligence, we may conclude that intelligence is a function. The behaviour that results from the degree of successful functioning of this elusive combination of the elements of mental capacity would seem to give a measure of an individual's intelligence.

It may further be inferred from the views highlighted above that intelligence is a capacity to think. It is not knowledge but capacity to acquire knowledge and capacity to think. It is a native and inherited capacity.

It gist, it may be generalized that:

- (i) Intelligence is an innate natural power.
- (ii) It differs form individual to individual.
- (iii) It helps the individual in learning things and making adjustments.
- (iv) Environment training or education affect intelligence. ,
- (v) There are no sex differences in intelligence.
- (vi) There is close relationship between intelligence and knowledge, intelligence and ability.

B. Theories of Intelligence:

It will be desirable to consider a few theories of intelligence which have been helpful in the preparation of various mental tests. Each theory makes an attempt to classify various abilities which comprise intelligence, preparation of various mental tests. Each theory makes and attempt to classify various abilities which comprise intelligence.

Two Factors Theory:

Two Factors Theory was developed by an English psychologist, Charles Spearman (1923). According to him, intelligence consists of general ability that works injunction with special abilities. The general factor is symbolised by 'g' and the specific factor by 's'. The g factor is always the name for the same individual. The 's' factor varies from task to task. Different individuals differ both in their 'g' as well as in 's' factors. According to Spearman, every individual possesses general factors up to some

extent. The greater the amount of general factor in a person, the higher is his intelligence. Besides general factor, a person may have some specific factor or factors. Spearman recognizes general factor as intelligence

Characteristics of 'g'

- (i) It is universal inborn ability.
- (ii) It is general mental ability.
- (iii) It is constant in the sense that for any individual in respect of all the correlated abilities, it remains the same.
- (iv) The amount of 'g' differs from individual to individual.
- (v) It is used in every life activity.
- (vi) Greater the 'g' in individual, the greater is the success in life.

Characteristics of 's'

- (i) It varies from activity to activity in the same individual.
- (ii) Individuals differ in the amount of 's' ability. Different performance requires different amounts of 'g' and 's'. In Mathematics, more of 'g' is required whereas in Painting or Music more of 's' factor is required. Persons having more of 'g' and less of 's' fare well in life. Spearman showed that there is always a positive correlation between 'g' and 's' factors.

Thus the 'g' and 's' the factors are corner stone of the two factor theory of intelligence. Later, as a result of the statistical study of relationship, Spearman added a third factor group factor that functions in overlapping of factors.

Although Spearman's theory gained wide recognition, it also received criticism because of its emphasis upon inheritance of intelligence to the exclusion of the effects of environment influences upon an individual's intellectual abilities.

C. Thorndike's Multi-Factor Theory:

Multifactor theory of intelligence was developed by Thorndike an American psychologist. His theory stands in sharp contradiction to Spearman's two factor theory. He proposed that there are specific mental responses. Intelligence, to him, is nothing more than a convenient name for an almost infinite number of actual or potential specific connection between stimuli and responses. According to him, there is no general intelligence. Intelligence is a host of independent factors. Thorndike's theory is atomic theory of intelligence. He distinguished four attributes of intelligence.

- (a) Level-This refers to the difficulty of a task that can be solved.
- (b) Range-It refers to the number of tasks of a given degree difficulty that we can solve. In intelligence test, range is represented by items of equal difficulty.

- (c) Area-Area in test means the total number of situations at each level to which the individual is able to respond.
- (d) Speed-This is the rapidity with which we can respond to test item.

Thorndike constructed his test of mental abilities and it is known as CAVD test, Her

C	stands for	sentence completion
A	stands for	arithmetical reasoning
V	stands for	vocabulary
D	stand for	following directions.

It may, however, be noted that Thorndike does not claim that his test includes items pertaining to an aspects of intelligence.

D. Group-Factor Theory of Intelligence:

Intermediate between theories is of Spearman and Thorndike is the group factor theory given by Thurston . This led to the construction of the famous Chiacago test of primary mental abilities. According to this theory, there is a primary 'factor' operating in different mental activities of a common nature. Thurstone does not believe in a 'g' and 's' theory. According to him intelligence is composed of those primary mental abilities which are working in all tests.

These primary factors are relatively independent of one another and they are described low.

1. N-Number factors are which indicates the ability to do numerical calculation correctly and quickly.
2. V-Verbal factor which involves verbal comprehension.
3. S-Spatial factor which deals with a task requiring manipulation of an object correctingly in space.
4. W-Word fluency factor which deals with the ability to think of isolated words rapidly.
5. R-Reasoning factors dealing with a task requiring a subject to find out a principle or rule. It is called inductive reasoning factor.
6. M-Rote memory factor which involves the ability to memories quickly.
7. P-Perceptual factor is the ability to perceive objects accurately.
8. RD- Deductive reasoning factor-is the ability to make use of generalized results.
9. Problem solving ability factor-(PS) is the ability to solve problem independently.

Thurstone believes that a person uses in a combined manner all these abilities according to his need in doing or learning a work. However, some primary abilities prove more useful in some specific sphere or skill. There is no final number of primary factors.

This theory has greatly helped in providing such a conceptual framework as is useful in making tests of mental abilities, dealing with categories of mental activities.

E. A Few Other Theories of Intelligence:

- (i) Sampling Theory Intelligence developed by the British psychologist, Thompson is based on the fact that the mind has a number of independent powers of bonds.
- (ii) Hierarchical Theory of Intelligence propounded by Cyril *Butt*.
- (iii) Guilford's Theory of Intelligence.

1.3.4.2.1 Introduction of Test for Intelligence Testing

Test construction began with Alfred Binet's attempt to devise an instrument of measurement that could be used for identification of feeble minded children in French schools in collaboration with Simon. Binet devised a scale in 1905, "Binet Simon Scale." It was revised in 1908, 1911 and in 1916. This is an individual test of performance, and its scores were interpreted in terms of mental age.

In 1937, we had Merrill Terman revision of the test. It was last revised in the year 1961 when the concept of deviant IQ was introduced. The final revision has 129 questions and is suitable for age group 2-14 besides having four adult levels.

The construction of the 'Binet's Scale brought a revolution in psychological testing. His scale opened new extensive views of educational, vocational and social nature.

(a) The Wechsler Scales (1939)

With the increasing use of intelligence tests with adults there was, a great need for individual tests, standardized and constructed for adults. The Wechsler Believe Scale was published in 1939 for this purpose. The scale was revised in 1955. Wechsler constructed two tests each of which comprised of 10 or inter related sub tests classified into verbal and performance tests. The Wechsler Intelligence Scale for Children (WISC) is intended for ages five to fifteen. The Wechsler Intelligence Scale (WAIS) measures intelligence of adolescents and adults.

Intelligence testing in India is of recent origin. The first mental test standardized in India was an adaptation of the Binet Scale 1992. A large number of tests have appeared since then. Some of the notable ones include Group test of General Mental Ability by Jalota, Group Test of negligence by Paryag Mehta, Group Test of General Mental Ability by Hundal and Verbal Test of Mental Ability by Philip. Several individual and performance tests are also available.

(b) Use of Intelligence Tests in Studying the Individual for Guidance Purpose:

There is basic data about students that are needed if we are to understand and be able to assist them. Undoubtedly, the most important data are about the abilities of aptitudes of these students. Without knowing something about their potential, we cannot determine what to expect from them.

The original purpose for which intelligence tests were devised was to discover and identify the lower grades of intelligence, to separate retarded and backward children, so that the children could be given suitable educational guidance.

In the words of Taneja, "Measures of intelligence tell us deference's among individuals and those differences have practical importance of life, as predictors of success in school and college and occupation."

(c) **Predictive or Prognostic Value of Intelligence Tests :**

The predictive of prognostic value of intelligence tests is now widely accepted. Many progressive schools now use them to discover if the new pupils seeking admission is sufficiently equipped intellectually to profit from the school course.

(d) **Diagnostic Value of Intelligence Tests :**

Intelligence tests have a diagnostic value. They not only guide educational authorities but also help in guidance programme by finding out the causes of children's difficulties and maladjustments. Delinquents, children with temper tantrums or negativism, children who have difficulties with arithmetic or reading and the like have been helped on the basis of the data obtained from intelligence testing.

(e) **Intelligence and School Success :**

A number of studies have been conducted in the United States to see the relationship between intelligence and success in school and colleges. In all these studies, coefficients of correlation have been computed between intelligence tests scores and school marks. All these co efficient in correlation have been found to range between 50 or 60. It was concluded that students with superior intelligences have greater chances of success in academic subjects than those with average or inferior intelligence.

Intelligence Score and Occupational Level :

On the basis of the results of Army Alpha and Army Beta tests given to thousands of soldiers during World War I in the U. S. A. it was found that the medium scores of people in different occupations were different. Arranged in the ascending order in intellectual ability, labourers came at the bottom, and engineers at the top with people in other occupations in between. Professional group score high, unskilled traders and labourers score low and skilled traders score in between intelligence tests.

Similarly, it was found that the correlations of intelligence test scores and measures of job success are positive, though quite low.

(f) **Educational Guidance and Intelligence Tests :**

Intelligence tests are very useful in Educational Guidance. The child can select the subject, in the light of his I.Q. Intelligence tests results provide useful information to the person responsible counselling and for helping children with adjustment problems.

The essence of educational guidance is in providing for the children material for instrumentation which is suitable in content and to their level intellectual development."Information about scholastic aptitude of pupils helps a great deal in deciding what courses of studies to take likewise, how courses can be better adapted to their intellectually level. Viewed in terms of intelligence, some pupils may be better qualified for certain than for others.

" The intelligence tests are of great use in the schools. They help to discover whether a child is backward or dull or intelligent. It is to judge the intelligence of children without the use of mental tests. In the sphere of educational guidance, Intelligence tests can be employed for the purpose of: -

- (a) Selection of pupils for admission to various courses of study.
- (b) Prediction of scholastic success.
- (c) Detection of superior and inferior intelligence among pupils.

In the words of Dr. Taneja, intelligence test results can help the guidance worker in making the individual see the appropriate educational objective for himself. It can be decided whether he would plan for college and if so, what kind of college and courses to take.

(g) Individual v /s Group Tests

Individual Tests	Group Tests
1. Only one individual can be tested.	1. More than one individual can be tested.
2. Costly in terms of time, labour and labour money.	2. Economical in terms of time, and money.
3. Can be used for children as well as below adults.	3. Cannot be used for children the age of 9 or 10 years.
4. All personal and emotional factors can be taken into consideration because one individual is involved.	4. Examiner cannot take into consideration the personal and emotional factors because of bigger group.
5. Not objective and standardized as stand group tests. e.g. Koh's Block design test, Pass along test, Tracing a Mace, Picture completion test, Bhatia's Battery.	5. These are more objective and standardized. e.g. Group test of General Mental Ability by Jalota.

(h) Role of Intelligence Tests in Vocational Guidance : Intelligence tests can be used to provide vocational guidance at different age levels in various vocations.

In fact, educational guidance prepares the way for vocational guidance. Dr. Taneja rightly observes, "In vocational counselling, specialized ability measures play a greater role than intelligence tests. However, the information that intelligence tests furnish about the general intellectual ability of students is also of great value in counselling".

There was a time when vocational guidance was considered as primarily concerned with the choice of a vocation and the interest of guidance personnel was confined to understanding the use of intelligence in making appropriate choices and adjustments. But when guidance became a development process, educational guidance became equally important. Since job abilities parallel closely to educational abilities, it is only natural that a general intelligence measures holds valid for determining occupational level.

Summary :

A number of attempts have been made to define intelligence. Intelligence is a concept and not a thing. It is a capacity to do a thing and not an actuality. According to Wechsler, "Intelligence is an aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment. "Freeman, Thorndike and Vernon have classified intelligence into different types of groups.

Many theories of intelligence have been evolved. Important among them are:

- (i) Two factor Theory developed by Spearman. According to this theory, intelligence consists of general and specific abilities symbolised by 'g' and 's' factor respectively.
- (ii) Multifactor Theory of Thorndike which is based on the fact that intelligence is a host of independent factors. He developed his test of mental abilities known as CA VD test.
- (iii) Group Factor Theory of intelligence was given by Thurstone. According to his theory, there is a primary factor operating in different mental activities of a common nature.

Intelligence test construction began with French psychologist, Alfred Binet's attempt to devise an instrument of measurement. He devised a scale in 1905 with the help of Simon. This revolutionized the field of psychological testing. Thereafter a number of individual and group tests of intelligence came into being. They began to be used for all levels of age.

Educational success depends upon many factors besides the ability factor. Super and Crites have mentioned family, educational achievement, personality adjustment and motivation as important factors. A programme of guidance should take into consideration this totally.

1.3.4.3 Test of Aptitude: Their Nature and Assessment: A.

MEANING AND DEFINITIONS OF APTITUDE

Next to intelligence, Aptitude is considered to be another important characteristic of an individual which can predict the future success or failure of an individual in one occupation or area or occupations. It is asserted that aptitudes are related to vocational success as intelligence is related to success in general. Further, aptitudes play a very important role in the development of an individual.

An Aptitude is a special ability in an area or field of performance. There is, however, disagreement among authorities on the precise definition of aptitude. According to some person's aptitude indicates inherited capacity i.e., it is inborn. Others believe that it is the present ability or ease of acquisition. Is aptitude a unitary trait or a combination of traits? Let us refer to a few definitions of aptitude to make the position clear.

In the Dictionary of Education, Aptitude defined as a "pronounced innate capacity for or ability in a given line of endeavour such as a particular art, school subject or vocation."

Warren defines aptitude as, "A condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some knowledge, skill or set of responses such as ability to speak a language or to produce music."

According to Traxler, "Aptitude is a present condition which is indicative, of an individual's potentialities for the future."

Freeman has defined an aptitude as, "A combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge, skill or set of organized responses, such as the ability to speak a language, to become a musician, to do mechanical work."

Bingham views that, "Aptitude is a condition symptomatic of a person's relative fitness, of which one essential aspect is readiness to acquire proficiency-his potential ability and another is his readiness to develop an interest in exercising that ability."

This conception of aptitude implies not only ability to acquire skills, knowledge, attitudes necessary for success but also readiness to acquire these and develop interest in them.

According to a scientific definition of aptitude should provide for specificity, unitary composition facilities of learning and constancy. If we examine these four characteristics of aptitudes, we find that according to Super, aptitudes are specific in their nature, they are well composed and they provide facility to the individual in learning a new type to activity, and finally, aptitudes are stable.

B. Some Characteristics of Aptitude: On the basis of different viewpoints and definitions of Aptitude, we can refer to the following characteristics of Aptitudes:

1. Aptitude is an Abstract Noun: It is not a quality possessed by the individual, but an integrative part of his personality.
2. Aptitude is a present condition with future references. It is, symptomatic or indicative of potentialities.

Aptitude has predictive value. When we say that Radha has an aptitude for music we mean that her present condition or ability reveals that if she is to learn music, she will succeed in this line. Understanding of an individual's aptitudes helps us to know what he or she will do in future.

3. Aptitude implies more than potential ability in performance. It involves three things:
 - (i) Readiness to acquire proficiency in some skill, knowledge etc.
 - (ii) Ability to acquire proficiency in some skill, knowledge etc.
 - (iii) Satisfaction. from those activities after acquiring them.
4. Aptitude is a product of heredity and environment. In the words Traxler, "It should be clearly understood that aptitude tests measure a complex of innate tendencies and influence of training, and that there is no way of separating the influence of heredity and environment in the test results."
5. Aptitudes are fairly, constant or stable. But in the absence of favorable conditions and lack of practice, even the recognized aptitudes disappear. Thus variation occurs within the framework of environment factors.
6. An aptitude is not a unitary trait of human personality but a combination of various traits. In other words, aptitudes are pluralistic and not unitary. An individual has a number of mental characteristics and they can be identified through the application of factor analysis. Thus, it is accepted that an individual may have more than one aptitude.

(C) Aptitude and Intelligence:

Intelligence test, as they exist usually, test the general mental ability of an individual, but aptitudes are concerned with specific abilities. Therefore, where with the knowledge of intelligence of an individual we can predict his success in a number of situations involving mental function or activity, the knowledge of aptitudes, on the other hand, acquaints us with those specific abilities and capacities of an individual which give an indication of his ability or capacity to succeed in a special field or activity.

In the words of Crow and Crow, "A measure of an individual's general intelligence has predictive possibilities concerning the extent to which he may be able to succeed in a number of situations involving mental activity. Aptitude measurement given an indication of ability to success in a specific field special field or activity."

(D) Aptitude and Interest :

Usually, Interest and Aptitude go hand in hand, to get success in a given activity, a person has both aptitude for activity and interest in it. However, both may not be necessarily present simultaneously, it is possible that a person may have interest for a thing but no aptitude for it, for example a person may have interest in music but no aptitude for it. However, while selecting a person, attention is paid to his interest also.

In short, a Guidance worker has to give due weightage to the measure of aptitude as well as of interest, both are essential for the prediction of success of an individual in a given activity, job of course, of instruction. Bingham rightly remarks, "Interest is not only a symptom, it is the very essence of aptitude,"

(E) Aptitude and Achievement :

While Aptitude has future reference and tries to predict the degree of attainment to success of an individual in an area of activity after adequate training, achievement is past oriented. It looks of the past and indicates what an individual has learned or acquired in a particular field. But it should not be concluded that we can measure an individual's future accomplishment in any area of activity with the help of aptitude measurements. Aptitude tests, in all their forms, measure only the present ability or capacity of individual, which can be exploited for making prediction about his future attainments. The primary purpose of an aptitude test is to predict what a person can learn whereas the primary purpose of an achievement is to evaluate what a person has learnt.

(F) Measurement of Aptitudes:

Like intelligence test, various aptitude tests have been devised to measure aptitude of the individuals in various specific fields or activities. Tests for the purpose of discovering specific aptitudes have been constructed in large numbers and in various areas. The results of these tests have yields some degree of reliable prediction, especially in the areas of some manual or mechanical activities.

For many vocations, aptitude represents a complex ability so that it is very difficult to reduce it to objective measurement. Jones rightly observes. "An adequate aptitude would be one that would measure all the factors necessary for success, this is practically impossible. The determination of aptitude for any job would require test of specific abilities, personality, general mental ability, observations by skilled observes, and mental and physical records. "

A number of tests for measuring aptitude have been constructed by different authorities and psychologists which can be put into two groups:

1. Differential Aptitude Tests and
2. Specific Aptitude Tests

1. Differential Aptitude Tests (DAT) :

These are batteries of test (consisting of more than one set) standardized on the same population so that several tests are comparable.

The Differential Aptitude Test Battery, constructed by George K. Bennett Harold G. Seashore and Alexander G. Wesman, is designed to assess the fundamental intellectual ability namely (i) Verbal Reasoning (ii) Numerical Ability (iii) Abstract Reasoning (iv) Space Relations (v) Mechanical Reasoning (vi) Clerical Speed and Accuracy (vii) Language usage and (viii) Spelling and Sentences.

It was developed primarily for use in educational and vocational counselling of high school students. It specially helps the counselor to give help in career possibilities.

2. General Aptitude Test:

The General Aptitude Test Battery (GATB) was developed by the United States Employment Service in 1962. The Aptitude Battery consists of 12 tests. namely, (i) Name Comparison, (ii) Computation (iii) Three Dimensional Space (iv) Vocabulary (v) Tool Matching (vi) Arithmetic Reasoning (vii) Form Matching (viii) Mark Matching (ix) Place (x) Turn (xi) Assemble and (xii) Disassemble. Eight of these are paper and pencil tests and are issued in three booklets. The other four are apparatus tests.

The battery is designed to measure nine aptitudes such as, (i) Intelligence.

(ii) Verbal Aptitude, (iii) Numerical Aptitude, (iv) Spatial Aptitude, (v) Form Perception (vi) Clerical Perception, (vii) Motor Coordination (viii) Finger Dexterity and (ix) Manual Dexterity.

3. Thurston Tests of Primary Mental Abilities (PMA)
4. California Test of Mental Maturity (CTMM)
5. Air men Classification Test Battery.
6. Guilford Zimmerman Aptitude Survey.
7. Flanagan Aptitude Classification Test (FACT)

3. Special Aptitude

There are many kinds of specific attitude tests including Motor Dexterity Tests, Mechanical Aptitude Tests, Clerical Aptitude Tests, Musical Aptitude Tests, Professional and Scholastic Aptitude Tests.

It is not possible to discuss all the aptitude and the methods of measuring them. We shall, however, discuss those that are helpful in the guidance programme in our school.

a) Mechanical Aptitude Tests :

Many test have been devised to measure manual dexterity and Mechanical aptitude. Mechanical ability, like most other abilities, is composed of more than one factor and so mechanical aptitude is not a unitary trait, but a combination of many traits.

Freeman observes, "The capacity designed by the term mechanical aptitudes is not a single, unitary functions. It is a combination of sensory and motor capacities plus perception of spatial relation. the capacity of acquire information about mechanical matters and the capacity to comprehensive relationship."

Mechanical occupations require all these components but not in equal amounts. In the words of Dr. Taneja, " The guidance worker has to estimate how much of each component does an individual possess. Then by comparing his traits present in the individual with the possible occupations that need these traits, he can help the individual to select occupation that suit him most according to his mechanical skills."

Some of the well-known mechanical aptitude tests are :

1. Minnesota Mechanical Assembly Test. (1923)
2. Minnesota Spatial Relations Tests. (1930)
3. The Revised Minnesota Paper from Board. (1948)
4. Stenquist Mechanical Aptitude Tests (Part 1&11).
5. L.J.O. Rourke's Mechanical Aptitude Tests (Part 1&11).
6. Bannet Tests of Mechanical Comprehension,
7. S.R.A. Mechanical Aptitude Test,
8. A Battery of Mechanical Aptitude Test (Hindi) prepared by Manovigyan Shala, Allahabad.

The effectiveness of the mechanical aptitude tests has been studied from different angles by different research workers. The inference drawn in these studies point to one thing-that results of mechanical aptitude test should never be taken alone. the guidance worker should consider grades in school work, number and kind of course taken in school particularly those involving mechanical skills, hobbies, interests and scores on mechanical aptitude tests before helping an individual to decide his future plans and actions.

b) Clerical Aptitude Test:

Like mechanical aptitude, clerical aptitude is a combination of many traits. According to Super, it is the ability of routine clerical work. Clerical aptitude is not continued to office clerks only; it is also involved in other allied works.

According to Bingham, "The following primary mental abilities have been found to operate in clerical jobs."

- (a) Perceptual Ability - Ability to observe words and numbers with speed and accuracy.
- (b) Intellectual Ability - To grasp the meaning of words and symbols.
- (c) Motor Ability - Ability to use various types of tools such as type, write duplicator, punching machine etc.

Crow and Crow observed, "Since a large number of specific occupation are included in the clerical field, test of aptitude must be specific to the type of activity for which each test is intended."

The factors involved in clerical aptitude found by factor analysis in the existing clerical test are:

- (i) Speed and Accuracy in Simple Clerical Tests.
- (ii) Speed in Simple Discrimination.
- (iii) Spatial Ability.
- (iv) Speed in Motor Ability.
- (v) Ability to Observe and Compare.

Apart from aptitude test, clerical aptitude can be measured with the help of the following factors:

- (i) Grades in Academic Subjects.
- (ii) Social Ability.
- (iii) Hobbies and Vocational Interest.

Tests of Clerical Aptitude

Clerical aptitude consists of several kinds of items, some of which correlate quite highly with scores on tests of general intelligence but differ from later in that contains selected materials that are significant in clerical occupations. In the six tests of clerical aptitude there are sub-tests:

Test	Sub-Tests
1. Detroit Clerical Test.	<ul style="list-style-type: none"> • Hand Writing-Rate and quality checking, rate and accuracy. • Simple arithmetic • Motor speed and accuracy • Knowledge of simple commercial terms. • Disarranged pictures • Classifications: rate and accuracy • alphabetical filing
2. General Clerical Test	<ul style="list-style-type: none"> • Matching -Detecting errors in names and numbers. • Alphatezing and filing. • Arithmetic: Locating errors in addition. • Arithmetical problems • Spellings

- Reading Comprehension, Word Meaning
- Language usage: Grammar
- 3. Minnesota
 - Number Comparison
 - Name Comparison.
- 4. Purdue
 - Spelling.
 - Computation.
 - Checking-speed
 - Word Meaning
 - Copying-Accuracy
 - Reasoning
- 5. Short Employment
 - Numerical Operations
 - Word Meaning
 - Classification and Filing
- 6. Turse
 - Verbal
 - Number Skills
 - Written Directions
 - Checking-Speed
 - Classification and Sorting
 - Alphabetizing.
- c) Musical Aptitude Tests :

"Special measures of Aptitude tests are needed more in the field of music and art than in any other field. Musical ability has three aspects:

- (i) Motor Aspect- It requires the mastery of pattern of action needed while playing on an instrument.
- (ii) Prescriptive Aspect- It includes various types of sensory discriminations and complex musical relationships such as the composition of a chord, pattern of a melody etc.
- (iii) Interpretative Aspect- It involves aesthetic judgement about a melody or harmony. Some important Musical Aptitude Tests are given below.

1. Seashore Measure of Musical Ability:

The primary purpose of this test was to measure simple sensory discrimination. It gives consideration to the following musical components:

- (i) Discrimination of pitch; (ii) Discrimination of intensity of loudness; (iii) Discrimination of time interval; (iv) Discrimination of timber; (v) Judgement of rhythm; and (vi) Tonal memory.

Dr. Taneja remarks that critics have objected to this sort of analysis of the musical abilities as these do not really constitute musical ability.

2. The Wing Standardized Test of Musical Intelligence:

It was developed in England for perceiving musical relationships and aesthetic choices. It has the following seven subjects:

Chord analysis, Pitch change, Memory, Harmony, Intensity, Rhythmic accent and Phrasing.

These tests, however, pertain to western music and may not apply to Indian music.

d) Aptitude of Graphic Art:

Art ability cannot be predicated from the general intelligence tests. It is, therefore, essential to have some tests to identify talents in art. Some of the art aptitude tests are given below:

1. The Meier Art Judgement Test : It is an important test and is used in our country also. It is meant to measure aesthetic judgement in a global manner. This is a revision of Meier Sea Shore Art Judgement Test. There are 100 pair of pictures in black and white. Each pair of pictures consists of a picture created by a great artist and the same picture is altered to reduce its artistic merit. The score is based on the number of unaltered masterpieces chosen by the subjects as the better. There is no limit.

2. Graves Design Judgement Tests :

It is meant to measure appreciation or readiness to learn.

3. Kauver Art Ability Test:

This is useful in evaluating student's progress in art, quality observation, etc.

4. Horn Art Aptitude Inventory :

It was devised for use with applicants for admission to Schools of Art.

5. McAdory Art Test:

It include 72 plates with 2 different versions of the same picture in each plate. The subject has to distinguish between 4 different versions.

e) Tests of Scholastic and Professional Aptitude:

These test have been developed to hold in the proper selection of students for the study of specific courses of professions like Engineering, Medicine, Law, Business Management, Teaching etc. Some of these tests are :

1. Aptitude Test in Medical and Related Fields

- (i) Medical School, Scholastic Test by Moss
- (ii) Iowa Dental Qualifying Examination.

(iii) George Washington University Series of Nursing Test.

(iv) Psychiatric Screening of Medical Students by Ortons Martin.

2. Aptitude Test in Law, Engineering and Scientific Research

(i) Ferson-Stoddard Law Aptitude Examination

(ii) Law School Admission Test (LSAT)

(iii) Bannet Mechanical and Completion Test.

(iv) Pre-Engineering and Psychical Science Aptitude Test.

(v) Stanford Aptitude Test.

f) Teaching Aptitude Test:

Teaching Aptitude includes traits like interest in people and events, love for reading, patience, originality and creative power, sympathetic imagination, good health, interest in co-curricular activities, etc.

Test for Teaching Aptitude:

1. Aptitude Test for Secondary School Teachers: This test is made by M.M.Shafi faculty of education and psychology, M. S. University, Baroda. This is a group verbal test for secondary school teachers. There are five sub tests in it. The time limit for this test is about 100 minutes for the whole test. This test is used to estimate prospective teacher's aptitude for teaching.

2. Teaching for Aptitude Test: This test is constructed by Jai Parkash and R. P. Srivastav in Hindi. This test is meant for measuring the aptitude towards teaching profession. The scale has 10 sub-tests and a total of 150 items. There is no time limit for the test.

3. Teaching Aptitude Test Battery: This Test is made by R. P. Singh and S. N.Sharma. This battery has been designed for use among teachers and prospective teachers for elementary schools. It is intended to serve as a tool for selecting students for admission in teachers training institutions and also for teachers in elementary schools. The item covers the areas (1) Mental Ability (2) Attitude towards children (3) Adaptability (4) Professional information (5) Interest in Profession.

Miscellaneous:

(i) Scholastic Aptitude Tests of CEE Board.

(ii) George Washington University Social Intelligence Test.

(iii) Graduate Record Examination (GRE)

A number of aptitude tests have been developed in India and been successfully used. A few adapted versions of foreign aptitude tests are also available.

(G) Uses of Aptitude Tests:

Aptitude Tests have a wide area of application and utility. These tests have their

instructional and guidance uses and serve administrative and research purpose.

The level of aptitude test scores of students in particular class should enable a teacher to evaluate the appropriateness of his class materials. Knowledge of general aptitude test scores enables a teacher to make better decisions about the kind of class material presented to each student. Scores on aptitude tests should become even more helpful in designing instructional strategies.

(H) Use of Aptitude Tests for Guidance Purposes:

Aptitude Tests are the back bone of guidance service. These tests can be useful in educational, vocational and personal guidance and counselling. The results of these enable us to locate, with a reasonable degree of certainty, the fields of activity in which an individual is most likely or least to be successful. It is due to this that some tests are found to be very useful in helping the youngsters as well as youth in the selection of special course of instruction, field of activities and vocations.

The correlations between general aptitude scores and success in training programmes tend to run between 40 and 50 (Ghiselli, 1966). These correlations would be even higher if selection into the training programmes were based on aptitude scores.

I. Aptitude Tests Play a Special Role in Vocational Guidance: In the words of N.L. Munn , "The chief value of aptitude testing is, in fact, that it enables us to pick out from those who do not yet have the ability to perform certain skill those who with reasonable amount of training, will be most likely to acquire the skills into question and acquire them to a desirable level of proficiency."

In Vocational Guidance, a person is advised about the suitability of a particular job for him. The counsellor takes his aptitude test. In this test, efforts are made to examine the abilities related to his interest. The counsellor may never clearly tell a person to enter a particular job or reject it. He only hints at the possibilities. It may be emphasized here that a person may not achieve success in a vocation only on the basis of results of an aptitude test. After knowing his aptitude, it is necessary for him to get proper training.

Thus, an Aptitude Test plays a significant role in vocational guidance and selection. It must be kept in mind that aptitude testing when combined with other information received through interest inventory, personality tests, intelligence test, etc. can help to a greater extent in avoiding the huge wastage as well as material resources.

J. Summary :

Aptitude is an important characteristic of an individual and is the predictor of his success or failure in an occupation. It is special ability in certain area.

Aptitude has been defined as a present condition which is indicative of an individual's good potentialities for the future. Basically, it includes intelligences, abilities of various kinds and personality factor necessary for success. It is a combination of all these.

According to Super, a scientific definition of aptitude should provide for specificity, unitary composition, facilities of learning and constancy.

Aptitude measurement gives an indication of ability to succeed in a field. Aptitude and interest go hand in hand. However, both may not be necessarily present simultaneously.

There are many tests to measure aptitudes of the individual. They are grouped as (i) Differential Aptitude Tests and (ii) Specific Aptitude tests. The Differential Aptitude Test Battery is designed to assess the fundamental intellectual abilities. It was primarily developed for use in education and vocational counselling of high school students.

The General Aptitude Test Battery consists of 12 tests and is designed to measure nine aptitudes.

There are many kinds of specific aptitude tests. Prominent among them are Mechanical Aptitude Test, Clerical Aptitude Test, Musical Aptitude Tests and Aptitude Test for Art. Besides, there are test of scholastic and Professionals Aptitude.

Aptitude tests are the backbone of guidance services. Some tests are found to be very useful in helping youngsters as well as the youth in the selection of special course of instruction, field of activities and vocations.

Aptitude tests play a significant role in vocational guidance and selection. It must, however, be combined with other information from interest inventories, personality tests and intelligence tests so as to avoid wastage of human as well as material resources.

1.3.4.4 Test of Interest: Their Nature and AssessmentA.

Meaning and Definition of Interest

It is a well-known fact that the Intelligence and Aptitude do not adequately predict educational and vocational success. Several non-intellectual factors play significant part in scholastic and occupational achievement. Among these, interest is perhaps the most important one identification and measurement of interest, therefore, has become very essential for educational and Vocational Guidance.

Many psychologists and thinkers have tried to explain the meaning of the term "Interest". Let us have to look at a few of these explanations:

1. According to Bingham, "An Interest is a tendency to become absorbed in an experience and to continue it."
2. In the words of Mc Dougall, "Interest is a stable quality of an individual".
3. Super also defines interest as, Stable quality of any individual.
4. According to K. Lovell, "In essence, interest consists of a set of objective feelings about some rather concrete matter such as cricket, stamp collecting or needle work and tendency to behave towards the matter in certain ways."

5. Russel describes Interest as, "Organismic Conditions" Which lead to continuing simulation of concern about particular objects, persons and activities.
6. Crow and Crow say that interest may refer to the motivating force that impels us to attend a person, a thing, or an activity, or it may be the effective experience that has been stimulated by the activity itself. In other words, interest can be cause of activity and the result of participation in the activity.
7. According to Strong, "Interest is an intermitted indicator of success."
8. Jones defines interest, "as a feeling of linking associated with a reaction, either actual or imagined, to a specific thing or situation."
9. According to Douglas Fryer, "Interests are objects and activities. that stimulate pleasant feeling in the individual."
10. Guilford has given a good definition of interest. According to him, "When an organism discovers that certain objects and responses lead to the satisfaction of motives, it shows, interest in those objects or responses interests are inclinations to attend or to seek certain stimuli or to indulge in certain activities."

The above description of interests show that interests are not necessarily related to ability or aptitude and that they can be hereditary as well as acquired, though mainly acquired. They are somewhat constant and become stable with age.

B. Characteristics of Interest :

On the basis of the above said definitions and the studies as well as experiments carried out by various psychologists, we can mention the following characteristics of interests:

1. Interests are linked with our wants, motives, drives and basic needs.
2. Interests are innate as well as acquired dispositions.
3. Interest is great motivating force that persuades an individual to engage in a cognitive and effective behaviour.
4. There is some relationship between interest and ability, between vocation and Vocational Interests.
5. Interest and attention are closely related to each other-McDougall says, "Interest is latent attention and attention is interest in action."
6. In the words of Dreyer, "Interest is a disposition in its dynamic aspect." Interest is the personal meaning that a thing has for us.
7. Interest and attitudes are closely related to each other. Interest are nothing else but attitudes which cause an individual to seek various activities in a given area.

8. Interest is closely related to learning.
9. Interests are not permanent and fixed. They get changed as a result of maturation. Certain superficial interests disappear very soon.
10. Interests are not purely in born or inherited characteristics. They are actually acquired dispositions or characteristics and are the result or constant interaction between the instinctive behaviour of the organism and the peculiar environmental forces.

C. Factors Affecting Interests :

Various factors influencing interests are:

1. Age and Sex:

Certain tendencies hold true for a typical group. Young children between 5 and 7 are interested to play with blocks, sand-piles etc., and indulge in make believe activities. But then interests of children markedly change and sex differences are more apparent. Boys prefer more adventurous and science stories, whereas girls continue to show interest in animal stories, fairy tales and become interested in domestic affairs. By twenty, vocational interest become fairly apparent and stable.

2. Physical Development and Strength:

Physical strength also affects Interests. A strong boy will like to play games, while a physically weak child get enjoyment in tasks that are less physically demanding in nature.

3. Intelligence:

Bright children participate in activities involving thinking and in intellectual activity more than the dull children. Vocational interest's individuals of higher intelligence differ from those of lower intelligence.

A few more factors are :

4. Wishes and Ideals
5. Economic Status.
6. Culture and Social Set up
7. Instincts, habits, sentiments, education, learning, experiences, situations etc.

Kinds of Interests :

Interests are of two types:

- (i) Extrinsic and
- (ii) Intrinsic

In the words of Dr. Taneja, "Interests provide emotional pleasure. If emotional pleasure is extended to the goal, it is intrinsic interest. If emotional pleasure is attached to the object or activity, it is extrinsic interest." Extrinsic interest is outward, somewhat artificial and temporary. Intrinsic interest is more or less permanent.

The first task of a guidance worker is to find out whether the interest of his client are intrinsic or extrinsic.

Super classified interests as :

(i) Expressed (ii) Manifest and (iii) Measured.

Hahn and Maclan classify interest as :

(i) Expressed (ii) Observed, and (iii) Measured.

Individuals usually express their likes and dislikes in certain words such as, "I like teaching or I dislike medicine." These are expressed interests. A manifest or observed interest is judged from a participation in an activity or occupation. These interests are judged through direct observation measured interests are those that are tests by objective tests.

D. Measurement of Interest:

An interest is a complex thing and cannot be understood without taking into account various factors that go into its making. In this context Greene has rightly remarked that "there is no measurement thing called an interest." A number of other psychologists are also of the opinion that measurement of interests is extremely difficult.

Never the less, efforts have been made to measure interests. For this purpose, a number of interest inventories and tests have been prepared. There are various methods of measuring interests such as interview, check lists, direct observation, questionnaires and inventories. Questionnaires and inventories are the most important techniques measuring interests.

a) Some Valuable Interest Inventories:

As far as measurement of vocational interest is concerned, the following two are the most valuable and well known interest inventories.

1. Strong Vocation Interest Blank.
2. Kuder Preference Record.

b) Strong Vocational interest Blank:

The Strong Vocational Interest blank prepared by E. K. Strong was first published in 1927. It was revised in 1966. It is one of the most widely used interest inventories. The Blank is based on the assumption that successful individuals in different occupations can be distinguished on the basis of their likes and dislikes of occupations, school subjects, amusements, activities, kinds of people, order of preference for activities, comparison between two items and rating of present abilities and characteristics.

It is available in separate forms for men and women, from the age seventeen onward and contains 400 items. The purpose of this inventory is to find to what extent an individual's interests and preferences agree with those of successful person's in

specified occupations (forty-one men and twenty five for women).

Besides the occupational scores, the test also measures three other things: (i) interest Maturity, (ii) Masculinity-Feminity and (iii) Occupational Level.

c) **Kuder Preference Record:**

Another popular interest inventory is the Kuder Preference Record. It was developed for the high school and college students and was first published in 1939. It underwent revision and at present there are two inventories, one vocational and other personal. G. Frederic Kuder constructed his records keeping in view the limiting factors of Strong Vocational Blank such as its tough scoring process and so on.

The Kuder Preference Record is composed of 108 items, each of which offers triple alternatives from which the individual taking the test is required to choose the one he likes best and one he likes the least.

By tabulating items liked and disliked in these sets of alternatives, tendencies in the following ten areas are measured: (i) Our door, (ii) Mechanical, (iii) Computational, (iv) Scientific, (v) Persuasive, (vi) Artistic, (vii) Literary, (viii) Musical, (ix) Social and (x) Clerical.

The total number of responses are scored to determine the strength of a given interest. In making up his lists, Kuder seems to have been guided by his own judgement of consistency between activities included in the inventory and those involved in occupations. The Kuder Preference Records are among the most carefully constructed instruments meant for the appraisal of interests.

It is the most widely used for all the interest measure. A few other Interest Inventories are:

1. Lee Thorpe Occupational Interest Inventories.
2. Cleeton's Vocational Interest Inventory.
3. Stewart and Brainard's specific Interest Inventories.
4. Glaser Muller Interest Values Inventories.
5. Dunlop Academic Preference Bank.
6. Oberline Vocational Interest Inquiry.

An Interest Inventory was Also prepared by Principle V.G. Jhingran of Aligarh.

E. **Uses of Interest Inventories for Guidance Purposes:**

The Interest Inventories are valuable in helping an individual to review and analyzes his interests. They greatly help him in understanding himself. These inventories are being increasingly used in counselling both academic as well as vocational.

These tests and inventories can help in developing an understanding of different types of occupational life. Several studies have proved that interest measures are useful in educational and vocational guidance.

According to Berdie (R.P. Berdie), evidence suggests that abilities cannot be disregarded. Rather it emphatically delineates the need for interest measurement in counselling.

In a study conducted by Barnette, 1890, varnette who took Kuder Preference Record while being counselled, were followed up. It was found that successful engineers, salesmen, clerical workers and accountants made high scores in the field of interest appropriate to their occupation, while those who failed made low scores in the same fields.

James Warter writes, "Interests Inventories are useful for helping a student to make systematic approach to his problem of choice (choice of curricula, courses, vocations, recreational activities and the like), for providing teachers and counsellors with information regarding the student's preferences and aversions and for helping to acquire a better understanding of the student's problems of choice and his need for further information and exploratory experiences.

It is, however, pointed out that the interest test scores alone are good predictors of success either in school or in occupations. Even when an individual has high interest in a particular course of study or certain occupation, if he does not have ability to succeed in it, he will not be able to achieve. That is educational and vocational achievement depend a more on abilities.

* **Limitations:**

- 1 . The instability of pupils interests during elementary and high school year suggests that we should use interest inventories with extreme cautions at these levels especially for guidance purposes.
2. We should not confuse interest scores with measures of ability. For example a strong interest in science may or may not be accompanied by the verbal and numerical aptitudes needed to pursue successfully a course of study or career in science.

1.3.6 Summary

The individual must be properly oriented towards the tests results. The counsellor should present the facts in non evaluative terms and wait for the individual's reaction. The counsellor should never present test scores isolated from other facts, otherwise the individual is likely to draw vague generalization from these scores.

If the tests are used by persons skilled both in counselling and in the theory of interest's inventory construction, the individual can arrive at a valid and reliable estimate of his vocational interest pattern. He can then intergrade his pattern with ability and aptitudes.

Finally, it may be concluded that measures of interests should never be over emphasized and due attention must be paid by workers engaged in guidance and

counselling to individual's abilities and training and opportunities available for him for training. Thus interest results may be supplemented by subjective sources of data, like the individual's attitude towards the job, occupational experiences or recreational pursuits.

Identification and measurement of interests is an integral part of educational and vocational guidance. Combined with intelligence and aptitude measurement, interests play an important role in scholastic and occupational achievement.

According to Super, Interest is a stable quality of an individual. To Crow and Crow, interest can be the cause of an activity and the result of participation in that activity. Interest is an indeterminate indicator of success. Interests are objects and activities that stimulate pleasant feelings in the individual.

Interests are not permanent or fixed. They get changed with advancement in age. They are purely inborn or inherited. They are also acquired.

There are a number of factors that influence interests. These are age, sex, physical development, intelligence, culture and social set up, and so on.

Interests are extrinsic as well as intrinsic. Similarly, these are expressed, manifest, observed and measured interests.

Measurement of interests is a complex affair. According to Green, there is no measurable thing called an interest. However, a number of methods have been devised to measure interests. Two valuable and well known interests inventories are : (i) Strong Vocational Interest Blank and (ii) Kuder Preference Record. A few more interest inventories were also prepared by different psychologists.

These inventories and tests are valuable in helping the individual to review and analyze his interests and in understanding himself. They are helpful in educational and vocational guidance.

These are certain limiting factors also. Interests tests scores alone are not good predictors of success their in school or in occupations. Measures of interests should never be over emphasized. Due attention must be paid to the abilities, training and opportunity for training.

1.3.7 KEY CONCEPT

1. Psychological tests: its characteristics, needs of test in different areas of guidance and its limitations and uses
2. Intelligence test: Vernon Classification, Thorndike classification, theories of intelligence,
3. Test of aptitude and Interest: their characteristics and measurement

1.3.8 SELF-CHECK EXERCISE

1. Interest are of two types _____ and _____.
2. Interest are _____ as well as _____ disposition.
3. The Wings standardized test of musical intelligence was developed in _____.
4. Wechsler's scale was published in _____ and revised in _____.

Answers. 1. Intrinsic , extrinsic 2. Innate , Acquired, 3. England, 4. 1939, 1955.

1.3.9 SUGGESTED QUESTIONS

1. Which major areas of guidance are needed to understand the individual
2. Explain a few important Aptitude Tests in your own words. Discuss their role in Guidance.
3. Discuss the different methods of Assessing Interests. Comment on the stability of interests during Adolescence.
4. Interest scores are not ability scores. Explain with examples.
5. Bring out the role of Interests in the process of Guidance. Are these more important than Aptitude? How?
6. Discuss the group factors theory of Intelligence.

1.3.10 SUGGESTED READINGS and web sources

1. Aggarwal, J.C. 1982, Educational, Vocational Guidance and Counselling; Doaba House, Delhi.
2. Asthana Bipin, Aggarwal K. N., 1983, Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir ,Agra.
3. Chaube, S.P. 1983, Educational Psychology; Laxmi Narin Aggarwal, Agra.
4. Crow and Crow, 1969, Educational Psychology, Eurasia Publishing House , New Delhi.
5. Donald, E.Super, the Dynamic of Vocational Adjustment, Harper & Brothers, page 82.
6. Jayaswal, S.R., 1974, Foundations of Educational Psychology, Prakashan Kendra, Luckhnow.
7. Jones, A.J. Principles of Guidance, MC Graw Hill Book Company.
8. Mangal, S.K., 1983, Psychological Foundations of Education, PrakshaBrothers, Ludhiana
9. Mathur, S.S., 1979, Educational Psychology, Vinod Pustak Mandir, Agra.
10. Mehrens William, A., 1969, Standardized Tests in Education, Holt, Rinehart and winston, New York.
11. Miller Carroll, H1971, Foundationsof Guidance, Harper & Row PublishingCo., New York.
12. Nair Velayudhan, K.1972, Psychological Bases of Vocational

Guidance, Meenakshi Parkashan.

13. Patel, R.N., 1978, Educational Evaluations Theory and Practice; Himalaya Publishing House, Bombay.
14. Singh, Arun kumar, 1986, Test Measurement and Research Methods in Behavioural Sciences, Tata McGraw-Hill Publishing Company Ltd. New Delhi, pp.175-179'
15. Taneja, V.B., First Course in Guidance and Counselling, Chapter 4 & 6
16. Traxler, Arthur E., 1957, Techniques of Guidance, Harper and Brothers, New York, Chapter V & VIII, pp. 49-75, 101.
17. Suri, S.P. and T.S. Sodhi, Guidance and Counselling, Bawa Publications, Patiala.
18. En.wikipedia.org
19. Books.google.co.in

Structure

- 1.4.1 Objectives
- 1.4.2 Importance of Understanding the Individual
- 1.4.3 Tests as Aids in understanding the individual
- 1.4.4 Test for personality and adjustment: Their nature and assessment
- 1.4.5 Summary
- 1.4.6 Key Concept
- 1.4.7 Self-check Exercise
- 1.4.8 Suggested Questions
- 1.4.9 Suggested Readings and web Sources

1.4.1 Objectives

After going through the lesson, the students will be able to:

1. Apply the test as an aids in understanding the individual
2. Know the importance of understanding the individual
3. Understand the techniques of using personality test as well as adjustment inventories.

1.4.2 Importance of Understanding the Individual

A realistic understanding of each individual is a pre-requisite of an effective guidance programme. Since all the individuals are not equally suited to all the available opportunities, they must be helped to join the opportunity for which they are least suited. Plato rightly stated in this context, "In the first place, no two persons are born exactly alike, but each differs from other in natural endowments, on being suited for one occupation, and another for another". This statement of Plato suggests that the range of human characteristics was recognized long before the days of modern psychology. The scientific recognition of the fact of individual differences came from the testing movement which began with the beginning of the present century. This movement established beyond doubt that no two individuals are exactly alike. They differ in physical, mental, social and emotional characteristics along with their background, in the sum of total of their experiences, and in their needs, problems and aspirations.

Since individuals differ widely, it is imperative that each individual must be clearly understood by the counsellor if any effective counselling toward specific goals is to be imparted. Even if the counsellor meets pupils in a group, his purpose is to help each individual in the group. This help cannot be effective unless the counsellor knows, the problem faced by each pupil and also his characteristics, abilities and desires.

The importance of understanding the individual is no less for the teacher and the parent. Life is full of tragedies in home and school because of lack of such understanding. Many parents try to influence the future of their child by insisting on preparing him for prestige occupation like that of a doctor, engineer or chartered accountant regardless of the child's abilities or interests. Like wise choices of curriculum in high and higher secondary schools are too often made on the basis of standing of the curriculum and not on the needs of the students. The consequences of such choices, in the long run, can be disastrous for the individuals as well as the society. On the other hand, the understanding arrived at after careful consideration of student data can be greatly helpful in assigning them to educational programmes where they can experience success and satisfaction rather than failure and dissatisfaction and in counselling them with respect to realistic vocational goals.

There is a need also to understand the unruly, the withdrawn, the unhappy, and the educationally retarded, in addition to those others who for one reason or another do not fit into the desired patterns of school life. Every present problem has its roots in the past. Records of regular testing relate at least to some of these roots and help in throwing some light on the present problem. The understanding thus arrived and can be helpful in alleviating the conditions from which these unfortunate children happen to suffer.

1.4.3 Tests as Aids in Understanding the Individuals

Different types of tests, like intelligence tests, achievement tests, interest tests, personality tests and adjustment inventories are used in guidance of collecting data about school children. The data collected through each kind of these tests help the counsellor in better understanding of children and consequently in providing more effective guidance.

The exclusive purpose of this lesson is to spell out the role of personality tests and adjustment inventories in studying the individual for guidance purposes. Before we take it up, it will be useful and pertinent to examine briefly the meaning of the terms, "personality and adjustment."

1.4.4 Test for Personality and Adjustment: Their Nature and Assessment

A. Meaning of Personality

The word 'personality' comes from the Latin word 'persona' which was the mask worn by actors in a theatre. Thus, at its very beginning the word implied a false appearance. Later in the modern times, 'persona' came to mean the actor himself, as individual with distinct qualities. This makes personality signify the true character of the individual rather than his appearance.

In popular speech, even now personality tends to be understood as individual's superficial attractiveness or his social, effect upon others. At the other extreme,

certain philosophers have used the word for the inner essence of individual, the ultimate reality that organizes and controls the observable behaviour. Here personality refers to the "true character" of the individual.

Psychologists use the term personality in varying ways. The definition of personality given by each one of them is greatly influenced by the theoretical frame of reference which they have in view. Still most definitions of personality have certain general aspects that can be pointed out. The term 'personality' as used by psychologists, commonly refers to the distinctive characteristics of individual, the stable and changing relationship between these characteristics, the origins of the characteristics, the ways in which they help or hinder the interaction of a person with other people, and the characteristic ways in which a person thinks about himself.

While no definition of personality is completely satisfying, the following one is widely accepted, "Personality is the dynamic organization with in the individual of those psychophysical systems that determine his characteristic behaviour and thought." (Allport, 1961). In this definitions, the words "dynamic organization" refers to the idea that the characteristics of personality interact with and modify each other. The word "psycho physical" means that personality contains both mental and physical elements. And word "determine" refers to the idea that personality is considered to be a cause of behaviour.

B. Meaning of Adjustment

The term "adjustment" is most frequently used to describe how well a person gets along in a situation. To adjust means to fit, to make correspondent, to adapt or to accommodate. Thus, when we adjust to something we change it in some way to make appropriate to certain requirements. Taken in this sense, adjustment refers to the process of an accommodating oneself to circumstance and more particularly to the process of satisfying needs or motive under various circumstances. The employer will point out well-adjusted employees, the teacher with well-adjusted children, in terms of their conformity to the environmental demands of the work or school situations. To a psychologist, however, adjustment implies not merely conformity but a harmonious relationship between the individual and his present environment. A person can achieve adjustment either by adapting his behaviour to the requirements of a situation or by changing the situation to meet his personality needs. And "adjustment", in the words of Lawrence Shaffer, is the process by which a living organism maintains a balance its needs and circumstances that influence the satisfaction of those needs."

It may be stressed that adjustment is concerned with much more than the harmony between a child's surface behaviour and environmental demands. Forced adjustment made by a child in an uncongenial environment under pressure from home or

school may ultimately prove harmful to him. An adjusted person is able to work out good relationships in environments that are in harmony with his own values and that do not make unreasonable demands upon him. Such a person is able to function at his maximum efficiency.

Adjustment is an important quality of one's personality. Because personality is dynamic, it is always changing, making adjustment in a unique way as a result of interaction with in its own characteristics and with the outer world.

C. ROLE OF PERSONALITY TEST AND ADJUSTMENT INVENTORIES IN STUDYING INDIVIDUAL FOR GUIDANCE PURPOSES:

Personality tests and adjustment inventories play an important role in increasing our understanding of individuals for the purposes of guidance. They are helpful in screening of large groups to discover individuals who need psychological assistance in dealing. With their problems of adjustment. Personality appraisal further indicates the degree to which an individual is disturbed and the handicaps that he will have to overcome. A study of his assets reveals the source of his strength that can be used in helping him overcome his problem. Thus, the information obtained through personality measurements can be of immense help in describing, predicting and controlling group behaviour. Every group has common characteristic which are different from the common characteristic exhibited by other groups. An understanding of individual characteristics and group characteristics can help the counselor to bring about the desirable changes in individual and group behaviour. Therefore, such an understanding is a pre-requisite to an effective personal social guidance.

Personality appraisal is also important because there is growing research evidence which indicates that a part from skills and abilities, personal qualities and interests profoundly affect success in occupational life, in school, in social life, and in the performance of our obligations to society. Empirical studies, for example, testify that a particular occupation, may demand from its worker personality traits quite different from those demanded by another occupation, and that inspiration about personality traits is more important than all types of occupational information. Holland maintained that the choices of an occupation is an expression of one's personality and that members of an occupation share similar personality characteristics. It has also been found that an individual's choice of occupation may be definitely related to his basic personality needs. An understanding of personality characteristics and needs of school students may, therefore, prove helpful to the counsellor in providing effective vocational guidance.

Certain sets of personality traits have also been found as characteristics of success in different curricular streams. Hard work, regularity and persistence, for intense,

are more characteristics of successful science students than those of humanities. The information obtained about the personality characteristics of students can be profitably used, along other information, in determining their educational placement. It can also be used in identifying the potential leaders and social workers and then, for training them for these important roles.

Now an attempt is made to describe some of the personality tests and adjustment inventories which are used to study the individual for guidance purposes.

D. Measuring of Personality in Guidance :

Since personality tests and inventories have a wide range of applicability in guidance, it becomes essential for guidance worker to understand the different ways in which personality is measured. Hundreds of personality tests are available. We can classify these in the following three major categories depending upon the types of approaches used in the assessment of personality.

1. Self Reporting Measures

In this type of approach, the test user summarizes and interprets what the individual voluntarily reports about himself. Sometimes the respondent answers questions about his typical behaviour and describes his feelings about objects, situations or people. The interview, the autobiography, and describes his feeling about objects, situations or people. The interview, the autobiography, the biographs and the personality and adjustment inventories are included in this category. Also included in it are measures of interest and values.

2. Measures Based on the Opinion of Others

The measured are based on the opinion of others e.g. teachers, peer, employer and fellow workers included in this category are rating scales, sociometric and nomination techniques. It has its own merits and weaknesses.

3. Projective Techniques

The subject responds to ambiguous stimuli, such as ink blots or pictures. The tester tries to stimulate his imagination and encourage him to make free, uncensored responses so that he reveals more his 'real self' his partially repressed fears and hopes. There is a large variety of such tests.

Measures of Behaviour

An attempt is made through this approach to study behaviour relevant the individual's personal, social adjustment, either in natural or specially designed situations, Systematic and informal observation as well as situational tests fall in this category.

It is not possible to consider here the large number of specific techniques, included in these categories. These include tests techniques as well as non-testing techniques. We will look closely only at the following more prominent and widely used test techniques:

1. Personality or Adjustment Inventories
2. Situational Tests and
3. Projective Techniques (or tests).

1. Personality or Adjustment Inventories: Personality or Adjustment Inventories or Self-Reporting Questionnaires. They are also called constructed inventories because they are so designed that all examiners interpret the items in the same way. The basic material of adjustment inventories is nearly the same. They draw from an extensive catalogue of statements about actions and feelings. To these the individual responds by indicating whether each is or is not characteristic of him. The person's responses are objectively scored according to predetermined keys, and the results are interpreted in comparison with norming samples.

The first inventory primarily concerned with the individuals was the Woodworth Personal Data Sheet developed for use during World War. This inventory was essentially an attempt to standardized a psychiatric interview and to adopt the procedure for mass testing. Accordingly, Woodworth (1918) gathered information regarding common neurotic and preneurotic symptoms from the psychiatric literature" as well as through conferences with psychiatrists. It was in reference to these symptoms that the inventory questions were originally formulated. Men who reported numerous symptoms were singled out for further examination. The test had appreciable power to detect maladjusted soldiers.

After Woodworth's scale, a number of adjustment inventories. "Followed that listed problems, symptoms, or grievances to be checked. These instruments are not descriptive, they often yield only a single score representing level of adjustment. Sometimes only one type of symptom is covered as in an inventory of psychosomatic complaints. The Bell adjustment inventory is a little different however. The items in it are grouped by logical categories and it has scores for home adjustment, health adjustment, submissiveness, emotionality and hostility.

* **The Minnesota Multiphasic Personality Inventory (MMPI)**
: The Minnesota Multiphasic Personality Inventory (MMPI) is the most widely used personality inventory. It is an outstanding example of criterion keying in personality test construction. It was originally developed by Stake Hathaway and J.C. Mackinley to aid in diagnosis of psychiatric patient. It appeared at an opportune time and great reliance was placed upon it during the rapid expansion of clinical psychology in ten years 1940 to 1955.

The MMPI consists of 550 affirmative statements, to which the examinee gives the responses. "True", "False" or "Cannot say". It has the individual form as well as the group form. Both forms were designed for adjusts from about 16 years of age upward, although they have also been employed successfully with somewhat younger adolescents. MMPI items range widely in content, covering such areas as

: health, psychopathic symptoms; motor disturbances, sexual, religious, political and social attitudes, educational, occupational, family and material questions and many well own neurotic or psychotic behaviour manifestations.

In its regular administration, the MPI provides scores on ten "clinical scales", Eight of these scales consist of items that differentiated between a specified clinical group and a normal control group of about 700 persons. These scales were thus developed empirically by criterion keying of items, the criterion being traditional psychiatric diagnosis.

A special feature of the MMPI is that it has several validation scores; a lie score, a K-score of test-taking defensiveness, an F-score of deviant or rare responses, a question score the total number of items to which the examinee responds with "cannot say" and an inconsistency scores. Whereas most of these control scores is employed to adjust the regular scores. It is used to correct for the tendency to "take good" or respond defensively. If an examinee has a high K-score, his scores are corrected for this tendency.

* The California Psychological Inventory (CPI) : The CPI is another widely used and one of the best personality inventories currently available. It is based on MMPI and from which it draw about half of its items. The CPI was developed specifically for use with moral population from age 13 upwards consisting of 450 items to be answered "True" or "False" the CPI yields scores in 18 scales. There are validity scales designed to assess test taking attitudes. The remaining 15 scales provide scores in these personality dimensions: Dominance, Sociability, Self-acceptance responsibility, Socialization, Self-control, Achievement via-conformance, Achievement via-independence and Femininity.

For 11 of these 15 scales, items were selected on the basis of contrasted group against such criteria as course grades, social class membership, participation in curricular activities, and ratings. For the remaining 4 scales, items were originally grouped subjectively and then checked for internal consistency.

The scale has been found useful for predicting such criteria as delinquency and the probability of high school dropout. It has also been found successful for predicting performance in many other fields of work.

A number of psychologists have turned to factor analysis in an effort to arrive at a systematic classification of personality traits. Their objective is to get separate scales that are internally coherent that are relatively independent of other scales. The examples of such inventories are the Guilford Zimmerman Temperament Survey and the Cattle Inventories. A brief description of these two inventories follows.

* Guilford Zimmerman Temperament Survey: This inventory yields separate scores for the following ten traits: general activity, restraint, ascendance, sociability, emotional stability, objectivity, friendliness, thoughtfulness,

personal relations and masculinity. Each score is based on 80 different items, and the items are expressed in the form of alternative statements rather than questions. Three verification keys are providing to defect falsification carelessness of response. The main characteristics of this inventory are :

1. It is based upon the responses of normal everyday people, not of the overtly maladjusted or institutionalized.
2. Its scales are set up by internal analysis, by study of the 'going together' of groups of items.
3. Responses are taken at face value. Their signification is assumed to be given by their obvious content.
4. The respondent may endorse as many or as few of the items as he wishes his choices are not forced or constrained.

* The Cattell Inventories: On the basis of their factorial research, Cattell and his co-workers have constructed a number of personality inventories, of which the best known is the Sixteen Personality Factor Questionnaire (16 PF). Designed for ages 16 and over, this inventory yields 16 scores in such traits as reserved vs outgoing, humble vs assertive and shy vs venturesome. It has two forms each form consisting of 187 items. The major limitation of this inventory is that reliabilities of factors scores for any single form are generally low. This owing to shortness of the scale.

Similar inventories have been developed for ages 12 to 18 (High School Personality Questionnaire), 8 to 12 (Children Personality Questionnaire) and 6 to 8 (Early School Personality Questionnaire).

* Self-Report Inventories in India

Sohoni (1953) developed a test of temperament and character for high school children. Reliability ranged from 0.44 to 0.54 and validity ranged from 0.23 to 0.45.

Singh (1967) constructed an adjustment inventory in five areas- Home, Health, Society, Emotion and Education and had 102 yes-no types items. The reliability ranged from 0.92 to 0.94 and validity was found to be 0.62.

Bengalee (1964) developed a Multiphasic Personality Inventory which was named as Youth Adjustment Analyzer. It covered five areas of personal and social adjustment -unhealthy parents, attitudes, gender, home adjustment, aggressive behaviour, neuroticism and interests.

Prasad (1974) developed an adjustment inventory for teenagers which measures parent adjustment, home and family adjustment, social adjustment, emotional adjustment and self-acceptance.

Singh and Sinha (1979) developed a personality test known as the Differential Personality Scale which measures nine personality traits - decisiveness,

responsibility, emotional stability, masculinity, friendliness, hetero sexuality, ego strength, curiosity and dominance.

* **Limitations of Personality or Adjustment Inventories:** *The major limitation of personality inventories is also open to criticism they yield low reliability coefficients. The validity of personality inventories is also open to criticism.* Those inventories that have been developed as measures of adjustment usually show a moderate level of concurrent validity. When it comes to predictive validity, the results are less encouraging. The inventory scores have generally failed to predict much about the future success of the individual in school, on job or in his personal living.

Another serious limitation of personality inventories is that the subjects may distort their responses for specific purposes. The information collected may fail to give any relevant diagnostic information regarding the problem of the individual.

Personality testing is still in the process of development and, therefore, traits of personality have not yet been defined precisely.

2. Situational or Behaviour Tests

Essentially, a situational test is one that places the subject in a situation closely resembling or stimulating the real life situation in which we should like to observe his behaviour. Performance is evaluated primarily in terms of emotional, social, attitudinal, and other personality variables.

* **Test of Character of Education Inquiry:** Among the earliest situational tests were those constructed by Harthshorne, May and their associates for the Character Education Inquiry (CEI). These tests made use of familiar, natural situations with in the school child's daily routine. The children were not aware that they were being tested. At the same time, these tests represented carefully standardized instruments which yielded objective quantitative scores.

The CEI tests are designed to measure such behaviour characteristics as honesty, self-control and autism. The largest number were concerned with honesty. These included situation in which the individual had change to cheat, situations in which he had an opportunity to lie, and situations in which it was possible for him to steal. The test were quite involving and required rather exentsive stage-managing. It was to be ensured that the true purpose of the test was not revealed. Otherwise, examiners could conform to the approved social standard.

* **Situational Tests in Assessment Centre:** During World War II, for assessment by the United States Office of Strategic Services (OSS), each candidate was brought to an assessment centre for a 3 day period of testing and evaluation. During this period, he was subjected to wide range of tests and was continuously under observation.

One type of test was the situational stress test, designed to sample the individuals behaviour under stressful, frustrating or mechanically disruptive conditions. For example, the examinee was assigned a task to perform with two helpers who were obstructive and uncooperative.

Another type of situational test that has proved especially promising is the leaderless Group Discussion (LGD). Essentially, the group is assigned a topic for discussion during a specified period examiners observe and rate each person's performance but do not participate in discussion.

In general, it has been found that situational test has not proved as valid devices for assess board traits. They have, however, proved good predictors when the examinee's performance is interpreted as a work sample.

* **Role Playing or Improvisation:** Some situational tests employ role playing to elicit the manifestation of interest. In this technique, the individual is explicitly instructed to play a part of either overtly (with or without other persons) or by reporting verbally what he or she would do or say. The situation may be presented realistically, as on a stage, or through audiotape, video tape, or printed description. Important aspects of individual's personality are rated by observers.

A major current application of this technique is in the occupational assessment or personal where interpersonal behaviour is important for job functions.

3. Projective Techniques or Tests

Projective is an unconscious process whereby an individual attributes his needs, thoughts, attitudes, emotions, or characteristics to other persons or certain object in the environment. In a way, projection is an activity whereby the individual transfers his repressed desires and tendencies to others, having failed to afford an outlet to these through their natural course. Projective techniques are based on the phenomenon of projection. It is presumed that the individuals try to project their own attitudes, attributes, likes and dislikes on the external environment.

Although there are many different kinds of projective techniques, they are similar in that they all involves the presentation of unstructured still ink blots, incomplete sentences, incomplete stories, and so on. In each case, the subject structured stimuli are presented because the role of internal factors attitudes, values, motives is maximized when the individual is faced with ambiguous stimulus. Hence, when we show the subject an ambiguous stimulus and ask what he perceives, his responses are determined primarily by the characteristics as a perceiver. In the projective techniques, then the subject's perception provides us with an approach to, or way of studying his personality.

The projective techniques are preferred by many psychologists because they purport to measure the global or overall character or personality, in contrast with the atomistic or trait approach of inventories. In addition, because such techniques involve the

use of unstructured stimulus materials, their purpose is disguised. They allow full freedom to the subject to respond to the test stimuli. The responses of the subject are not scored or evaluation as right or wrong, rather they are evaluated qualitatively.

There are numerous projective techniques available today. These include: the Rorschach Ink Blot test, the Thematic Apperception test, the Mosaic test, the Black Picture test, the Word Association test, the Sentence completion test, the Draw-a-man test, the House Tree Person test and Psychodrama. It is not possible to describe all the projective tests here. We examine only two most important and widely used techniques.

* The Rorschach Inkblot Test: The most widely projective techniques is the Rorschach Ink Blot Test developed by a Swiss psychiatrist Hermann Rorschach in 1911. It contains blots. Five the blots are in different shades of black or grey, while the other five are in various colours.

The blots are presented to the subject one at a time and always in the same order. With each one; the subject is asked to tell what the blot resembles or what he sees. Besides keeping the verbatim record of the responses of each card, the examiner notes time or response, position or position in which cards are held, spontaneous remarks, emotional expressions and other, incidental behaviour of examinee during the test sessions.

After the subject has looked at all the ten cards. The examiner then conducts an inquiry to ascertain the specific part of the blot to which the subject was responding and also to determine the characteristics of the blot colour, shading, form which made the subject give specific responses. The record of responses is made on the basis of information gained in the inquiry.

Each response on the Rorschach is scored in several ways: In addition to the simple count of number of responses. Four main aspects of each response are considered important. There are location, determinant, content and popularity. In connection with location, for example, a specific responses may involve the entire blot, a prominent detail (D) or a minor detail (Dd). The determinants of a particular response may be shape or form of the blot (F), its colour (C), some combination of form or colour (FC or CF), apparent movement (M), or shading (Y). The most common content categories of responses are animals (A), animal detail (Ad), human (H), human detail (Hd), and anatomy (An). Each response is also classified as a frequently occurring or popular response (P) or as a rarely given or original response (O).

The interpretation of the Rorschach is based partially on the number of responses in a particular way, relative to the total number of responses. For example, responses to colour are believed to be related to emotionally characteristics of personality. Hence, if what the individual perceives is determined primarily by the colour of the blot and secondarily by its shape of form and there are a relatively large number of

such responses, it is assumed that this reflects a type of emotionality. The individual's behaviour, in other words is likely to be determined mainly by his feelings or emotions and only secondarily by his intellect.

Among the other determinants or responses perceived on the Rorschach are human movement assumed to reflect fantasy activity, and shading believed to reflect of depression. Interpretation is also based on the proportion of responses to various content categories.

Thus the interpretation of the Rorschach is a very complicated task. It is dependent upon the training and experience of the examiner, as well as on his familiarity with the types of responses that are typical of persons having particular personality characteristics.

* The Thematic Apperception Tests (TAT): The Thematic Apperception Test, 'TAT' was devised by Murray and Morgan in 1935. The basic material of the TAT is a set of 31 cards one blank and the other 30 with ambiguous pictures. Some of the pictures are specifically for girls, some for females over 14, and some for all groups. For a particular age and sex, there are 20 pictures that are supposed to be used.

The subject's basic task is to make a story in connection with each of the pictures to describe what is going on in the picture how the people in the story feel and how the actors in the picture are related to one another? What led up to the incident in the picture, and how it will turn out? In connection towards the end of the task i.e. after all the cards have been presented to him, the blank card is shown to him and he is instructed to imagine a picture and make up a story to go along with it.

Murray suggests that the test be administered through two or one hour sessions with 10 cards used in each session. However, many psychologists using the technique do not adhere to this method of administration. They select those pictures that they believe will elicit the most valuable information concerning the subject's personality.

The story told by the subject is recorded verbatim, either by the examiner or with a recording machine. There are no time limits.

A number of different scoring schemes have been worked out for the TAT. Most of these are elaborated and time consuming. One thing all the scoring schemes have in common is that the content of the stories plays a central role in interpreting the record. Original, Murray analysed the stories according to needs and presses, the needs of the hero and the environment presses (forces) to which he is exposed. Each story was analyzed from the total set of stories; each need and press received a weighted score; and the needs and presses were then arranged in rank order. At the same time the relationships between the needs were investigated.

This type of analysis is not generally followed today. It requires a lot of experience and training and is quite laborious.

* Most Current used scoring system takes account of the following:

1. The Style of the story.
2. Recurring themes in the story.
3. Relation of the outcome of the story to the rests of the plot.
4. Primary and secondary identifications, the choice of hero for story and person second in importance.
5. The handling of authority figures and sex relationships.

It is the recurring themes and features that are important for interpretation. The themes may reveal something of subject's motives and conflicts. It is assumed that the subject identifies with one of the characters in each picture, and hence, the feelings described are believed to be those of the subject himself.

4. Projective Techniques- An Evaluation: As pointed out earlier in this section, some psychologists prefer projective techniques over other methods or personality assessment because these techniques are reported to yield a global or overall impression. In addition, they are not easily falsified.

In spite of these advantages, there are several disadvantages associated with projective techniques. They are, for example, difficult to score and interpret objectively. Although the different techniques vary in this respect, the subjective judgement of the examiner enters into both scoring and interpretations to a much greater degree than in a case of other assessment methods. They are, in other words, inadequately standardized.

In addition, the validity of such techniques is open to serious question. The projective techniques are often validated through blind matching of response record and case history. This method is, however, far less satisfactory than the method generally used for validating tests that of correlating scores on the test with some criteria of the characteristic being measured. In validation studies of this nature, projective techniques are virtually always found to be deficient.

Do these deficiencies mean that such techniques should be nonaligned? The answer to this question is a definite "No", In the hands of well trained and experienced clinical psychologist. Furthermore, with additional attempts to standardize and validate such techniques they may eventually prove more useful than any of other approaches used in assessing personality.

To conclude personality test and adjustment inventories help the guidance workers in diagnosing the client's problems, inadequacies, abnormalities and under achievement. This information is very useful to the counselor for providing effective guidance. The use of personality tests and adjustment inventories is, therefore, indispensable to any guidance programme.

1.4.5 Summary:

1. As no two individuals are alike, for any type of guidance it is absolutely necessary to know the individuals quite well.
2. Individuals can be understood with the help of test as well as non-test techniques. However testing, techniques should be used only a trained and qualified person who can administer and properly interpret the tests.
3. Guidance involves helping the individuals to adjust. It is, therefore, imperative that the adjustment and personality needs of individuals be understood. It can broadly be possible through three ways i.e. through self reporting techniques, opinion of others, psychological tests. Self reporting techniques involve subjectivity. The opinion of others involve bias. The testing techniques have less of both of these. But these have its own weaknesses.

* Personality tests can be of three types :

- (a) Personality Adjustment Inventories, such as MMPI, CPI, Cattell Inventory etc.
- (b) Situational or Behaviour Tests such as Character Education Inquiry Situational Tests in Assessment Centres, and role playing and improvisation.
- (c) Projective Techniques such as Rorschach Inkblot Tests TAT, CAT etc. It is difficult to administer these tests and still more difficult to interpret them.

All the tests of personality are very important and are widely used in guidance programme.

1.4.6 KEY CONCEPT

Concept of Personality and adjustment, their characteristics and measurements

1.4.7 SELF-CHECK QUESTIONS

1. As no two individuals are alike, for any type of _____ is absolutely necessary to know the individual quite well.
2. It can be done in broadly through 3 ways a) _____
b) _____ c) _____.
3. Any individual can be understood with the help of _____ as well as _____ techniques.

Answers : 1. Guidance 2. Self reporting technique, opinion of others, psychological test, 3. Test, non-test

1.4.8 SUGGESTED QUESTIONS

1. Bring out the role of psychological tests in the understanding of individuals.
2. What do you mean by Projective Techniques? Discuss any one, Projective Technique of Personality Assessment.
3. Discuss any one adjustment inventory. Bring out its role in guidance.

4. Write short notes on :-
- (a) Thematic Apperception Test (TAT)
 - (b) Self Reporting Measures.
 - (c) Self Reporting Inventories in India.

1.4.9 SUGGESTED READINGS

1. Anastassi Anne : Psychological Testing, New York Macmillan Publishing Co., 1980.
2. Anderson, H.H. and Anderson, G.L.(ed.) : An Introduction to Projective Techniques, New York, Prentice Hall, 1951.
3. Cronbach, Lee J. : Essential of Psychological Testing, New York; Harper & Row, 1970.
4. Jones Arthur, J. : Principles of Guidance, Bombay; Tata McGraw Hill Co., 1970.
5. Throndike, R.L. and Hagem, E.P. : Measurement and Evaluation in Psychology and Education, New York John Wiley & Sons, 1977.
6. Vernon, P.E. : Personality Assessment, London : Methuen, 1964.
7. Suri, S.P. and T.S. Sodhi, Guidance and Counselling, Bawa Publications, Patiala.
8. www.wikipedia.org
9. www.apa.org
10. www.psychologicaldiscussion.net

M.A. Education (Part-II)

Paper:II

(SEMESTER-III)

Non-Testing Techniques

Lesson No.1.5

1.5.0 Structure

1.5.1 Objectives

1.5.2 Introduction

1.5.3 Cumulative Record

1.5.3.1 Introduction

1.5.3.2 Advantages of the Cumulative Record

1.5.3.3 Maintenance of the Cumulative Record

1.5.3.4 Problems of Maintenance of CRP

1.5.3.5 Sources of Collection of Information

1.5.3.6 Types of Information Included

1.5.4 Anecdotal Record

1.5.4.1 Purpose of Anecdotal Record

1.5.4.2 Characteristics of an Anecdotal Record

1.5.5 Case Study

1.5.5.1 Introduction

1.5.5.2 Clients and Case Study

1.5.5.3 Outline of a Case Study

1.5.5.4 Information

1.5.5.5 Merits of Case Study

1.5.5.6 Limitations of Case Study

1.5.6 Rating Scale

1.5.6.1 Types of Rating Scales

1.5.6.2 Principles Governing Rating Scale

1.5.6.3 Number of Steps

1.5.7 Socio-metric Technique

1.5.7.1 Interpretation of a Sociogram

1.5.8 Observation

1.5.8.1 Merits of Observation

1.5.8.2 Demerits of Observation

1.5.9 Summary

1.5.10 Key Concept

1.5.11 Self-Check Question

1.5.12 Suggested Questions

1.5.13 Suggested Books and Web Sources

1.5.1 Objectives:

After going through the lesson, the students will be able to :

- (i) Explain the Cumulative Record
- (ii) Understand the Case Study
- (iii) Explain the Rating Scale

1.5.2 Introduction

It has now been well recognized that testing techniques have their own short come in the guidance process and non-testing techniques have their own short comings so we will discuss some of them in detail.

1.5.3 Cumulative Record or CRF

1.5.3.1 Introduction

Cumulative record card (CRF) is one document which contains the history of the child from the day he enters the school till he leaves the school finally, normally after passing the high or higher secondary examination. If, any student, changes the school, the CRF is transferred along with him. For one student there is to be only one CRF. It continues to travel with the child till his education is completed. It contains the results of different assessments and judgements held and recorded during the course of study. It contains information regarding all aspects of the life of the child i.e. academic, physical,

mental, social, moral and psychological. John Walter is of the view, "Periodically the significant information gathered on student through the use of various techniques — tests, inventories, observation, interview, case study, case conferences and like should be assembled in summary form on a cumulative record."

In CRF useful and reliable information is recorded cumulatively about a particular pupil, at one place. For the purpose of helping him, during his long stay at school.

The Secondary Education Commission (1953) has highlighted, "A proper system of school records should be maintained for every pupil indicating the work done by him in the school from day-to-day, month to month, term to term, and year to year basis. Such a school record will present a clear and continuous statement of the attainment of the child in different intellectual pursuits, throughout the successive stages of his education. It will also contain a progressive evolution of developments in other directions, such as the growth of his interest, aptitudes, and personality traits, his social adjustments, the practical and social activities in which he takes part."

1.5.3.2 Advantages of the Cumulative Record :

- (a) The CRF contributes to guidance work by providing a sound basis for understanding the individual. It provides information about his achievements in school, which if consistent are of very great use.
- (b) It contains information about the home environment of the child. If there is some problem with him at home i.e. to a considerable extent, it can be treated remedial steps.
- (c) It contains information for activities and hobbies.
- (d) It helps in the improvement of the methods of teaching for the child, it provides a useful basis for educational and vocational placement of the individual after his schooling and also can be used in the search for talent

i.e. gifted children. In the same way it can be helpful in teaching the mild handicapped children, such as, the slow learners.

- (e) It contains data, which may be useful in conferring with certain pupils about behaviour problems, such as, quarrelsome, truant, misbehaving etc.
- (f) The school and the parents have more complete and comprehensive information about other aspects of the personality in CRF.
- (g) The school authorities can make suitable recommendations to the prospective employers and college admission officers and help in furnishing sufficient data for reports to the various authorities engaged in the student welfare services.
- (h) It furnishes assistance to counsellors in aiding pupils to plan their higher studies and vocations and provide valuable assistance to the class teacher or the counsellor in understanding the child who presents disciplinary problems in the class.

1.5.3.3 Maintenance of the Cumulative Record

The maintenance of the cumulative record card should begin when the student enters school and should follow the student from class to class, within a school and from school to school as he continues his progress or goes in for change of school.

The class teacher who is in close contact with the students will maintain the CRF. However, the record of the achievements in different subjects and examinations be carefully entered just after the examination is over. This information will be useful only if it is reliable, valid and honestly recorded. For this additional work, it will have to be considered that the teachers are allotted sufficient time for it in their time table.

1.5.3.4 Problems of Maintenance of CRF

- (a) As the things stand in Indian schools, where guidance services are in infancy, the only alternative is that it should be maintained by the class teacher.

- (b) A normal sized C.R.F. will cover 8 to 10 printed pages. It is thus evident that their proper maintenance will be an expensive affair. It will have to be maintained in a systematic way for which proper furniture, file hanging racks etc. will have to be provided. The space for placing the record will have to be made by the side room of the counselor on file or card or card with endowment forms.
- (c) It is always better to record an important event as early-as possible when it takes place. The content of the CRF it will have to be modified in accordance with the local needs.
- (d) A system will have to be evolved to keep a track as to where the student goes i.e. in some other school or job, so that the record is confidentially transferred to that place.

Maintenance of CRF is not everybody's cup of tea. It will be better if it is included in the teacher training programme in the form of a practical.

1.5.3.5 Sources of Collection of Information:

- (a) Parents/Guardians Data Form: Family background and the personal history of the child may be gathered from the parents who are asked to fill in a form.
- (b) Personal Data Form : In order to obtain information regarding the pupil's interests and participation in co-curricular activities and his vocational preferences, the personal data is of great use. It may be collected from the child by making him to do it independently.
- (c) School Records : These include:
Records of Achievement Tests, Records of Other Tests and admission and withdrawal record etc.

1.5.3.6 Type of Information Included

- (i) Identification Date : Name of the pupil, sex, admission no., date of birth, class, section, address, telephone number etc.

- (ii) Environmental and Background Data : Home-neighborhood influences, socio-economic status of the family, cultural status of the family, political status of the family, number of brothers and sisters, their educational background and occupations of the members of the family.
- (iii) Physical Data : Weight, height, illness, physical disabilities, if any, etc.
- (iv) Psychological Data : Intelligence, aptitudes, interests, personality qualities, emotional and social adjustment and attitudes, collected both by testing and non-testing techniques.
- (v) Educational Data : Previous school record, educational attainments, school marks school attendance. In case the student is consistently good in some subject, a special mention be made of it.
- (vi) Co-curricular Data : Notable experiences and accomplishments in various fields-intellectual, artistic, social, recreational, etc.
- (vii) Vocational Information: Vocational ambitions of the students and its sources, if any.
- (viii) Principal's Overall Remarks:

1.5.4 Anecdotal Record

An anecdotal record is not a part of the counsellor's cumulative record. It is the observed behaviour of the student by the counsellor on some specific moment, especially when he thinks that he is not being observed by the counsellor. It is, in fact, his actual behaviour and is likely to reveal his inner feeling or his real thought.

It is a running description of actual examples of behaviour as observed by teachers and counsellors. The description of the behaviour is followed by comments by the teacher. It can be description of one event or a number of events as may be convenient or desirable in respect of a student. Its length can also be dependent upon the situation. It is, in fact, used to substantiate the

information already observed, as far as, possible. The behaviour, whether it is favourable, unfavourable or neither favourable nor unfavourable to the child, should be faithfully recorded. It may pertain to the event taking place in the school or outside.

1.5.4.1 Purpose of Anecdotal Record

It is a significant incidence. It is to be kept secret as such it is not included in the cumulative record, which is within the reach of some teacher. It is to be used only by the counsellor, so it is kept confidential with him. The counsellor should have the details of all which he has seen. The main objective of this record is to know the behaviour of the counsellee in more details and save him from going astray. However, caution will have to be taken that final judgement should not be made on the basis of this record only. It always need to be confirmed with other types of informations.

1.5.4.2 Characteristics of an Anecdotal Record

- (a) What is written down is what was seen or heard. Inferences, guesses, assumptions are omitted only that aspect of behaviours are related to the dimension being appraised.
- (b) If the record is to be in continuum, a plan of periodic observation and recording is established and adhered to in proper language.
- (c) Words and phrases that have strong emotional connotations are avoided, i.e., love, hate, courteous, loyal, dishonest etc.

1.5.5 Case Study

1.5.5.1 Introduction

Generally speaking, counsellor makes use of Case Study Method only when one is engrossed with some serious problems. First of all, social worker or counsellor try to locate the problem of the individual and work out a solution of that. They collect appropriate data about him and link it with different type of situation, a particular case study is the record of a social type information. This

unit could be formed and can happen in a person, family, school or college, or teenage gang.

In the field of guidance, it is generally an individual, who is involved in some serious problem. The researcher examines the individual in depth. He gathers pertinent data about the present status, past experiences, and environmental forces that contribute to the behaviour of the individual and how these units relate with one and other. The analysis of the factors and their inter relationships helps the counsellor to construct the comprehensive picture of the individual's intelligence and achievement, self-reports, interviews, observations, home visits etc. Freud used case study method to assist his subjects to solve his personality problems. A case study contains interpretations, recommendations and reports in follow-up work. One of the merits of a case study is that the client derives reassurance from the fact that such a careful study is being made of his difficulties and benefits from desensitization, catharsis and abstraction.

1.5.5.2 Clients and Case Study : The students having exceptionally high achievement in the school subject, higher ability in fine arts and practical arts or music, behaviour problems who do not mark good grades, can be made the subject of case studies.

1.5.5.3 Outline of a Case Study :

(a) Identity Data :

Name of the child, date of birth, age, class, sex, father's name, occupation, address.

(b) Types of Problem

1.5.5.4 Information :

(i) Symptoms : Statements on the symptoms of the case should be recorded on the basis of information given by the referee. All this needs to be reduced in writing at the appropriate time.

Examination i.e. Psychological, which includes vision, hearing, co-ordination and speech. Health, which includes height and weight measurements, nutrition, teeth and general physical conditions and mental.

- (ii) Family History : It should include vital information about father, his occupation and his education. The information about mother, siblings, physical conditions at home and discipline at home should be gathered.
- (iii) School History : Schools attended, age of entering school, child's attitude towards school, towards teachers, towards subjects, towards classmates, his status in his class, teacher's attitude towards him, his attitude towards co-curricular activities. Promotions and no-promotions, any special difficulties in school subjects, future educational plans.
- (iv) History of Health and Physical History : Age, age of walking, talking, learning any physical defects like sense organ deficiencies, speech defects etc., illness including duration and severity, serious injuries, his attitude towards his health and body, excessively careful or careless acts.
- (v) Other Relevant Information : Information about social history, recreational interests, personality traits and vocational history etc. also collected.
- (vi) Writing the Report:

1.5.5.6 Merits of Case Study :

It probes the whole case in totality including the past.

The keeps insight of the counselor, the events in terms of space and time and interpret result in the light of relationships interdependence of events. It helps to create fruitful hypothesis. These are helpful in writing reports of the students to the parents, in filling the admission blanks for the college,

making recommendations to the employers in supplementing other sources of understanding the child.

1.5.5.7 Limitations of the Case Study:

It remains a subjective approach and the counsellor who, cannot be fully rise above it when he studied in depth, he lacks breadth. The results cannot be verified. A single individual cannot complete it. He would have to seek help of psychologists, physicians, social workers, parents etc.

1.5.6 Rating Scale

Rating scale, refers to a scale with the set of points which describe varying degree of dimension of an attribute being observed. It exceeds all psychological measurement methods, but depend upon human judgement for popularity, use and case of administration.

Rating techniques are devices by which such judgements may, be quantified. A rating scale is a method by which we systematize the expression of opinion concerning a trait. The ratings are done by parents, teachers, a board of interviewers and judges and by the self as well.

There are two characteristics of a rating scale :

- (a) Description of the characteristics to be rated.
- (b) Some methods by which the quality, frequency or importance of each item to be rated may be given.

1.5.6.1 Types of Rating Scales

(a) Descriptive Rate : The rater puts a check (☐) in the blank before the characteristic or trait which is described in word or phrase.

Example : — The student has very long memory.

— The student has long memory.

— The student forgets after sometime.

— The student forgets immediately.

— The memory of the student is very weak.

- (b) Numerical Scale : Here numbers are assigned to each trait. If it is a seven-point scale starting from 1. number 7 represents the maximum. It can be made on 11 or 5, 9 or 3 points also.
- (c) The Graphic Scale : This is similar to the descriptive scale and the difference lies only in a way it is written. This is also called Behavioral Statement Scale.
- (d) Percentage Group Scale : Here the rater is asked to give the percentage of the group that possesses the trait on which the individual is rated. For example, for rating the self-confidence of an individual, the rater may check one of the following :
- Falls in the top 1 per cent,
 - In the top 25% but not in the top 1%,
 - In the top 50%, but not in the top 25%,
 - In the lower half, but not in the bottom 25%,
 - In the bottom 25%, but not in the bottom 1 percent,
 - In the bottom 1 percent.
- (e) Standard Scale : An individual is asked to rate by comparing him to the person mentioned on the scale and assign the position of the rate. For example, ABCDE are the persons who have been already rated as very persistent, not easily stopped, work quite steadily, somewhat changeable, gives up easily. It is also called Man to Man Scale. For example, cannot be changed, only limited change can take place, cannot be changed, some change can be made, can be changed easily.

1.5.6.2 Principles Governing Rating Scale :

- (i) A trait to be rated should be given a name and a definition. It will give the rater a clear conception of the scale or the continuing on which he is to evaluate objects.

(ii) A rating scale should make use of good cues. Guilford (1954) has listed six requirements for this purpose :

- (a) Clarity
- (b) Relevance
- (c) Precision
- (d) Variety
- (e) Objectivity
- (f) Uniqueness

1.5.6.3 Number of Steps: There are no hard and fast rules concerning the number of steps or scale divisions to be used in the rating scale. If the number of steps are too small, the raters are not capable of making much discrimination. On the other hand, too many steps in the scale are beyond the raters limited power of discrimination. In general, 5 to 7 point scales seem to serve adequately. With motivated, willing, serious and co-operative raters, much finer division of the scale proves profitable.

1.5.7 Socio-Metric Techniques : Sociometry may be described as a means of presenting simply and graphically the entire structure of relations existing at a given items among members of a given group. The major lines of communication or the pattern of attraction and rejection in its full scopes are made readily comprehensive at a glance.

It is represented in the shape of a socio gram which is generally used by the classroom teachers, counselors or psychologists to study the inter personal relationships of groups.

Through these techniques we come to know that other members of the group feel about the subject whether they like him or not.

Socio-metric studies have been made of many types of social groups including classroom group. Being peer-rating rather than rating by superiors, sociometry adds another dimension of the understanding to social relationships.

For Example : One group consisting of ten students is asked to write his first, second and sometimes third choices about some significant and pertinent type of social setting i.e. whom would you like to be the secretary society. This is a positive question and hence show social acceptance.

Negative question can also be asked and shows rejection about that person. In the above preference. The data has been tabulated in Table No. 1 which is self-explanatory. A similar type can be prepared for social rejections. In vertical column will be listed the rejected and in horizontal column rejected.

TABLE 1

Who would you like to be The Secretary of your club?

Chosen	1	2	3	4	5	6	7	8	9	10
1			F		S		T			
2				F	S		T			
3			S	F			T			
4		F	S	T						
5	F	S	T							
First Choice	1	1	1	2	-	--	--	--	--	--
Second Choice	--	1	2	-	-	--	--	--	--	--
Third Choice	--		1	-	2		3			
Total	1	2	4	3	2	--	3	--	--	--

1.5.7.1 Interpretation of a Sociogram :

1. One person should be concentrated at a time.
2. A detailed study of the choices made and received should be made.
3. The isolates and the stars may be looked for. An isolated is one whom nobody chooses. Of course he is not rejected. A star is a member of the group who receives most of the choice.

4. Attempts should be made to discover the courses for such selections for e.g. isolate member would be new in group, or he is of a shy nature and withdrawing nature etc.
5. Look for individual who select each other. They might be friends, neighbors etc.

1.5.8 Observation :

Literary meaning of observation is to look outside one self. Such acts are noticed by observing overt behaviour of the organism in order to study developments trends of different types. Observation may be of different kinds.

(1) direct and indirect, (2) natural and artificial, (3) scheduled and unscheduled, (4) participant and non-participant.

The physicians counselors and psychologists depend heavily on what they observe of the patient talk, gestures and facial expressions.

Planning for observation includes definition of specific activities or units of behaviour to be observed, the nature of the groups of the subjects to be observed. The scope of observation individual or group, determination of the length of each observation period, deciding about the tools to be used in making the observation and recording etc.

- (a) Natural Observation : In this process subject is not conscious of the fact that behaviour is being observed by someone i.e. observation of student in the playground or in class.
- (b) Participant Observation : In this technique the observer becomes the part of the group which he wants to observe.
- (c) Non-Participant : Observer takes a position where his presence is not disturbing to the group.

For e.g. a one-way vision screen that permits the observer to see the subject but prevents the subject from seeing the observer is useful.

(d) **Scheduled or Structured Observation** : In this process, observer set up in advance categories of behaviour in terms of which he wishes to analyze the problem, and keeps in mind the time limit under which he has to make the observation. In executed in controlled situations.

(e) **Unscheduled or Unstructural Observation** : It may not be possible to categorize behaviour in advance of observation. Instead of using predetermined categories, the observer considers aspects of behaviour in terms of their context or the situations of which they are part.

1.5.8.1 Merits of Observation :

1. It is more reliable and objective, being carried over in natural situation.
2. It can be used with children of all ages. It is more useful with younger and shy children.
3. It can be used in every situation and is adaptable both to individual and groups.

1.5.8.2 Demerits of Observation :

1. There is a great scope for subjectivity.
2. Recording involve time lag and lesser reliable.
3. It reveals only the overt behaviour not that is within.

1.5.9 Summary

1. It has now been well recognized that testing as well as non-testing techniques and has their own short comes in the guidance process
2. Some of the non-testing techniques are
 - a) CRF
 - b) Anecdotal Record
 - c) Case study
 - d) Rating scale
 - e) Observation
 - f) Socio-metric techniques

1.5.10 Key Concept

- a) CRF – advantages, maintenance, sources of collection data, types
- b) Anecdotal record: purpose of anecdotal record and characteristics of an anecdotal record
- c) Case study: merits and limitations
- d) Rating scale: types, principle number of steps
- e) Socio-metric technique

f) Observation: merits and demerits

1.5.11 Self-check Exercise

1. Advantages of Cumulative Record
2. Write in short about Merits of a Case Study

1.5.12 Suggested Questions

1. Write in detail about Rating Scale.
2. What do you understand by the concept of Case Study.
3. Describe its merits and limitations in detail.

1.5.13 Suggested Books and Web Sources

1. Dr.T.S.Sodhi &Dr.Harinder Kaur Sodhi : Guidance and Counselling
2. Dr. K.K.Bhatia : Principles of Guidance
3. www.ncert.nic.in
4. www.egyaankosh.ac.in

Mandatory Student Feedback Form

<https://forms.gle/KS5CLhvpwrpgjwN98>

Note: Students, kindly click this google form link, and fill this feedback form once.